

**UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES**



UNDERGRADUATE RESEARCH:

“THE IMPORTANCE OF INCORPORATING AN ACADEMIC ADVISING PROGRAM
IN THE STUDENT SERVICES UNIT AT THE FOREIGN LANGUAGE DEPARTMENT
OF THE UNIVERSITY OF EL SALVADOR”

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INTRODUCTION

In El Salvador, the learning of English and French as foreign languages have increased more and more in the last years. Nowadays, these languages have become a necessity at the moment of acquiring a job inside or outside the country. However, at the moment of the learning process of any of these foreign languages students face many obstacles such as: lack of advising before entering at the university, misinformation about administrative processes at the beginning, during and at the end of the majors, absence of academic guidance when encountering difficulties to pass a subject, among others.

This project will be focused on the importance of incorporating an AAP (Academic Advising program) in the Student Services Unit at the Foreign Language Department, furthermore the benefits that the students of this department will obtain from the implementation of this program.

This research project encompasses in the following chapters:

CHAPTER I

A short review about the problem is described in this chapter and how the academic situation of students' life remains nowadays. The reasons why it is important to implement AAP (Academic Advising program) in the Student Services Unit at the Foreign Language Department is also described as well as what the research team pursuits by doing this vital investigation.

CHAPTER II

In this chapter, researchers present the historical development, the theoretical foundations of the Academic Advising Program. It also presents the students' diversity and their needs during the learning process. In addition, some advising styles that can be implemented, ending with the mission, vision and roles of this program.

CHAPTER III

The methodology of the research project is developed in this chapter. In addition to this, such elements as the type of research, universe of study are included. This chapter also comprises the procedures that the research team used to collect meaningful and effective information to validate the investigation; In order to fulfill this, researchers passed a survey to all the subjects under study. Also, an interview was held with the sample that was taken by applying a formula to the total population.

CHAPTER IV

This chapter will deal with the tabulation, data analysis, interpretation and outcomes of the research.

Conclusions, recommendations, references that were consulted and appendices regarding the instruments are shown at the end of the document.

CHAPTER I

THE PROBLEM

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THE PROBLEM

1.1 STATEMENT OF THE PROBLEM

As students of the Modern Languages specialized in French and English, the researchers have observed that there are some difficulties that students face before entering at the university, during their learning process and after they finish their careers.

Some of the problems that students have at the beginning of their studies are: lack of advice to choose a subject, not enough information on how to do administrative processes, and the like. In addition, during their career, some students have some needs that are not been fulfilled, for example: the need of a tutor, who can provide academic help when they have difficulties to succeed in a subject etc. Finally, there are some students who have finished their majors but still face some difficulties such as: not enough guidance where, how or when to perform administrative processes, and more.

Based on all these academic issues that students go through at the Foreign Languages Department, the research team determined that it is necessary to develop an Academic Advising Program that can help the actual Student Services Unit to overcome all the difficulties that it is facing to reach their objectives whose main objective is to help the students with all the needs that they have. Through this research project, the researchers seek to present to the Foreign Languages

Department suggestions related to the implementation of the Academic Advising Program at the Student Services Unit.

1.2 OBJECTIVES

GENERAL OBJECTIVE

To estimate the academic and professional benefits that students of the Foreign Languages Department would receive by the implementation of an Academic Advising Program in the Student Services Unit.

SPECIFIC OBJECTIVES

- To acknowledge the main purpose of implementing an Academic Advising Program in the Student Services Unit at the Foreign Languages Department at the University of El Salvador.
- To determine what is the equipment, staff and infrastructure needed to implement the Academic Advising Program at the Student Services Unit of the Foreign Languages Department.
- To identify if the Foreign Languages Department has the necessary equipment, staff, and infrastructure needed to implement the Academic Advice Program.

1.3 RESEARCH QUESTIONS

- What are the professional-educational benefits that the Academic Advising program in the Students Services' Unit will provide to the students at the Foreign Languages Department in School of Arts and Science at the University of El Salvador?

Subsidiary Questions:

1. What is the main purpose of implementing an Academic Advising Program at the Student Services Unit in the Foreign Languages Department at the University of El Salvador?
2. What is the equipment, staff and infrastructure needed to implement the Academic Advising Program at the Student Services Unit at the Foreign Languages Department?
3. Does the Foreign Languages Department have the required equipment, staff, and infrastructure to implement an Academic Advising Program in the Student Services Unit?
4. If an academic advising program were to be incorporated in the Student Services Unit, which would be the implementation procedure that it would follow?

1.4 JUSTIFICATION

In the year 2004, the Foreign Languages Department initiated the project of the Student Services Unit with the aim of giving academic, administrative and legal orientation to students of the department mentioned earlier. At the same time, this unit had as one of its main objectives not only to get students to know about the departments' history but also to provide guidance about subject registration for new students.

In addition, this unit's purpose is to give support through tutoring to students who have difficulties in any of their subjects that belong to the Skills Development Area either in French or English during their career. Simultaneously, to provide psychological help to avoid students retake a subject or drop out their university studies; as well as, to inform students from fifth year about administrative and graduation processes.

The objectives before mentioned are the commitments of the Student Services Unit (approved on November 12th 2004). This project has plenty of objectives which are really important in the higher education life of every student. Unfortunately, this project lacks of facilities and resources to accomplish its objectives. For example, most of the students ignore the existence of the facilities that the department has; sometimes they do not know how to register a subject, how to do administrative-academic processes. Many students do not even know about the history of the department. At the same time the project of Student Services Unit does not count with the necessary equipment and infrastructure; For example, the unit just has a round table and three chairs. As well, it has been assigned a few tutors

due to the lack of room. The tutors are students who are doing their outreach project, and do not have enough material to prepare the tutoring sessions.

Therefore, researchers formulated the following inquiries: Is this unit fulfilling the objectives mentioned in the first paragraph? Are students of the Foreign Languages Department obtaining the services that they require? Does this unit lack of some kind of service? Does it have to be improved?

1.5 DELIMITATION

The research team considers it was necessary to delimit the research problem in the following way to have a better understanding of the research.

- **Social delimitation:** the research was carried out at the University of El Salvador; in the Foreign Languages Department (FLD), specifically in the careers of Modern Languages specialized in French and English, the Professorship in English, and in the BA in English Teaching.
- **Population:** For the sample, teachers and students were included. Among the students, there were 73 females and 37 males between 17 and 35 years old. On the other hand, the teachers' sample was 2 females and 4 males.
- **Space delimitation:** the research took place in the three different careers: BA in Modern Languages specialized in French and English, Professorship in English, and in the BA in English Teaching from the Foreign Languages Department of the University of El Salvador, in San Salvador El Salvador.
- **Time delimitation:** the investigation was carried out in a period of 16 months from II semester, February 2013 to I semester May 2014. During this period the samples were established, the instruments to collect the data were elaborated and passed to students and teachers, the analysis of the data gathered was made, and finally a final report was presented in that way the conclusions and recommendations were stated.

CHAPTER II

THEORETICAL FRAMEWOR

CHAPTER II

THEORETICAL FRAMEWORK

2.1 DEFINITIONS AND REFERENCES.

- **O'Banion:** was the first to introduce the concept of developmental academic advising.

- **Burns Ballantyne Crookston** (1922-1975) was raised in Logan, Utah. He contributed with more than fifty articles to professional journals and books on topics ranging from academic advising, to drug abuse, campus unrest, and the use of third party intervention in conflict situations. Crookston wrote an article in the Journal of College Student Personnel titled "A Developmental View of Academic Advising as Teaching" - the term developmental academic advising was born.

- **Virginia N. Gordon**, NACADA past president and a senior editor of the association's journal, also assistant dean emeritus and adjunct associate professor at The Ohio University.

- **J.D Beatty**, long-time NACADA archivist.

- **Thomas J. Grites**, Assistant to the provost at The Richard Stockton College of New Jersey. Grites was one of the founding members of the National Academic Advising Association (NACADA) and served as its President for two terms. He currently serves as a Senior Editor of the NACADA Journal and regularly provides other services to NACADA.

- **Academic: Academic Advising**, Researchers have to define first what academic advising is and what it is not, in order to acknowledge the topic better.

Pursuant to the *Oregon Tec*¹, academic advising is to assist students in the development of meaningful educational plans that are compatible with their life goals. The ultimate responsibility for making decisions about educational plans and life goals rests, of course, with each individual of the university.

Additionally, according to the *SIENA College*², academic advising refers to “recommending,” “suggesting,” and “informing.” This college states that academic advising, also, includes helping students to discern what direction their course of studies should take. This involves discussing their personal and academic interests, and their possible career goals. Moreover, academic advising assists students to make intelligent choices for courses, while making sure that the university’s requirements are met. Advisors have to try to make sure that students take all necessary courses and requirements for their major. Besides, it refers to answering general questions that students may have about the majors’ curriculum and last but not least it takes an interest in students’ academic progress, and helping them if they are in academic trouble; for example; if students cannot adapt themselves at the university’s life or passing a subject or accustoming to the way teachers work at the university.

Foremost, advisors have to be really qualified. In accordance with the *Council for the Advancement of Standards in Higher Education*, academic advisors should have knowledge of student development, student learning, career development, and other relevant theories in education, social sciences, and humanities. At the same time, they should have a comprehensive cognizance of the institution’s programs, academic requirements, policies and procedures, majors, minors and support services; simultaneously, uphold policies, procedures, and values of their departments and institution. Nevertheless, they should demonstrate an interest and effectiveness in working with and assisting students and a willingness to participate in professional activities; likewise, they must orient new staff

1

<http://www.oit.edu/faculty-staff/academic-advising-handbook>

²<http://www.siena.edu/pages/2241.asp>

members to relevant ethical standards and statements of ethical practice and related institutional policies.

According to the California State University³, “Advisors are here to help you navigate requirements, policies, and *opportunities*, and to help you explore and achieve your academic goals”. The statement before mentioned confirms that a good advising may be the key element for a successful career experience, since academic advising can assist not only undergraduate but also certain postgraduate students.

The mission of Academic Advising Programs at California State University, Chico is to provide an integrated array of effective academic advising services as well as resources and planning tools for students. This mission refers to assist not only new students but also the students who are about to graduate.

At the same time, there are two different kinds of academic advising on the Academic Advising Program; the first is the academic advising provided by an advisor who has to have a master on the following areas: Higher Education, College Student Personnel, Higher Education Administration within Student Affairs, Human Services such as Psychology and Social Work or specific discipline related to the advising area and the second one is the peer advising. In order to make this two option more understanding. Researchers will explain them both in detail in the following paragraphs.

The model proposed by Virginia N. Gordon⁴, in which she described the advisor model in three phases which are the followings: inquire, inform and integrate. In the first phase, advisors try to explain to students their academic needs and responsibilities in order for students to choose the adequate career for them. During the inform phase, students are encouraged to gather information about their skills, interests, values, and their educational and career opportunities. In the last phase, advisors have to come to the conclusion of

³<http://www.csuchico.edu/aap/index.shtml>

⁴ Academic Advising: A Comprehensive Handbook by Virginia N. Gordon.

which career is the most adequate for each student. To conclude, Gordon suggests that the last phase of this model is where advisors and students have the challenge of organizing information and consequently deriving meaning for each student.

When advisors follow the model, before mentioned, they must be familiar with some criteria: self-assessment strategies, sources with educational and occupational information, and decision making difficulties.

Self-assessment: when students enter to the university, some students will be able to express their interests, skills, values and personalities; however, there are students that will not be able to do it.

Career exploration: it is important for students to have accurate information about the work world. In this criterion, advisors are called to evaluate critically what they recommend their students; they have to take into account the labor market, in that way students will choose the best option for them.

Academic Advising programs also recommend some characteristics or qualities of advisors that students look for and value.

- **Available/Accessible:** An advisor is someone who communicates and interacts with students outside the classroom, more frequently than course teachers.
- **Knowledgeable/Helpful:** An advisor is an effective consultant who provides accurate and timely information about the curriculum, university policies, and administrative procedures. Someone who helps students make sense of the meaning, value, and purpose of general education. Someone who helps students to discover their interests, aptitudes, and values.

- **Personable/Approachable:** An advisor is a humanizing person with whom students feel comfortable, someone who knows students by their name, and who takes a personal interest in individual students' experiences, progress, and development.
- **Counselor/Mentor:** An advisor is an advocate who students can turn to for advice, counsel, guidance, or direction.

To continue, peer advising is indubitably important in the Academic Advising Program, conforming to *Elizabeth E. Swisher, Indiana University–Purdue University Indianapolis*⁵ Peer advising generally refers to programs in which students assist other students. *Koring and Campbell (2005)* offered a more formal definition: “Peer advising is an educational process in which students are intentionally connected with other students to support learning and success”. They propose that peer advisers have to be trained and selected by advisors and coordinators, in contemplation of contributing academic advising services to their peers. These services are intentionally designed to assist in student adjustment, satisfaction, and persistence toward attainment of their educational goals. In addition, because students play an important role in other students' college experiences, peer-advising programs take advantage of the benefits of peer-to-peer interaction. It has a lot of advantages like peer interaction in which students feel more confident because they know that students who work in the peer advising are more familiar with all the process that they are experiencing; in addition, there is a financial benefit because it can be a volunteer position or students doing their outreach project. Altogether, peer advising is more flexible with the schedule that it has to be follow and can attend students through social networking as it is not necessary to be in the university campus to help their peers.

All the before mentioned is what the project of Student Services Unit is trying to accomplish, it fulfills some aspects of what an academic advising program is but not

⁵<http://dus.psu.edu/mentor/2013/03/considerations-peer-advising-programs/>

completely.; helping the students as much as they can, and placing the students' needs as the most important element of the university.

Researchers have already explained what academic advising is and the types of academic advisors that exist at the higher education institutions. To continue, it is also important to know what academic advising is not in order to have a clearer idea of the academic advising definition.

Academic advising is not utterly providing students with the web page of the university so that they can register for courses or giving them fully information about courses schedule.

Unfortunately, both students and faculty members have sometimes reduced it to this. So that, sometimes students register a course which is not convenient for him or her; likewise, there is a lack of having a faculty member suggest courses for students or recommend when they should take it. Good advising empowers students to make meaningful choices that direct their studies toward a goal.

Academic advising is not merely to make students acknowledge steps to be follow in the administrative manner or just to explain a specific topic about a subject that they have difficulties or show them the facilities around the university campus where they can profit from the services that it offers. Researchers are not stating that that is not important but it is not enough and that academic advising goes much farther than that. Conjointly, academic advising has to be synchronized with the university's mission and vision. Afterwards, researchers have defined some concepts that have been considered important to fully understand the research, for this purpose, a brief background about the Academic Advising Program is stated.

2.2 HISTORICAL DEVELOPMENT FOUNDATION

2.2.1 Introduction to academic advising

Gordon (1992) summarized the Academic Advising Program in two different eras. The first one, started in 1636 with Harvard's founders, they created a four-year residential institution whose puritan classical curriculum was designed to produce well-educated ministers, lawyers, and doctors for an emerging society.

The objective that the institution had with the residential before mentioned was to create a society of scholars where teachers and students lived together under common discipline, associating not only meals but at lecture rooms, in chambers, at prayers and recreation.

During the period of 1636 until 1870, all the students took the same courses, and no electives were available, this period is well known as "Higher Education before Academic Advising Was Defined". Besides, in the 1870's, the general social climate had become very formal and rigid and faculty were no longer allowed to speak to students on a personal basis because it was considered appropriate; neither was it considered proper for students to approach faculty members.

In that period, higher education reached a point where students thought of faculty as a "necessary evil" and the faculty treated students as an "unavoidable nuisance". For many years there was disorderly conduct in the classrooms, chapels, commons and dormitories until the system provided more choices to students.

Thereafter, the second era begun, from 1870 until 1970, higher education institutions began to include more practical courses as alternatives to other traditional courses. As more courses were offered in this new elective system, students could have choices; consequently in 1872 Harvard's President Eliot, defended on the basis of having a Board of Freshman Advisers, who helped students make appropriate choices among

elective subjects. In 1877, Johns Hopkins' president Daniel Gilman initiated the help to usher in this second advising era, not only used the word "adviser" to refer to someone who gave direction to a student concerning an academic, social, or personal matter, but stated the responsibilities the role required.

It was not until 1972 that O'Banion proposed a system of advising that employed professional counselors rather than faculty. Counselors, specialized in advising, could serve students during the day, evening and summer hours, times when faculty were typically not available⁶. He also argued that professional advisors would serve students better than faculty advisors, for whom advising was simply another time-consuming task to be completed.

There were just a few organizations that were created with the aim of innovating in the world of the education. Some of these organizations are mentioned below:

2.2.2 Role Model Organizations

- **CAS**

The Council for the Advancement of Standards for Students Services/Development Programs (CAS) was founded in 1979; CAS is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. In 1986, CAS brought attention to the quality of academic advising programs. It did not intend to accredit advising programs, but rather sought to assure the public about quality through self-regulation and evaluation. CAS developed 13 characteristics, or components of quality academic advising, including: mission statement; program content; leadership and management; organization and administration; human resources; funding; facilities; legal responsibilities; equal opportunity, access, and affirmative action; campus and community

⁶The use of developmental advising models by professional academic advisors by Mellisa L. Daller (thesis submitted to the Faculty of the Virginia Polytechnic Institute.) May, 1997 Blacksburg, Virginia.

relations; multicultural programs and services; ethics; and, evaluation⁷. Nowadays CAS is supported by The Global Community of Academic Advising (NACADA) which researchers will take as a model of quality as a proposal to improve the existing unit at the department of foreign languages at the University of El Salvador; this will be developed later in this document.

- **NACADA**

The National Academic Advising Association (NACADA) evolved from the first National Conference on Academic Advising in 1977, chartered in 1979, and now has over 10,000 members representing all 50 states of the United States of America, Puerto Rico, Canada and several other international countries. California State University and the University of California held an Academic Advising Conference on September 30, 1976 in Fresno, California, but the Burlington conference signaled the beginnings of a formal national association. By 1979 NACADA was officially incorporated and Toni Trombley elected its first president (Beatty, 1991)⁸.

The main purpose of the National Academic Advising Association is to promote the quality of academic advising in institutions of higher education, and to this end, it is dedicated to the support and professional growth of academic advising and advisors.

2.2.3 Student Assistance Office Creation

Similarly to the creation of CAS and NACADA in 2004, the Foreign Languages Department at the University of El Salvador, Lic. Edgar Nicolás Ayala had a project in mind before becoming the head of the Foreign Languages Department: the creation of the Student Assistance Office some years after Lic. Edgar Nicolás Ayala became the chief of

⁷ <http://www.cas.edu/index.php/index.php/index.php>

⁸ <https://www.nacada.ksu.edu/About-Us/History.aspx>

the department and he developed the idea and requested the support of the Foreign Languages Department.

This unit was accepted and established in November 22, 200⁹ with the intention of giving useful information to the students in different aspects such as: guidance in the different academic-administrative processes at the beginning, during and at the end of the university studies; to illustrate, courses' registration, graduation process, provide tutoring during the first years of the major, give psychological help and carry out activities in which students could be more familiarized with the university life. Students in the social service develop this project; by this time the coordinator was Lic. Nicolás Ayala, the office which was assigned for the Student Service Unit project is located in a part of the Foreign Languages and philosophy building's basement.

Previous information from a survey administered to 94 students from the Foreign Languages Department in the year 2002¹⁰ showed that there was a lack of assistance to students, and that there was a necessity to fulfill all those needs with quality services.

- **Founders**

This project was possible due to people with the same way of thinking, goals and ideas. The unit required the support of the students doing their social services at the Department of Psychology and Languages. As well as to any volunteer who wanted to collaborate with the project to be applied at the Foreign Languages Department; the following people reinforced the project in the beginning:

- MsD. Ana María Glower de Alvarado
- Mti. Edgar Nicolás Ayala.
- M. A. Guillermo Escobar Lemus
- M.A. Miguel Angel Carranza

- **Initial Objectives.**

⁹Agreement number 855 signed by the board of Directors of the School of Arts and Sciences.

¹⁰ Documentos oficiales del proyecto de la Unidad de Asistencia al Estudiante.

As every project, this unit had two different general objectives with the focus on helping students to successfully achieve their goals. Some of these objectives were: To organize a program of students' assistance to guide them with academic, administrative and legal processes and the second general objective is to establish links between students and teachers through extracurricular activities in order to promote the identity and knowledge about the university life.

In addition, its specific objectives meant to complement the general objective before mentioned; those objectives are the following: To provide information about majors and selection process for new aspirants. As well as try to get new students familiar with the life at the university and the history of the university with the purpose of fomenting identity. Another specific objective is to aid students with retaking problems, academically, legally and psychologically with the finality of diminishing levels of desertion. Also to assist students with academic and legal problems during their graduation process in order to increase the number of graduated people per year. Finally, to guide students to choose the appropriate schedule and help them through the register process for the subjects. Unfortunately there have been many complications which will be discussed later in this research which have complicated the achievement of the objectives of the project.

- **Initial Resources.**

Like every project there should be finances ready to support the execution of the plan desired to accomplish, in this case the "The Student Services Unit", needed to have monetary support from the funds for special projects at the Department of Foreign Languages and Funds from the School of Arts and Sciences, which were provided successfully, and were used to get some material and equipment convenient to start the project. In addition, the space given to the unit was a part of the languages and philosophy building basement, at the beginning there was enough space to give the tutoring sessions with success but thereafter, the space was reduced.

Since, researchers have been explaining concepts, kinds of academic advising and history about the Academic Advising Program, at the same time, researchers provided to readers a brief historical background of the existing project of Student Services Unit where the AAP could be implemented to improve this project before mentioned; however, this program has another two different aspects which defined it which are The Core Values and the Administrative Role.

2.3 THEORETICAL FOUNDATIONS OF ACADEMIC ADVISING

According to the National Academic Advising Association (NACADA), Academic Advising is "a series of intentional interactions with a [curriculum](#), [pedagogy](#), and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes"¹¹. Equally important is to know the foundation of the Academic Advising Program; researchers looked for the information. Researchers found out the book **Academic Advising: A Comprehensive Handbook** sponsored by the [National Academic Advising Association](#) (NACADA), that contains chapters on the historical foundations, theory.

The history of Academic Advising Programs started in the 40's; in those years the roles, responsibilities, mission and vision of academic advisors made significant gains within American undergraduate education. The Academic Advising began as an informal and undefined task which involved into a comprehensive system functioning as an "integral part of the mission of higher education"¹² and serving an imperative role in assisting students with a variety of educational, vocational, personal, and student developmental needs especially with trends in college access, recruitment, retention and education.

Furthermore, once institutions reached University status, additional expansions included the establishment of the undergraduate college, professional schools, graduate programs, and a wide range of student service components. By the late 1870's advising systems were introduced at Harvard University (established the Board of Freshman Advisors in 1872) and Johns Hopkins University (established the Faculty of Advisors in 1877) to provide undergraduate guidance, but also to strengthen the communication/relationship divide between faculty and students.

¹¹http://en.wikipedia.org/wiki/Academic_advising

¹²ROUSE, JANELLE ELLIS, Ph.D. Social Justice Development: Creating Social Change Agents in Academic Systems. (2011) Directed by Dr LeilaE. Villaverde. page 248

In general, the role of faculty advisors was to “guarantee personal assistance to students” and “establish relations of friendliness and confidence with the students assigned to his care” (p. 248)¹³; thus, personalizing the advising experience conducted by tutors during the early college era.

Indeed, as academic advising advanced into the seventies, student advising concerns coupled with the emergence of student development theories and faculty advisor ships converged to shift advising into a critical period of transition. Simultaneously, O’Banion (1972) presented his five-phase advising model process to include the following dimensions: exploration of life goals, exploration of vocational goals, program choice, and scheduling courses. He believed “the purpose of academic advising is to help the student choose a program of study which will serve him in the development of his total potential” and recommended a team approach for the delivery of this model, using faculty and instructors, counselors, and students.

During the years 1976 to 1999, it was marked by higher education’s efforts to maintain major trends/ developments established over the years and broaden its efforts to extend equitable access to all student groups. Cohen and Kisker (2010) note an acceleration of forces striving to rectify the apparent imbalances that limited the educational progress for various groups based on race, ethnicity, gender, age, economic status, disability, etc. Discrimination and affirmative action policies were enforced to reduce and prohibit the likelihood of discriminatory practices in higher education.

In 1979, a major retention study was conducted by The American College Testing (ACT) Program to “determine the major causes of non-persistence among the college population and to analyze retention programs influencing students to complete their degree objectives” Their research uncovered academic advising as an important by-product of student retention efforts; thus, calling for the improvement of properly delivered academic advising programs to help students develop more mature educational and career goals.

¹³ ROUSE, JANELLE ELLIS, Ph.D. Social Justice Development: Creating Social Change Agents in Academic Systems. (2011) Directed by Dr LeilaE. Villaverde. page 248

Besides, as research studies began to link advising services to student retention and student development, scholars began to develop a variety of theoretical, practical and service-oriented best practices necessary to create a formal, structured program to increase student persistence, retention and graduation rates (Crookston, 1972; Frost, 2000; Kuhn, 2008; O'Banion, 1972). Improvements to academic systems included: developing theoretical foundations for academic advising, designing effective delivery styles, improving overall advising effectiveness, establishing the roles/responsibilities of the advisor/advisee, and establishing the goals/objectives of the advising practice (Frost, 2000).

At present, many scholars have attributed the growth and success of students to the strengths of skilled academic advising and its ability to respond/contribute to student persistence and retention, self-awareness, career focus, integration and other academic and student developmental needs.

Evidently, academic advisors have the unique ability to bridge the work of academic and student affairs personnel to create a unifying force that cultivates student excellence and forges educational partnerships that advance student learning. Like many academic and student affairs personnel, advisors often enter the field because of their commitment to develop the “whole” student (academically, intellectually, developmentally, professionally, and socially); serve the campus community; and support student retention efforts.

2.4 STUDENTS DIVERSITY AND STUDENT'S NEEDS

Education needs to be worked as a team so that a difference can be made in students learning, the competencies can be improved and can leave at the end of the day, confident that students are progressing along with the respective learning journeys. However to perform this in the best way possible, teacher and advisors must have a clear idea of what student's needs are, some of the common needs in higher education are.

- Students need to be actively engaged in learning
- Students need to belong to a strong community in the classroom
- Students need to see themselves as able and capable learners
- Students need to set personal learning goals
- Students need to be learning in a variety of ways
- Students need to be emotionally involved in their learning
- Students learn at different rates
- Students need rich, in-depth inquiry
- Students learn best when the content is connected to the world and to their lives
- Students need choice and clear expectations.

In addition to these common needs, there are others like:

- Critical thinking and problem-solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

When asked if students are missing skills for the workforce, it is heard a resounding ‘yes.’ Students today learn academic core subjects, which are useful. But they aren’t gaining all the knowledge they need to seamlessly integrate into the office environment, Dr. Tony Wagner, co-director of Harvard's Change Leadership Group¹⁴, points that In order to motivate and teach this generation, the school system must be reinvented to be accountable for what matters most. That means to do the work--teaching, learning, and assessing--in new ways. That is why this research is aim to improve the learning process at the university to make it easier and competitive to the challenges and demands that the world has for this new generation. Students at the department of foreign languages have all these basic needs, in order to full fill all these request; students need guidance, help and personal assistance.

The Majority of the students lack a sense of direction at the university that is why there are many students requesting major changes in the middle of the year; they are lacking a sense of purpose and a sense of fulfillment. Adequate guidance and counseling facilities is the only answer to help and guide the youth to worthwhile channels and help them realize the goals of optimum academic, personal and social development.

The personal tutoring system (APP) seeks to reduce the incidence of situations like this by providing every student with a mentor, someone whom they get to know and who maintains regular contact with them, who is readily accessible within their department and to whom they can turn for support in times of trouble. The personal tutor is someone who will act as an ‘honest broker’ when differences arise between students and staff (both academic and administrative). A good relationship between personal tutors and their tutees encourages students to talk about any difficulties they are experiencing, *before* they develop into major problems.

¹⁴Guidance and Counseling, (1997) APH Publishing Corporation.

2.5 ACADEMIC ADVISING STYLES

It has been presented some definitions about academic advising, people involved in this program and their characteristics and rolls within the institution; equally important is to know the different kinds of advising styles that exist so the institution can choose which of the styles is more convenient to apply at the university according to the students' needs and university's mission and vision.

- **Prescriptive style**

The first academic styles that was known at the higher education institutions was the prescriptive academic style this is the oldest one and it was born around the 1870's. According to Crookston (1972) Prescriptive advising is a behavioral approach, based on "telling" the student what to do. The student is told what to do and expected to follow the advice; that means that is an academic advising very straight forward; based upon an authoritarian relationship, like that between a doctor and a patient. Advisors list requirements and students' complete requirements.

Communication tends to be fairly sporadic. Communication between the advisor and the student is merely professional does not go deep into the root of student's problem since it is based on the behavioral approach, student says the problem and advisor give the "solution" and some steps to follow, as long as the student follow and fulfill his or her instructions all is going to be fine.

Furthermore, the roll of adviser in traditional or prescriptive advising situations, tend to emphasize the authority of advisers and the limitations of students; simultaneously, advisor give information about the content on websites, the registrations policies and procedure, the values, mission, vision and policies of the institution, as well as information about general education, majors, other requirements, course content, prerequisites, and course sequences.

In this context the advisor presumably “teaches” and the student “learns.” It cannot be denied that many faculties see the prescriptive relationship as highly convenient and desirable. Not only does it allow the professor to profess what he knows but it also makes for a tidy relationship with the student in which the advisor may remain relatively uninvolved, if not aloof. From the viewpoint of the advisor, the assumption underlying this relationship is that once advice is given his responsibility is largely fulfilled; now it is up to the student to fulfill his responsibility by doing what is prescribed.

Most critical of all is the nature and quality of the relationship existing between the advisor and the student. The prescriptive relationship demands respect for authority and the higher status of the advisor in the academic hierarchy and deference to his superior knowledge and status. Because of this status differential and the preoccupation with it, the relationship is often based on interpersonal games, role expectations, strategies, and, consequently, low trust in the relationship itself. There is less likelihood of openness and extensive sharing of data in the relationship; rather, the parties concerned are more likely to be formal and guarded.

Since this style was the first one to be used and born has advantages but as well it has a lot of disadvantages mainly in the communication with students, it cannot be removed the advisor’s roll on this style but it can be improve. Some researchers felt the necessity to improve and to do some changes to this styles that is why on the next pages the second style that is the development academic style will be explain.

- **Development style**

Traditionally, faculty advisers simply helped students choose courses in a prescriptive approach to advising. Since the 1970s, however, scholars and faculty members have redefined the academic adviser's task to include guidance as well as imparting information. Developmental academic advising evolved out of this process; faculty advising took on importance as an experience that contributes to a student's personal growth.

A little definition of this particular style is that it adheres more closely to the cognitive, learner-centered approach to education and the process of decision-making by which students realize their maximum educational potential through communication and information exchanges with an advisor. It is ongoing, multifaceted, and the responsibility of both the student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and an agent of referral to other campus agencies as necessary.

There are two basic assumptions from student development theory that provide the framework for this article (Crookston, 1970)¹⁵: First, that the higher learning is to be viewed as an opportunity in which the developing person may plan to achieve a self-fulfilling life; that 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.

Second, that teaching includes any experience in the learning community in which teacher and student interact that contributes to individual, group, or community growth and development and can be evaluated. Although faculty is the formally designated teachers, under certain circumstances the student or others in the community may be the teacher and the faculty the learner. Within this context, the student cannot be merely a passive receptacle for knowledge, but must share equal responsibility with the teacher for the quality of the learning context, process and product.

In contrast with the prescriptive style, it focus is, on potentialities, the adviser uses past performance and current aspirations to anticipate potential it does not focus on the weakness rather it has as Pericles viewed Athens "not as she is, but as she may become," the developmental advisor looks to potential within the perspective of performance. Thus, records and tests are regarded as an indication of some things that are known about the student, but the student's potentialities for growth are yet to be discovered.

¹⁵<http://www.nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/documents/14-2-Crookston-pp5-9.pdf>

The developmental relationship is based on the nature of the task, knowledge of the differential skills and competencies of the parties concerned, and some agreement through negotiation on the terms of the relationship itself. It is, possible that some students are comfortable with the faculty member as an authority figure and would wish to maintain a dependent relationship.

Hersey and Blanchard argue a less experienced follower requires more task direction and fewer relationship behaviors, students with low readiness should prefer the high task, low relationship approach of prescriptive advising. Developmental approaches may become more appropriate as students' progress in readiness. Students' ongoing development during college should increase their ability and willingness to complete a task. As readiness increases, so should preference for developmental approaches to advising¹⁶.

In brief, both styles are very important to apply it at the institution since the usage of the one or the other depends on the students' readiness; indeed, in the first year, students need more task directions, guidance in order to do the academic-administrative process, in contrast, student of third year they need a more appropriate help, they need to be motivate to develop their own skills.

Moreover, researchers will explain the core values that The National Academic Advising Association (NACADA) provides to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society which are a really important pillar for advisor, administrators, students and all the staff involve in the Academic Advising Program and the offices that have contact with students.

¹⁶<http://udini.proquest.com/view/an-examination-of-academic-advising-goid:787895125/>

2.6 ORGANIZATION AND DELIVERY OF ADVISING SERVICES

2.6.1 CORE VALUES

The Statement of Core Values provides a framework to guide professional practice and reminds advisors of their responsibilities to students, colleagues, institutions, society, and themselves¹⁷. In every aspect of life human beings have to have values so they can socialize and adapt themselves in different environments; for the same reason, those charged with advising responsibilities are expected to reflect the values of the advising profession in their daily interactions at their institutions.

The Statement of Core Values, as the NACADA mentions and which are the core values that researchers will take to support and develop this research, do not attempt to dictate the manner in or process through which academic advising take place, nor does it advocate one particular advising philosophy or model over another. Instead, these Core Values are the reference points which advisors use to consider their individual philosophies, strengths, and opportunities for professional growth. Furthermore, There are 6 Core values that need to be followed in the Academic Advising Program which advisors will be able to know and apply according to each situation that they may encounter sometimes Advisors will find some Core Values more applicable or valuable to their particular situations than others. Advisors should consider each Core Value with regard to their own values and those of their institution.

¹⁷ <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-introduction.aspx>

- **Advisors are responsible to the individuals they advise.**

Academic advisors work to strengthen the importance, dignity, potential, and unique nature of each individual within the academic setting¹⁸. Advisors have to know that every student thinks, learns and lives in different manner. With the pass of the years, the university students' background has grown, referring to racial, ethnic, sexual orientation, ages, and gender identities, political, religious and educational beliefs.

Advisors effort of all who advise include, but are not limited to, providing accurate and timely information, communicating in useful and efficient ways, maintaining regular office hours, and offering varied contact modes. This part make the most reference to the academic-administrative processes in the university's life of the students since this kind of information have to be the same as the one the administrative offices have.

Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives, because this program includes not only the academic-administrative part but as well a psychological element, for a great number of students at the university the transition to the postsecondary institution can be difficult some times; advisors have to help students develop a realistic self-perception and encourage, respect and assist students in establishing their goals and objectives to achieve during their higher education lives. All these services together are really important in the students' life and to society as well, people with a higher education level are much likely to contribute their time and money to community service and commit fewer crimes.

¹⁸<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-introduction.aspx>

- **Advisors are responsible for involving others, when appropriate, in the advising process.**

Since Academic Advising is intended to enhance students' academic and social integration into the institution, advisors serve as mediators and facilitators who effectively use their specialized knowledge and experience for students well being. Advisors recognize their limitations and make referrals to qualified persons when appropriate although academic advisors should have a comprehensive knowledge of the institution's programs, academic requirements, policies and procedures, majors, minors, and support services. To connect academic advising to students' lives, advisors actively seek resources and inform students of specialists who can further assess student needs and provide access to appropriate programs and services. Advisors help students integrate information so they can make well-informed academic decisions.

- **Advisors are responsible to their institutions.**

Advisors nurture collegial relationships. They uphold the specific policies, procedures, and values of their departments and institutions. Advisors maintain clear lines of communication with those not directly involved in the advising process but who have responsibility and authority for decisions regarding academic advising at the institution. Advisors recognize their individual roles in the success of their institutions¹⁹.

In fact, advisor have to share respectfully their advising knowledge and techniques with their colleagues who are in contact with all students; consequently, advisor have to respect their colleagues' opinions and remain neutral when students make comments or express opinions about other faculty or staff; they do not have to be judgmental about academic programs; and they have to adapt their time to the students schedule they do not have to impose their personal agendas on students. Also, advisor have to encourage the use of models for the optimal delivery of academic advising programs within the institution,

¹⁹<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-introduction.aspx>

they have to find the way of advertising all students so students' are knowledgeable of those programs. Advisors recognize their individual roles in the success of their institutions and accept and participate in institutional commitments that can include, but are not limited to, administrative and committee service, teaching, research, and writing.

- **Advisors are responsible to higher education.**

Academic advisors honor academic freedom²⁰, they accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom not imposing ideas. They realize that academic advising is not limited to any one theoretical perspective and that practice is informed by a variety of theories from the fields of social sciences, the humanities, and education. One goal of advising is to establish, between students and advisors, a partnership that will guide students through their academic programs. Advisors help students understand that learning can be used in day-to-day application through exploration, trial and error, challenge, and decision making. Subsequently, Advisors advocate for student educational achievement to the highest attainable standard, support student goals, and uphold the educational mission of the institution.

They focus on the need of their students, they continually improve the quality of the educational experience, and they have to use student satisfaction data to shape their future directions, knowing what students need and wants they are able to improve and ameliorate their roles and performance. When institutions meet or exceed students' expectations, higher student satisfaction and retention are the result and an important part of a successful college experience is provided.

²⁰<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-introduction.aspx>

- **Advisors are responsible to their educational community.**

Academic Advising had a significant but indirect effect on retention through increased student satisfaction, higher grades, and a decreased intent to leave the institution²¹. The academic advisors roll is really important since they have to interpret their institution's mission as well as its goals and values. They convey institutional information and characteristics of student success to the local, regional, national, and global communities that support the student body. Advisors are sensitive to the values and morals of the surrounding community. They are familiar with community programs and services that may provide students with additional educational opportunities and resources. Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

- **Advisors are responsible for their professional practices and for themselves personally.**

Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health²². Indeed, the adversity of the university's students have grown advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest. As well, advisors seek cross cultural opportunities to interact with and learn more about ethnic communities, racial groups, religions, sexual preferences, genders, and age levels, as well as physical, learning, and psychological abilities and disabilities found among the general student population.

²¹Are students more satisfied with academic advising when there is congruence between current and preferred advising styles? By Margo D. Hale, Donna L. Graham, Donald M. Johnson.

²²<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-introduction.aspx>

Furthermore, researchers are going to explain in a deep manner the administrative part of this program since this part cannot be omitted in the education life of the students of higher education like colleges and universities.

2.6.2 ADMINISTRATIVE ROLE

Grites (1979) states that in the 1950's, the Academic Advising Program was merely seen as prescriptive, administrative activity, whereby faculty approved certain courses for students to take; but in the 1960's that mentality changed in the administrative role in this program as the process to register the subjects or telling students the require papers to hand in at the beginning, during and at the end of their universities studies became a part of it, it was not the whole objective to fulfill since tutoring was added as well the core values that teachers have to have.

An analysis of the impact involving the advising process begins with the student's initial experience with the institution²³, this refers to the administrative process, papers required, places where students have to hand in everything; not only advising begin at this point, but also the retention of these students since this first good experience with the administrative staff, students will be more confident at the moment of doing an administrative process at the beginning, during and at the end of their university education.

Subsequently, advisers deal with the content of the information provided. Advisors should be able to provide a wide range of campus-wide information²⁴ such as university policies, scholarships opportunities, financial aid giving by the university and help students to find the different administrative buildings that they need to know in order to deliver their papers. Simultaneously, advisers have to assist students with registration and course selection.

²³ Academic Advising: Getting us through the eighties by Grites, Thomas J.

²⁴ Academic Advising: Getting us through the eighties by Grites, Thomas J.

Furthermore, Academic Advising always peaks during registration and schedule adjustment periods. These two processes will always be linked together temporally²⁵ in this case, students will have assistance not just on the steps to follow at the moment of registering a subject or receive the link where they have to do it but as well they will have suggestions or recommendations granted by their peers or the faculty. In other words, which subject they should register, the elective ones, the semester and the quantity of subjects per semester, so, students avoid any problem in the future at the moment of their graduation process.

The interfacing relationship between the registrar's office and academic advising is exhibited primarily through an information exchange²⁶. The important information normally provided by the registrar or administrative office of the school includes transfer evaluations and grades earned during the last semester; current schedules with the classroom assigned and course offerings for the next term. The registrar or the administrative office provides information; the advisor uses it to suggest or recommend students which courses to choose, according to their last semester's grades and if the course is going to be taken in first, second or third time; the registrar confirms that use through verification of graduation requirements, evidently, to know if the students have registered their courses in the correct semester, if they have the global grade needed to graduate or if they have chosen the correct elective courses during their major.

This interfacing relationship is further exemplified in evaluation procedure. It is entirely possible that student perceptions of one process reflective of the other²⁷; to illustrate, students might perceive advising and registration as the same process since at the beginning, during and at the end of their university studies students have to have contact with both services in all their higher education life.

²⁵ Academic Advising: Getting us through the eighties by Grites, Thomas J.

²⁶ Academic Advising: Getting us through the eighties by Grites, Thomas J.

²⁷ Academic Advising: Getting us through the eighties by Grites, Thomas J.

Both the advising program and registrar's functions must complement each other²⁸. The more each understand and supports the other, the better served and more satisfied the students are because if both have the same information to give students it would not avoid misinformed students.

Thereafter, all the theoretical information about the Academic Advising Program mentioned above it is supported by different universities located in the United States of America; nevertheless, on the next stage researcher acknowledge the different Student Services Units in other universities within Central America and El Salvador researchers took into consideration five different universities which are: University of Costa Rica (UCR), Escuela Nacional Central de Agricultura de Guatemala (ENCA) and Pedagogica Nacional Francisco Morazan University of Honduras. At the same time, researches present two different universities of El Salvador; in which this unit has an important role for students. Researchers will mention that in the information below: In the following, chart researchers resume all the services of each university in Central America, as well, the ones in El Salvador, all of them related to the AAP having as principal purpose helping students through their university life.

Based on the chart above, researcher can take as an example and as a reference all the different types of services that some universities in Central America and El Salvador provide to the students, with the same purpose of helping students to succeed in a higher academic level.

²⁸Academic Advising: Getting us through the eighties by Grites, Thomas J.

UNIVERSITI ES IN CENTRAL AMERICA	Universidad de Costa Rica (UCR)	Escuela Nacional Central de Agricultura de Guatemala (ENCA)	Universidad Pedagogica Nacional Francisco Morazan de Honduras (UPNFM)	University Don Bosco (El Salvador)	Universidad Tecnologica de El Salvador
SERVICES THAT THE ACADEMIC ADVISING UNIT PROVIDES TO STUDENTS	<ul style="list-style-type: none"> • Student Advisory Centre (CASE) • Counseling Center and Services for Students with Physical Handicaps (CASED) • Center Occupational Counseling (COVO) • Intermediation System of Employment • Children's Home of the University (CIU) • University Student Ombudsman (DEFEU) 	<ul style="list-style-type: none"> • Coordination • Orientation • Clinics • Nutrition • Laundry 	<ul style="list-style-type: none"> • Guidance and Counseling • Psychometric Assessment <p>Seminars and Workshops</p> <ul style="list-style-type: none"> • Study Techniques • Stress Management • Use of Free Time • Self-Esteem • Motivation for Success • Professional Ethics • Leadership • First Aid • Drug <p>University Outreach Program keep the student on:</p> <ul style="list-style-type: none"> • Academic Offer • Curricula • Scholarship Programs • Student Activities • Enrollment Periods • Entry Requirements • Graduation Requirements • Jobs • Institutional Projects 	<ul style="list-style-type: none"> • Provides information to national and foreign applicants major and who wish to study in the UDB. • Advises and provides ongoing information about academic processes associated with students' work. • Provides logistical information on administrative and academic processes. • Orients the student of monitoring guidelines in problems that arose. • Provides general Information about procedures of registration and enrollment periods. 	<ul style="list-style-type: none"> -Counseling (psychological counseling) -Application of career orientation tests (vocational guidance or careers advice)

As it is shown in the chart, all of them have a lot in common. One of them is the subunit of counseling or orientation sessions, with the objective to be committed to accompany students through their stay at the university and help them to reach their personal and academic goals, with the aid of professional staff that can give them psychological assistance. Some of these universities have added some programs that are valuable, and are helping students to overcome different challenges. One of them is the Counseling Center and Services for Students with Physical Handicaps (CASED) at the University of Costa Rica that is characterized for being responsible of promoting the same opportunities to students with disabilities, implementing different projects to support, inform and capacitate this community.

Another Program that is supporting students at the beginning of the majors is the Center Occupational Counseling (COVO) in Costa Rica. Their goal is to orientate students during the process of selecting a career, helping them to take the best decision based on the personality and skill. The same service is provided by Universidad Tecnológica (UTECH) in El Salvador. The UTECH has a program with the Application of career orientation tests (vocational guidance or career advice) in which students, who are finishing their high school studies, take a test to determine which field or path they should follow.

Moreover, the universities like Universidad Pedagógica Nacional Francisco Morazán from Honduras (UPNFM) and Universidad Don Bosco (UDB), provide one of the most important services that a student can have which is to help students by providing monitoring guidelines with regards to problems that may arise. For example, academic difficulties: like subject failure, low grades, homework reinforcement, etc. All these activities help students to overcome all the challenges that they may encounter in their higher education.

Considering all these services, program, and activities that not only universities in El Salvador but universities outside El Salvador have, researchers are presenting the proposal of creating AAP to help, assist and support all students at the Department of foreign languages.

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.1 METHODOLOGY OF THE RESEARCH

Through the development of this research project, the research team applied the adequate procedures to know how to investigate existent problems that affect the learning process of the students at the moment of facing difficulties at the Department of Foreign Languages, and at the same time, giving solutions for each problem as revealed by the objective that the researchers pursue with this investigation.

Furthermore, this research explains every single stage of how the study was developed, including all steps to answer the research questions stated at the beginning of the investigation.

3.2 Descriptive Research

This descriptive study was designed to collect information in order to describe the Academic Advising Program in the universities in which this program is developed, also to determine if this program can or cannot be beneficial in the Student Services Unit project; as well, researchers explained its objectives, the staff and the equipment required proposed in the literature, as well the process to implement it in the project Student Services Unit at the Foreign Language Department of the University of El Salvador. Among the countries that the research group considered for collecting information with regard to the services that their universities provide through their Academic Advising Program are: The United States of America, Costa Rica, Guatemala, Honduras and El Salvador.

To gather the information, researchers made use of both, qualitative and quantitative method. Researchers have chosen the mix-method analysis because they considered that the kind of research they are doing requires the gathering of some information that has to be expressed with numbers as the surveys they passed to students. At the same time, there is information that researchers cannot gather with numbers as the interviews that researchers made to the head of the department and the faculty; not all of their comments can be placed or represented in a graphic or with numbers, for that kind of information has to be analyzed using the qualitative method.

In furtherance, the information collected during this research helped to provide a proposal to improve the services provided in the actual Student Services Unit at the Foreign Languages Department of the University of El Salvador.

3.3 FIELD OF RESEARCH

This research consists on the collection of data through questionnaires and interviews that allow researchers to know more about students' needs and decide what implementations should be performed.

For this research project, the research team has passed questionnaires to the students from 1st to 5th year and those who already finished their studies at the Department of Foreign Language Department at the University of El Salvador, and made interviews to the coordinators and founders of the Student Services Unit of the department before mentioned.

3.4 TYPE OF RESEARCH

This research project was done as a descriptive study because this study took into consideration both qualitative and quantitative method, that helps researchers to gather not only numerical data but also opinions from the people surveyed.

3.5 HYPOTHESES OF THE RESEARCH

- Students do not have academic guidance to do administrative processes.
- The lack of resources at the Student Services Unit affects the quality of the academic guidance provided.

3.6 RESEARCH DESIGN

This research is non- experimental design because the research questions were answered by surveys and interviews.

3.7 UNIVERSE OF STUDY

To determine the universe of study, the researcher's team has taken as a basis the number of students who were registered in the majors: MODERN LANGUAGES SPECIALIZED IN FRENCH AND ENGLISH, THE PROFESSORSHIP IN ENGLISH, and in the BA IN ENGLISH TEACHING; in semester II-2013 at the University of El Salvador (Main Campus). Moreover, this information was provided by the secretary of the Foreign Languages Department.

3.8 SAMPLE OF STUDY

The total universe involved in this research project was the students from The Foreign Language Department. The population is 1528 students that are registered in the different majors: Modern Languages specialized in French and English, the Professorship in English, and in the BA in English Teaching.

The second universe to gather the qualitative data was the teachers in charge of in the Student Service Unit of the department. Six teachers were chosen to be interviewed: some of them who worked at the beginning of the project, and they have coordinated it and some of them who are in charge of this project at this time so investigators decided to use the complete universe.

In order to select a representative sample so that final results could be generalized, the probabilistic sample was used. With this type of sampling all the elements of the population have the same probability of being chosen. The following statistic formula was used to obtain the sample:

$$n = \frac{Z^2 \cdot P \cdot Q \cdot N}{(N-1) E^2 + Z^2 \cdot P \cdot Q}$$

Where:

n = Sample size =?

N = total of population

P and Q = probabilities

E = the margin of error

Z = Reliability degree

- **Sample I**

Development:

$$n = ?$$

$$N = 1528$$

$$Z = 95/2 = 47.50 \%100 = 4750 = \mathbf{1.90}$$

$$P = 0.50$$

$$Q = 0.50$$

$$E = 0.05$$

$$n = (1.96)^2 (.5)(.5) (4250)$$

$$(1528 - 1) (0.05)^2 + (1.90)^2 (.5)(.5) 4.61$$

$$n = 7.7525$$

$$10.8$$

$$n = 119.33$$

$$\mathbf{n = 119 \text{ students.}}$$

Corrected simple: Formula: $n = \frac{n}{1 + n/N}$

Development:

$$n = 119$$

$$1 + 119/1528$$

$$n = 199/1.1$$

$$n = 109.33$$

- **Sample II.**

In this case, the universe was completely manageable, for this reason investigators decided use the complete sample: Universe: 6 teachers of departments.

These were the two groups of sample selected which became the representative universe for the researches, who decided to use them, in order to give support to the results of the research. At the end of it to provide a better proposal to implement an academic advice program at the unit of student services' in the Foreign Language Department at the University of El Salvador.

3.9 TECHNIQUES OF THE RESEARCH

As a technique of research, the research team made use of the survey and its instrument to obtain information was the questionnaire, and also they made use of interviews in order to complement the information.

3.9.1 THE SURVEY

Through a survey, the researchers were able to obtain significant information to enrich their investigation. This survey was really useful to collect information about the point of view of students towards the Student Services unit. In this project, the research team made use of this survey that included 14 closed questions, and it was passed to the whole universe of study, and each student answered the survey in a period of 6 to 18 minutes.

Researchers passed out three different kind of surveys; in order to cover the three different stages in the students' university life, at the beginning, during and at the end of it; one for the first year students, for the third year students, and another one for the graduated students of the Foreign Languages Department from the different majors that the Foreign Languages Department offers: MODERN LANGUAGES MAJOR SPECIALIZED IN FRENCH AND ENGLISH, PROFESSORSHIP IN ENGLISH TEACHING, and ENGLISH TEACHING MAJOR. Before passing out the surveys, researchers wrote a letter for the teachers in charge of the different classes to ask for permission to enter to their classroom. The surveys were passed on September 23rd; three different groups were chosen, two groups of the first year students, one of third year student. After those researchers looked for the graduated students to pass the last instrument since they do not attend to class at a specific time, they just go to the advisory for their thesis project.

Researcher chose to pass the different surveys before mentioned in furtherance of knowing the point of view of the students related to the Student Service Unit project when they began studying at the university, when they are in the middle and when they have finished their university studies; also, to find out if the students think that it is necessary to implement a more complete program that would provide more services to them to facilitate their staying at UES.

3.9.2 THE INTERVIEW

Through an interview, the researchers were able to obtain information to enrich their investigation. For the purposes of the present research, interviews to the coordinators and founders of the Student Services Unit of the Faculty of the Foreign Language Department were made in order to acknowledge their point of view of the program presented in the literature before mentioned and if they consider the implementation of this program on the Student Service Unit project useful. A brochure with the description of the Academic Advising Program was design in case the interviewees did not have information about the program.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

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4.1 ANALYSIS AND INTERPRETATION OF DATA.

Researchers used a mixed method, which facilitate to accomplish the data analysis, the statistical procedure was used to analyze the data collected through the application of simple statistical formulas, so that the results are presented in sectors and round graphics

In order to carry out this procedure, the “Microsoft Excel Program” was used to analyze all the surveys. This program was useful during the whole analytical process.

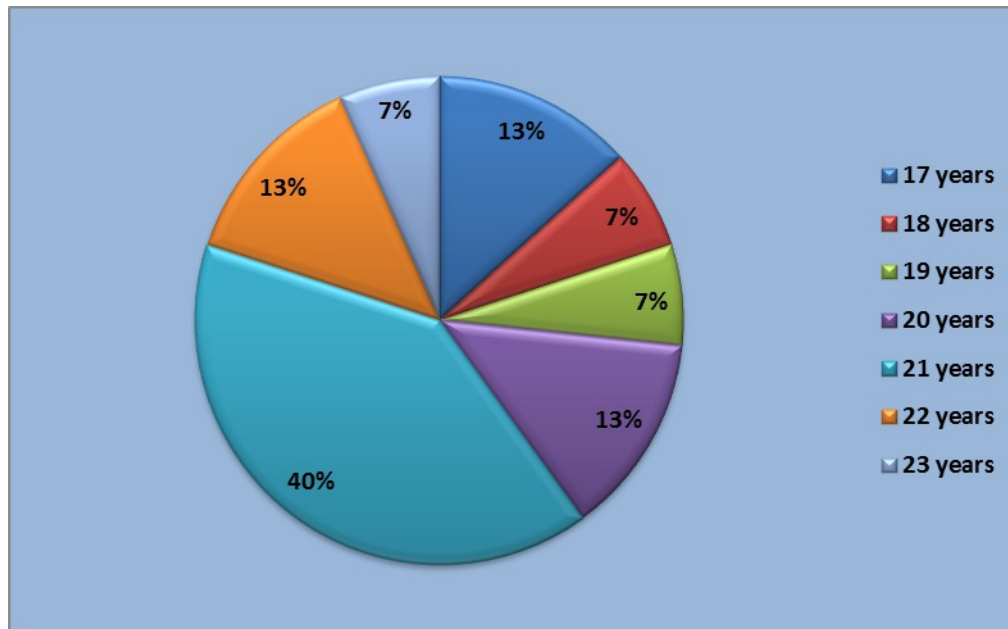
The second stage was the analysis of interviews; researchers employed a qualitative method through the In-depth interviews made to some of the teachers who work in the Student Services Unit project in the Foreign Languages Department. The researchers transcribed each interview and analyzed them individually.

The data analysis process was divided into three parts; the first part is the uni-variate analysis that evaluated the results of each question separately. The second part was the interview analysis. And finally, the analysis of the research and the subsidiary questions are presented.

4.1.1 FIRST YEAR INSTRUMENT

- **Graph 1**

What are students' ages?



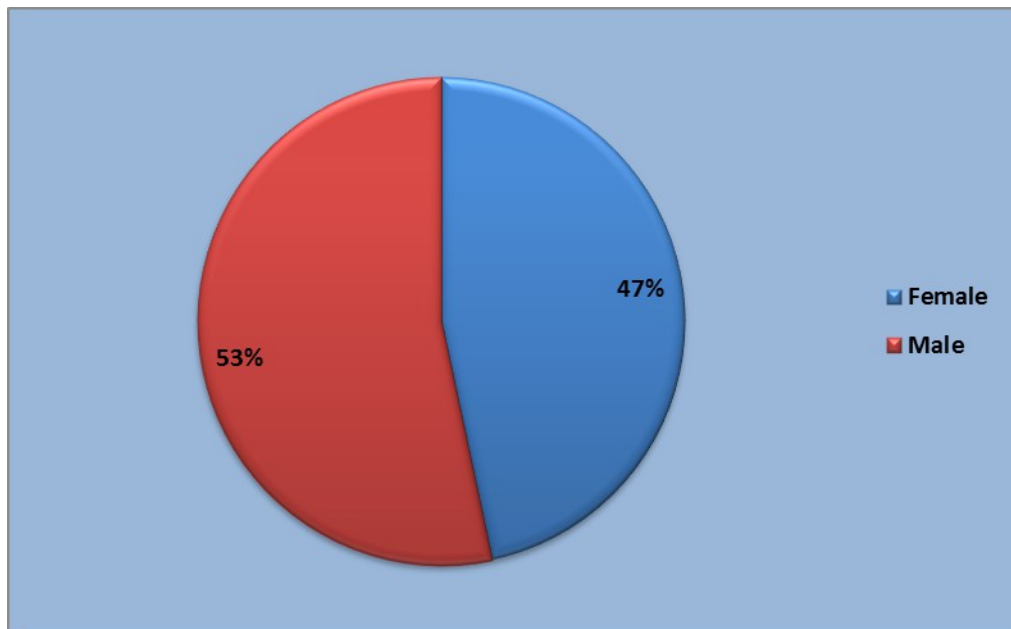
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

In accordance to the research, the 40% of the surveyed students are 21 years old, which means they are in their first years of the university, therefore they are more aware and mature to choose what they want. Then it is followed by the 13% of students which are in the ages of 17, 20, and 22 years old. Furthermore, the research demonstrates that the 7% of students are between the ages of 18, 19 and 23 years which means that young students are taking into consideration how important is to propose new ideas and opinions.

- **Graph 2.**

What is students' gender?



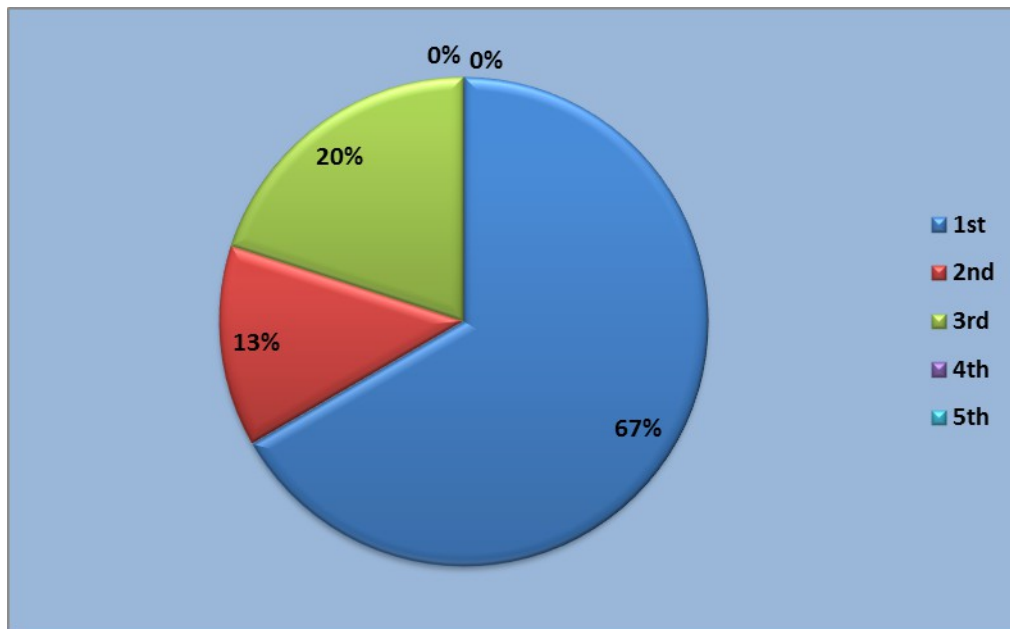
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

According to the results obtained in the research, it is observed that 53%, that it is more than half of the students surveyed, are men. Even if in the country's women population is higher than the men's population, this research shows equality in the first year students since the research shows that the 47% of students are women. Researchers infer that there has been a higher demand from men who wants to study a language major at the university.

- **Graph 3**

What is the year that students are studying?



Source: Survey administered to students from the Foreign Languages Department.

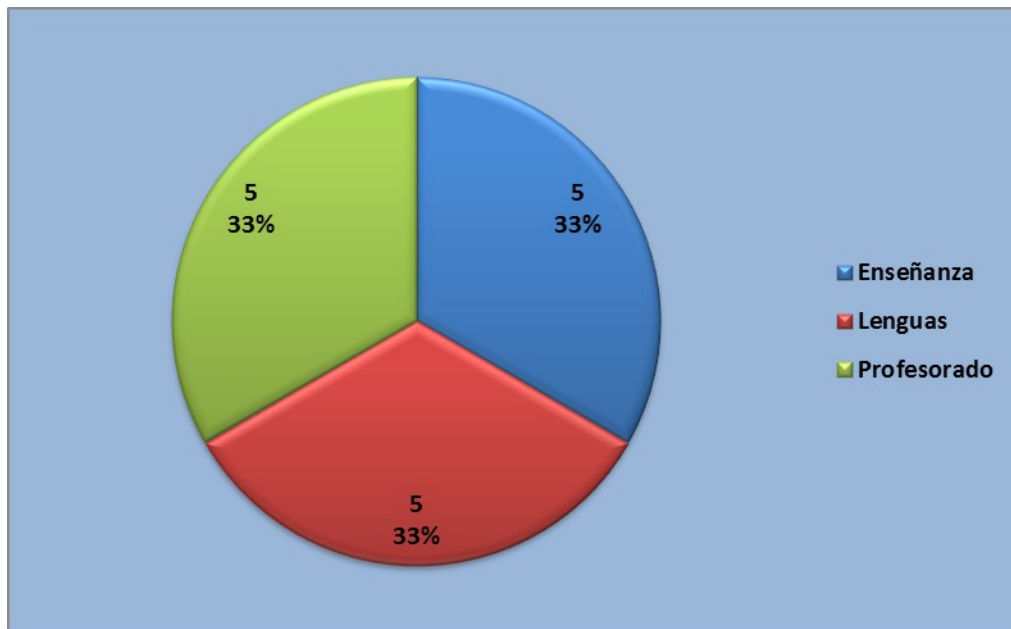
Interpretation:

According to the research the majority of opinions were provided by students of first year of the University with the 67%. Secondly, Students of the third year were the 20%, they have three years or sometimes even more if they had drop out subjects; these students have more experience in the university life like: administrative processes, classes given, teaching methodologies used by different teachers, and the like.

Besides, the 13% of the second year students provided their opinions with regard to their stay and gave their feedback to the two years within their stay at the university since they already experienced some academic-administrative processes, some teaching methodologies used by different teachers.

- **Graph 4**

What are the majors that students are currently studying?



Source: Survey administered to students from the Foreign Languages Department.

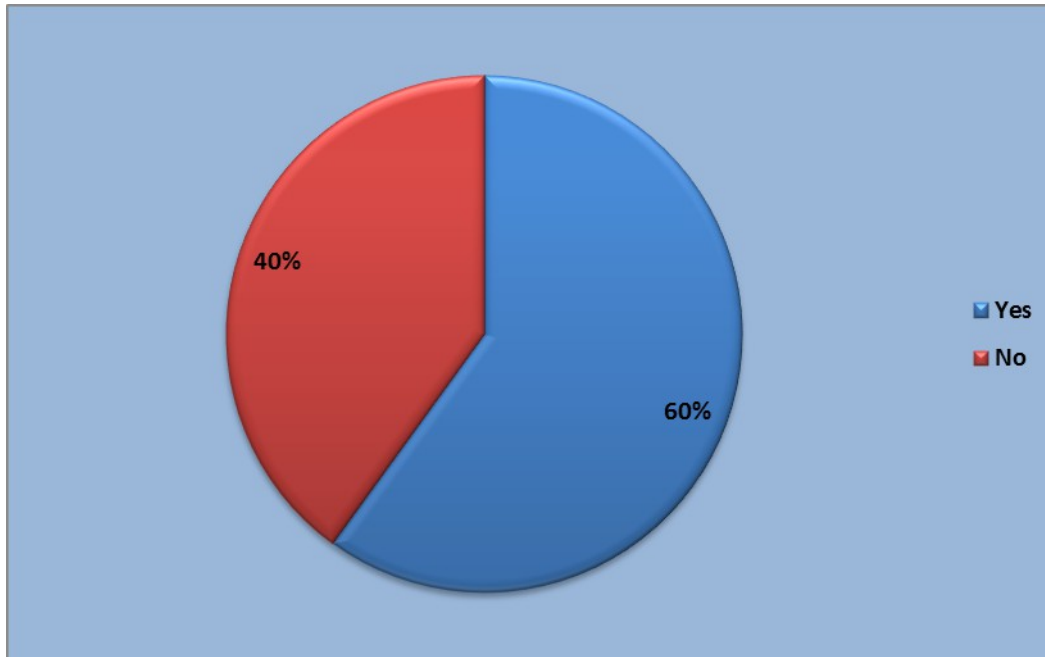
Interpretation:

The following research was based on the opinions from the students of the three majors of the Foreign Languages Department which are; Modern Languages specialized in French and English, the Professorship in English, and in the BA in English Teaching with the aim of investigating if it is necessary to improve the existing Student Services Unit project, by means of implementing the Academic Advising Program.

Researchers tried to have a balance within the number of the students of the three majors of the department before mentioned, so that researchers could see different points of view about the Student Services Unit.

- **Graph 5**

Did you receive advising regarding administrative-academic processes before entering to the university?



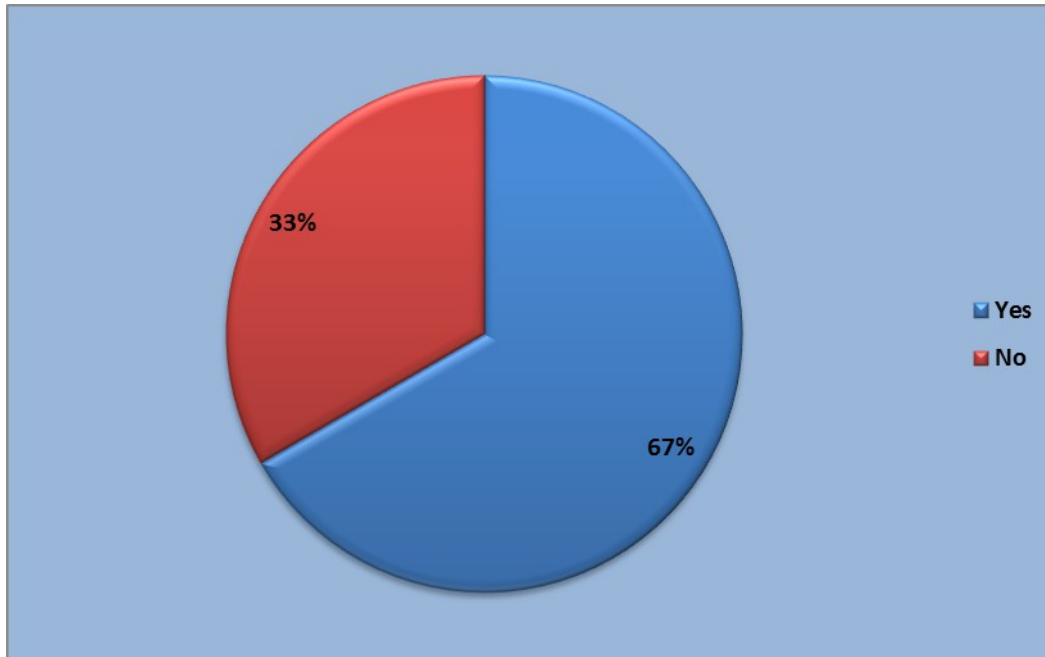
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

In accordance to the results of the survey, 60% of the students have received advising in order to do an administrative-academic process. On the other hand, the 40% of the censored students have not received this kind of help. Though it is less than half of the students surveyed, it is a really representative number. Researchers conclude that a great number of the students need help in order to do an administrative-academic process.

- **Graph 6**

Did you receive counseling about which subjects to register for your major when you enter to the university?



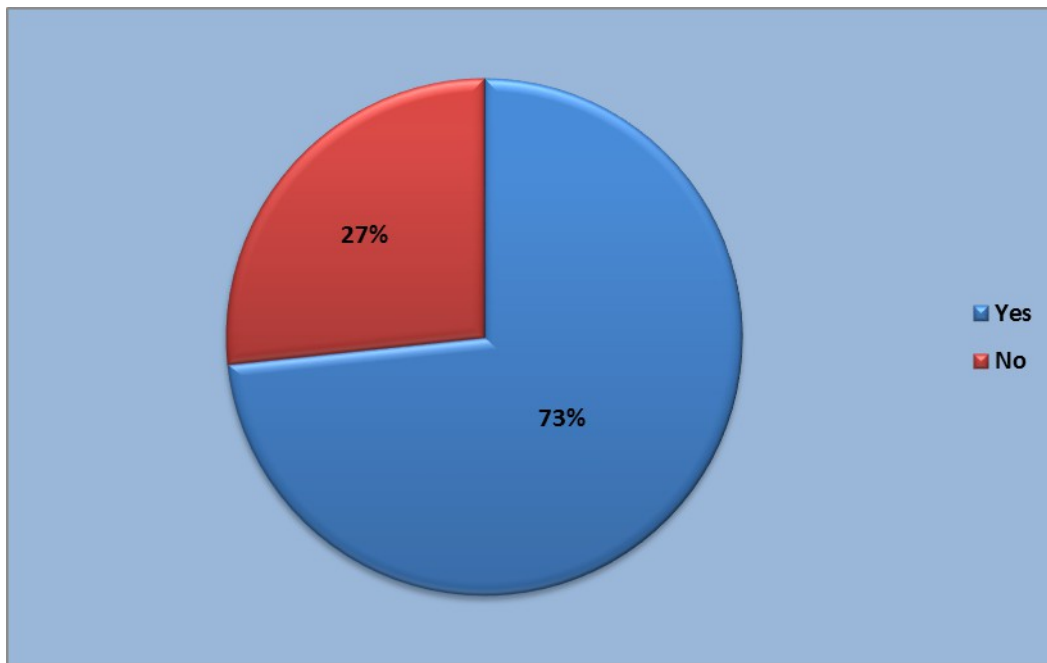
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

In the three different majors that the department offers there are some subjects that are not mandatory to take, students have different options so they can decide which subjects to take and in which semester. As the graphic above shows, 67% of the students surveyed did receive counseling before the registration of the subjects; while 33% of the students did not receive this kind of counseling before registering their subjects which is a notorious number of the students, in reference to this, there is a special unit in charge of providing this kind of help which is the Student Services Unit.

- **Graph 7.1**

Have you ever had any inconvenience while doing an administrative process?



Source: Survey administered to students from the Foreign Languages Department.

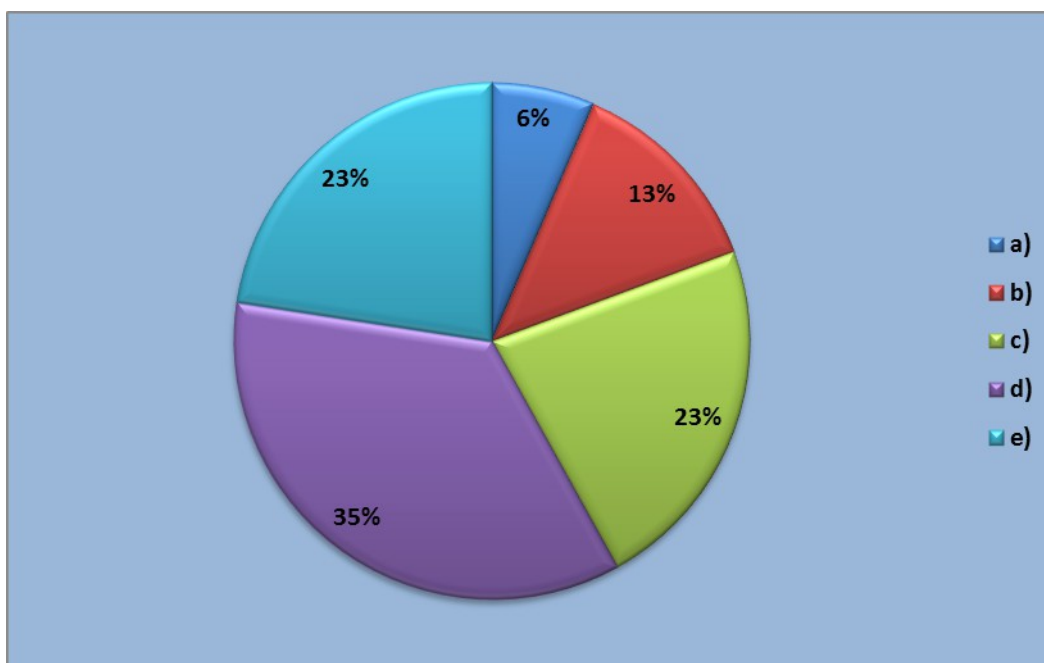
Interpretation:

Researchers wanted to know the opinion of the first year students' experiences about the administrative-academic processes. For doing so, this question was divided in two different parts. The first one, researchers wanted to know if students have experienced any problem doing an administrative-academic process and the second part, which was or were the problems that they have experienced. To clarify this part, the analysis of this question will be given below.

In the graphic above, it is noted that almost three quarters of the students, the 73% have had problems accomplishing a process like the one mentioned above and just the 27% of them have had a good experience or no problems at all.

- **Graph 7.2**

If yes, which of the following: (you can choose more than one)



Source: Survey administered to students from the Foreign Languages Department.

a) Handing papers in the wrong date	2
b) Handing incomplete papers	4
c) Going to the wrong place	7
d) Waiting too much to have an answer	11
e) Staff treated you rude	7

Interpretation:

On the second part of this question, some options for the possible issues that they could have had were given; students were able to choose more than one option.

It is really remarkable that the 35% of the answers that were chosen, “waiting too much to have an answer” was the most selected option by all the students surveyed; that means that the experiences that they have had with the staff in charge of the administrative-academic processes is not so good since every process was not solved on time.

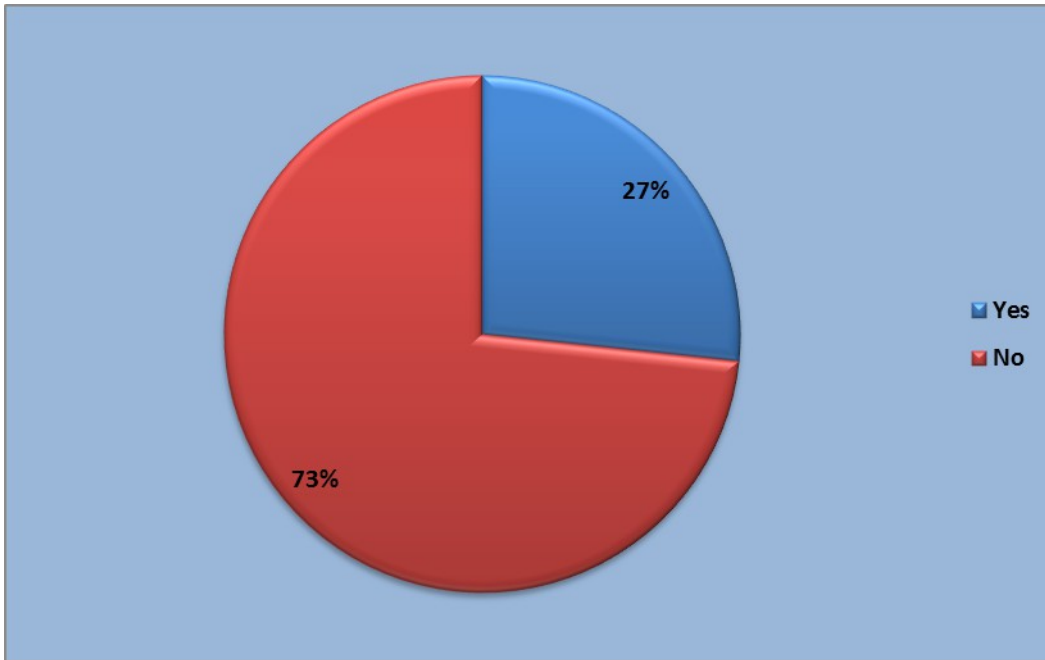
The second most chosen options were “going to the wrong place” and “staff treated you rude” with the 23% of the answers. It is really important for the university to cause a good impression to the students and make the waiting time for the process to be solved since students have to spend a lot of time looking for the right place to hand in papers.

The third option more selected was “handing incomplete papers” with the 13% of the answers. If students could have an easier access to professional help, they could have avoided unnecessary waiting time in lines and waste of time for both students and staff.

Finally, the answer less chosen but still important was “handing papers in the wrong date” with the 6% of the responses of the students; all the problems mentioned above can be avoided with the necessary and accurate help.

- **Graph 8**

Do you know if there is a Unit of students' services at the department of Foreign Languages?



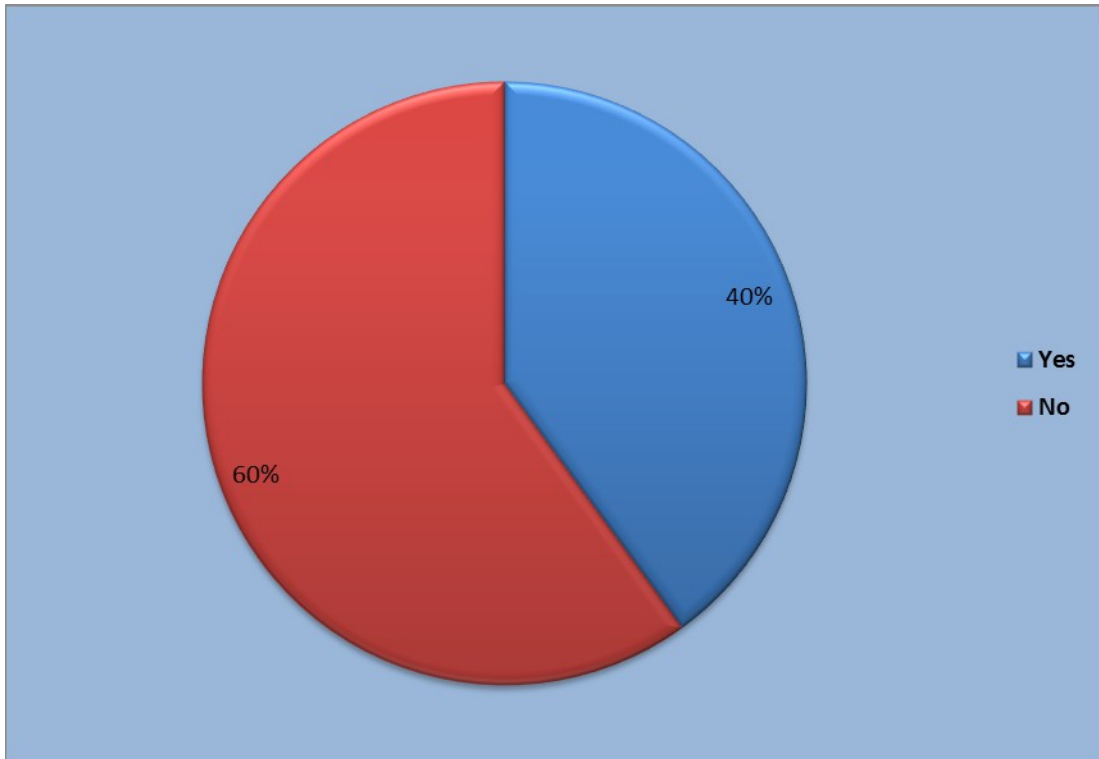
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

In question number eight, the research has shown a concerned reply giving by most of the students surveyed. Specifically, 73% of them did not know about the existence of the Unit of Students Services, taking into consideration that this unit was found in 2004; this could be a wakeup call to the students in charge of the promotion of this unit. However, the 27% of the students did know about the existence of this unit.

- **Graph 9.1**

Were you informed at the moment of entering to the university that this unit provides a welcome ceremony at the beginning of the year, with the purpose of informing students about the process and services that the university offers to them?



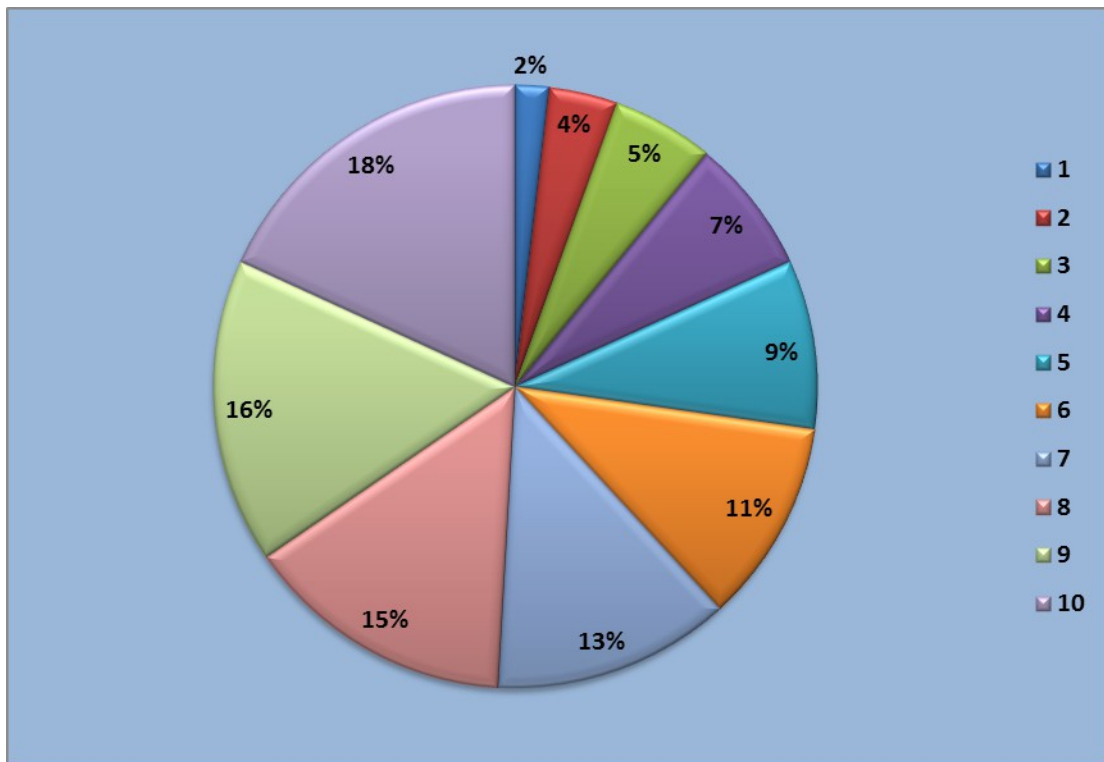
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

This question was divided in two different parts, one if students knew about the “welcome ceremony” and the second part how they graded it their services. The results gathered are the following: Graph 9.1 illustrates that 60% of the students, more than the half of them, did not have knowledge of the “welcome ceremony” that this unit provides neither all the helpful information that it is given there. Nonetheless, a 40% of the students, a really important percentage did have information about this important meeting dedicated to the first year students.

- **Graph 9.2**

If your answer is yes, from a scale from 1 to 10, how would you grade the ceremony?



Source: Survey administered to students from the Foreign Languages Department.

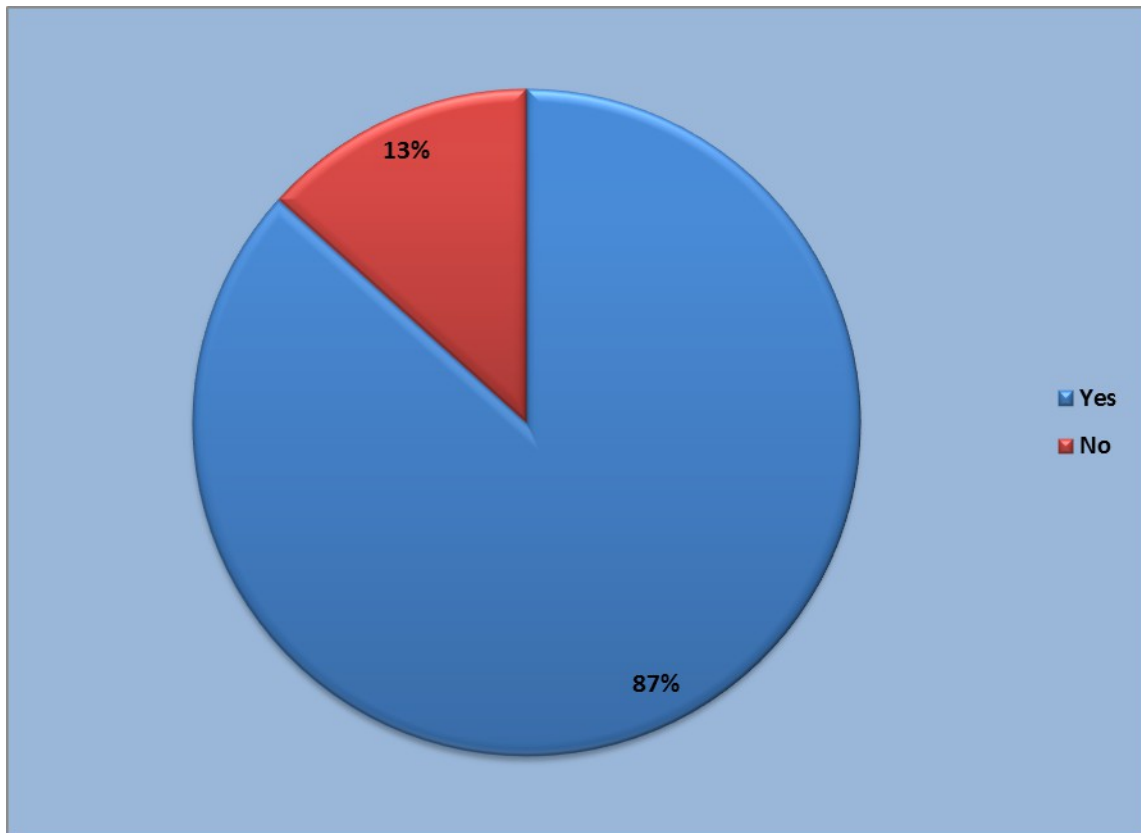
Interpretation:

In the second part of the question the results were the followings: the most chosen responses graded the ceremony very well, with an 18% choosing as an option 10 as being the most selected option, followed by the 16% choosing number 9, and the 15% o number 8. In the second place are the average answers, 13% chose number 7 and 11% number 6. This shows that the “welcome ceremony” is really helpful but it can still be improved.

Finally, there are some grades that are not so good. For example, 9% of the surveyed students graded the ceremony as 5, 7% with the number 4, 5% with number 3, the 4% with number 2, and the 2% with the number 1. These grades are not good at all, even if it was not the majority, these kinds of grades have to be taken into account to improve the “welcome ceremony” in the following years.

- **Graph 10**

Have you been informed about the tutoring that is provided during the semester to the students taking courses from the Skills Development Area of the Foreign Languages Department?



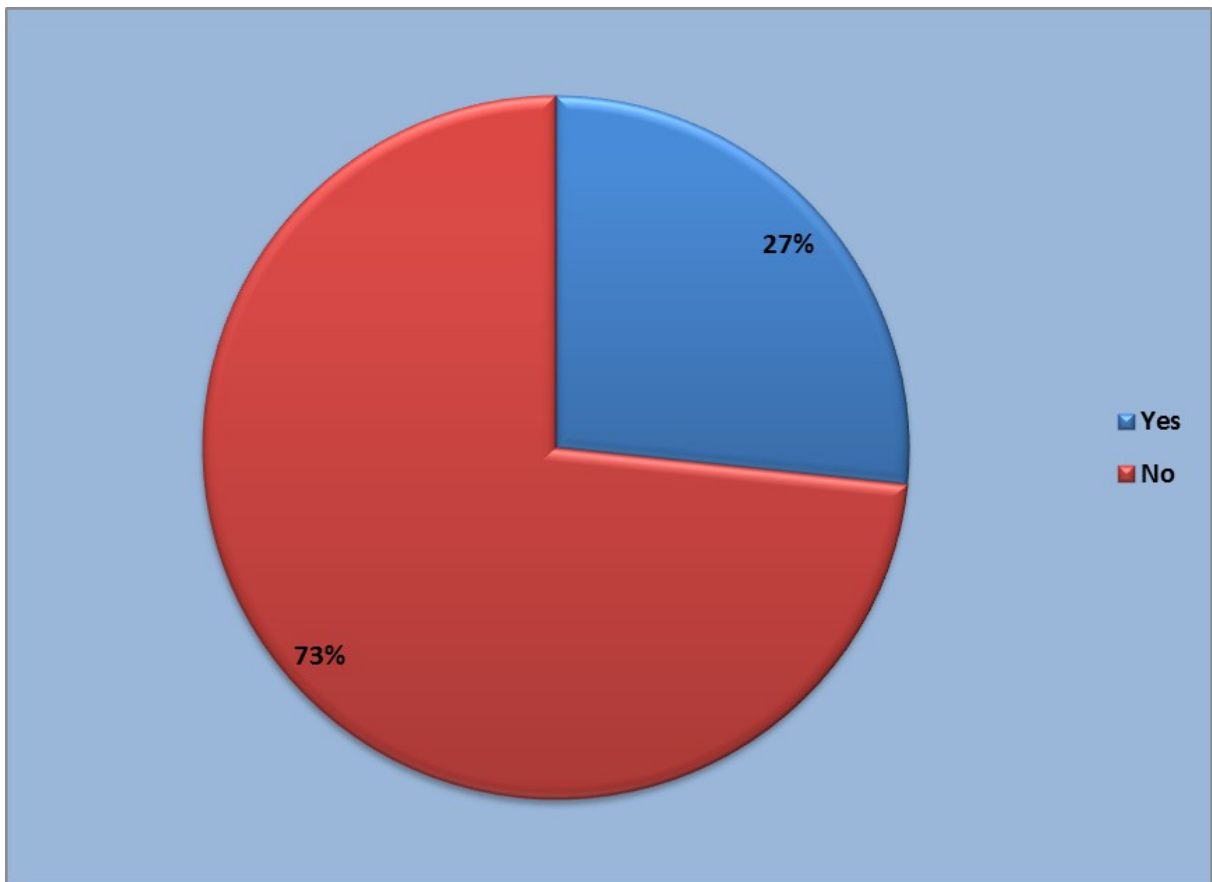
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

According to the graph above, students are informed that there are tutoring from the Skills' Development Area during the semester considering that the 87% of the students responded that they know about this project. It is the opposite of the question number eight they did not know about the unit but they did know about the tutoring maybe they think that the unit and tutoring are different things, students need to be informed that tutoring is a help that the unit offers and that they can profit during the first years in the adaptation process. On the other hand, 13% of the students answered that they were not informed about the tutoring, it is not a relevant number but still there are some students that need to know about this service.

- **Graph 11**

Have you ever attended a tutoring session?



Source: Survey administered to students from the Foreign Languages Department.

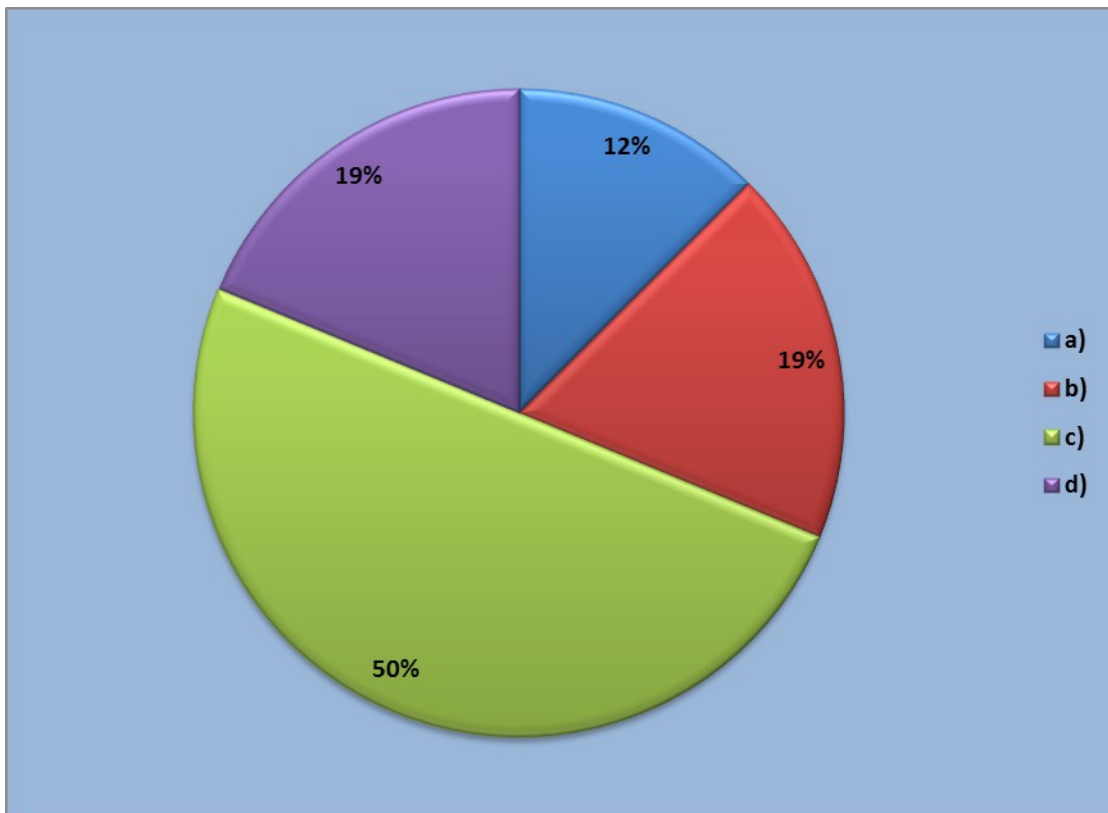
Interpretation:

This question is related to previous question above which has three different parts, so researchers could have more information about the tutoring and students' opinions.

The first part of the question revealed the percentage of the students who attend the tutoring. 73% of the students who know about the tutoring attended. On the other hand, 27% that it is a little bit more of the quarter of the surveyed students have never attended the tutoring. In order to know the reasons the following graph is presented.

- **Graph 11.2**

If your answer is Yes, go to question 11. If your answer is No, check the reasons that apply.



Source: Survey administered to students from the Foreign Languages Department.

a) You do not need it	2
b) you do not want to go	3
c) You do not know the schedule and place where it is provided	8
d) Others/ Explain... I don't have the time	3

Interpretation:

In the second part of the question, researchers found out the reason why students do not attend the tutoring sessions. In this question, students had some options but also they could write down a different one.

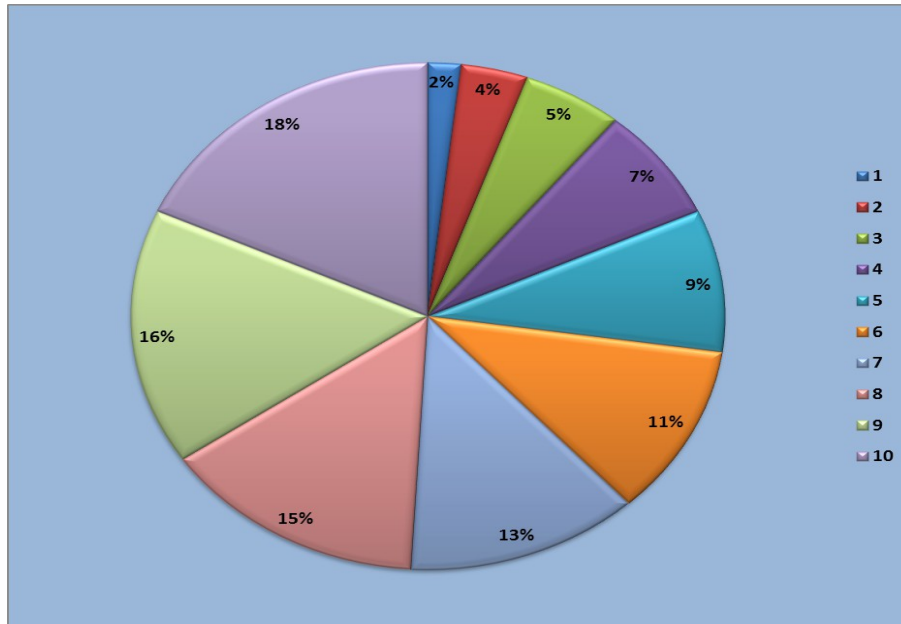
Half of the students surveyed do not attend the tutoring not because they do not want or they do not need them but because they do not know where to go nor when to go. This is a really alarming aspect since there are students who need tutoring but they do not have the complete and correct information about it this service.

On the other hand, there is a draw of 19% of the students who answered that they do not want to go and the other 19% of students that they do not have time, some students prefer to ask their colleagues or their teachers instead of asking to a tutor who will be a stranger for them so students do not have the confidence to go and ask them.

Finally, 12% students answered that they do not attend the tutoring because they think that they do not need tutoring; this is because there are some students that can understand the contents of their classes easier than other students who might need more help.

- **Graph 11.3**

Did you feel that the tutoring was helpful for you during the semester? If you answer is Yes, from scale of 1-10. How would you grade tutoring? Being number 1 the lowest score and 10 the highest. (Check the appropriate box)



Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

The third part of this question, it is the experience that students who have had when attending the tutoring.

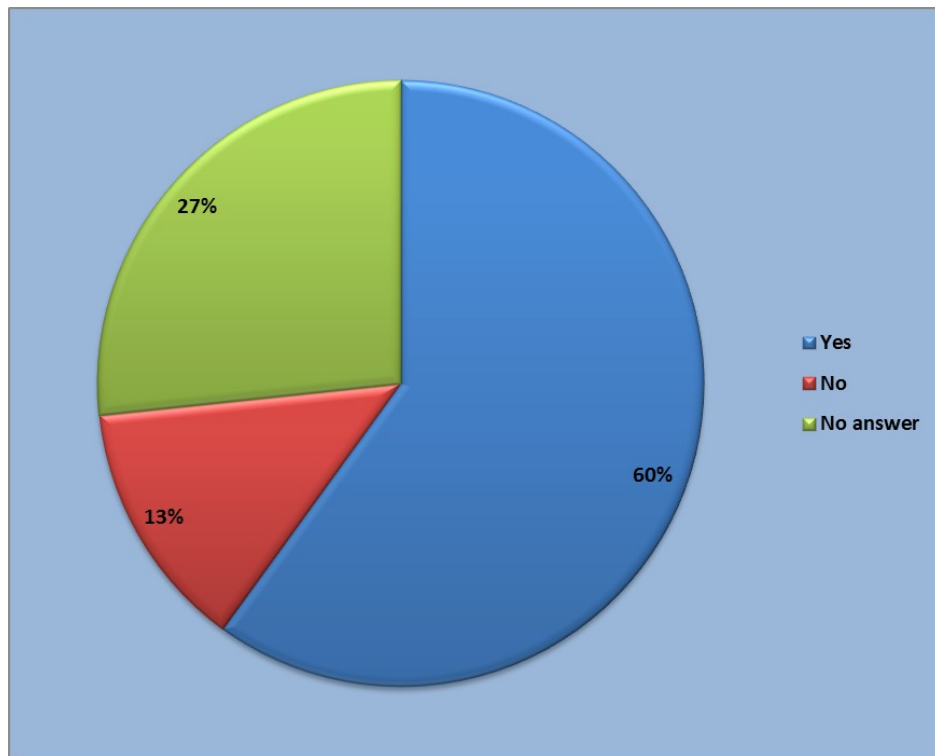
There are three excellent grades which are 10, 9 and 8 which were the most selected ones with the 18%, 16% and 15% respectively, a great part of the students are really satisfied with the service provided.

In the second place, there are some good grades as 7 and 6; with the 15% and 13% which are not bad grades but they have to be taken into account for the next staff in charge of this project since there is still some areas which need to be of improved to provide a better service to the students that seek help.

Finally, there are some grades which are not that good, like 5,4,3,2 and 1 with the 11%, 9%, 7%, 5%, 4% and 2% respectively. This is extremely alarming and should be taken into account to improve the tutoring sessions.

- **Graph 12**

Do you consider that the unit before mentioned can be improved?



Source: Survey administered to students from the Foreign Languages Department.

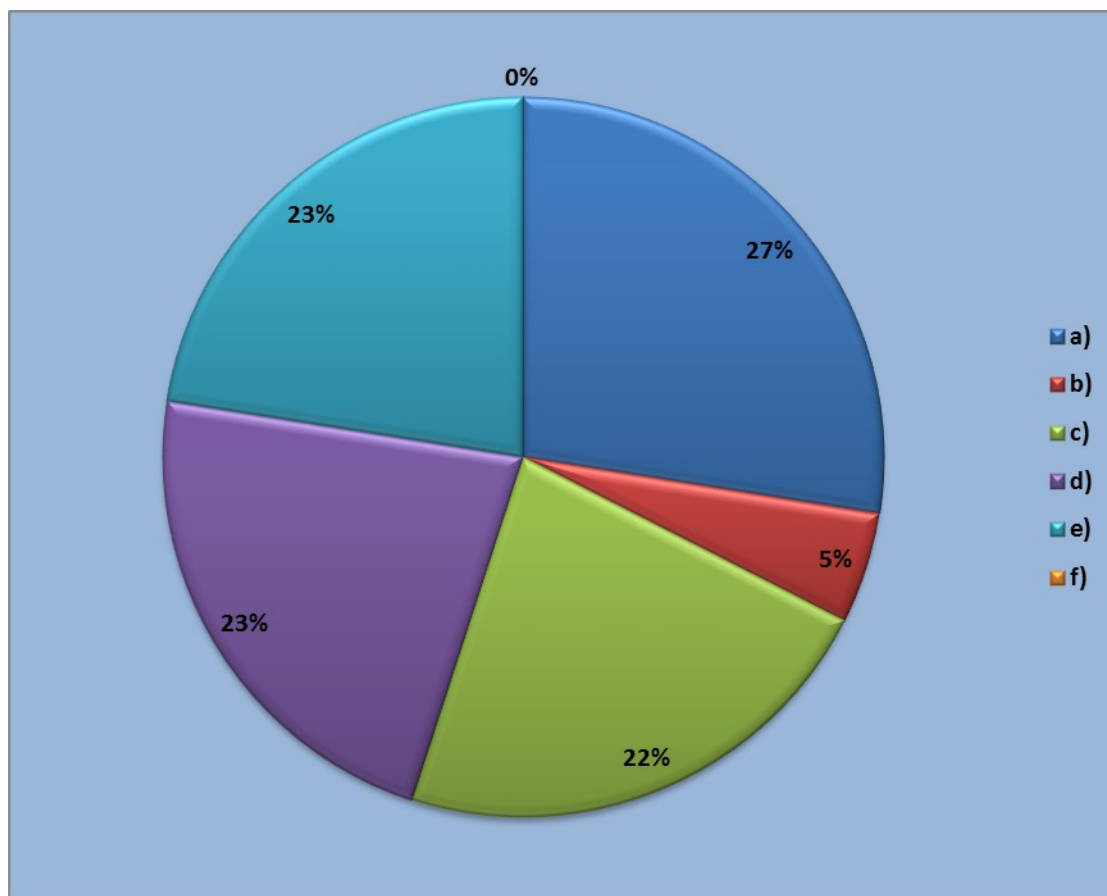
Interpretation:

This question was one of the most helpful ones during the analysis. Every student has had different experiences with the unit; some students have had a really good experience with the services provided by the unit, some other students not so good; finally, some students have never been involved in an activity that the unit provides. In spite of that fact every answer needs to be considered important.

As it is shown on the graph above, more than the half of the students (60%) consider that the existing unit can be improved, but how? This question will be answered in the next question. 27% did not answer because they did not know anything about the Unit of Students Services. Finally, 13% consider that there is no need to improve this unit; it is fine the way it is at the moment.

- **Graph 13**

Which services, do you consider, can be included to improve this unit? (You can choose more than one)



Source: Survey administered to students from the Foreign Languages Department.

a) Administrative and academic guidance	11
b) psychological help	2
c) Career guidance	9
d) Academic/ personal guidance	9
e) Qualified staff	9
f) other	0

Interpretation:

In order to improve the existing Unit of Students Services, researchers proposed some services (these services are provided by the AAP) students that took the survey that could be included in this unit. Students were also given the choice to add any other service they consider important. It is worth mentioning that no one provided any extra service as a recommendation.

As it can be seen on the graph above, 27% of the students consider really important to have administrative and academic guidance since they have had a lot of problems doing those kinds of processes at the academic-administrative building where they have to hand in all the papers and sometime the staff does not give the complete information about all the papers that have to be handed in and the dates that they have to do it.

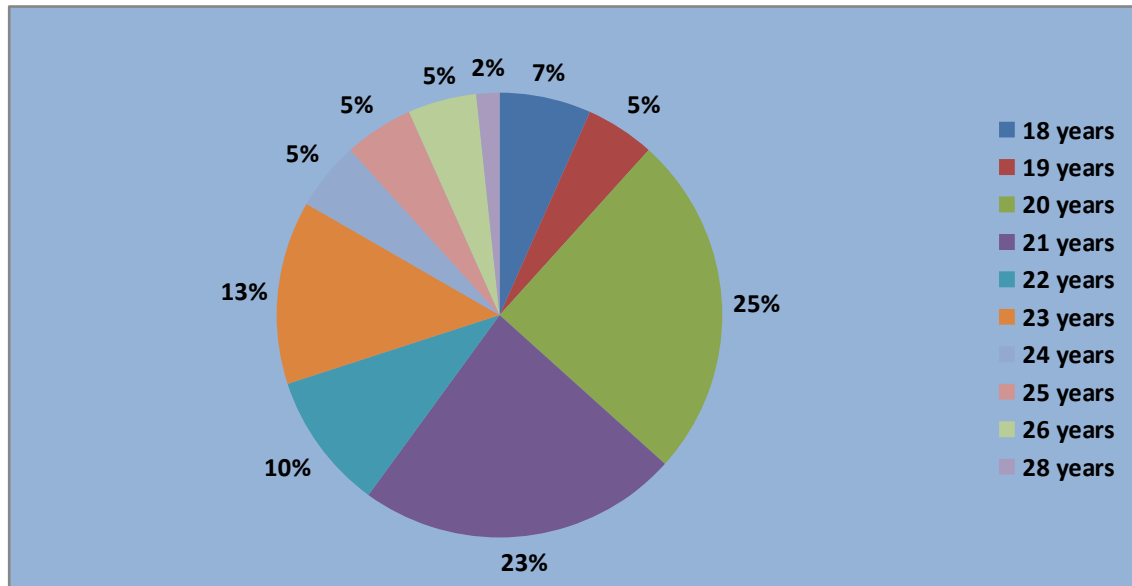
Furthermore, there is similarity in the percentages, since 23% of students are for career guidance, the 23% of students are for the academic/personal guidance and the 23% are for qualified staff; students have expressed their necessities during their university lives, in all the aspects before mentioned and that they need to be improved in the current Student Service Unit.

Additionally, 4% of the students considered psychological help is an important service that could be implemented in the unit. In spite of not being a significant percentage, these opinions cannot be ignored.

4.1.2 THIRD YEAR INSTRUMENT

- **Graph 1**

What are students' ages?



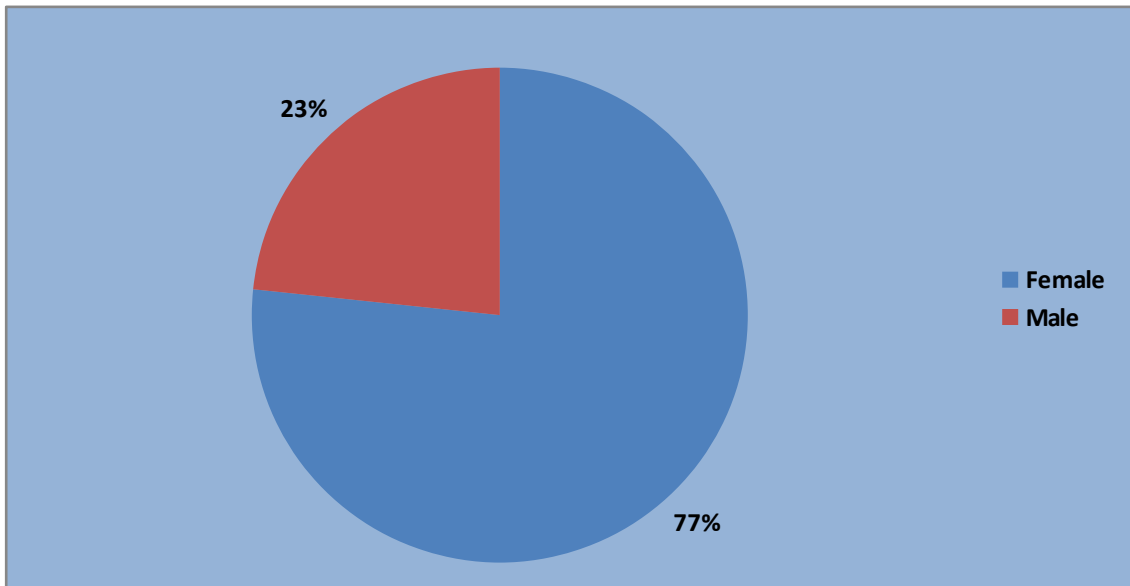
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

The average age of the students surveyed is 25 and 24. In this years, students tend to know exactly what their necessities are since they have a clear expectation on how to reach their goals which is to finish successfully their studies, this helped researchers to do the analysis since they are mature enough to answer.

- **Graph 2.**

What is students' gender?



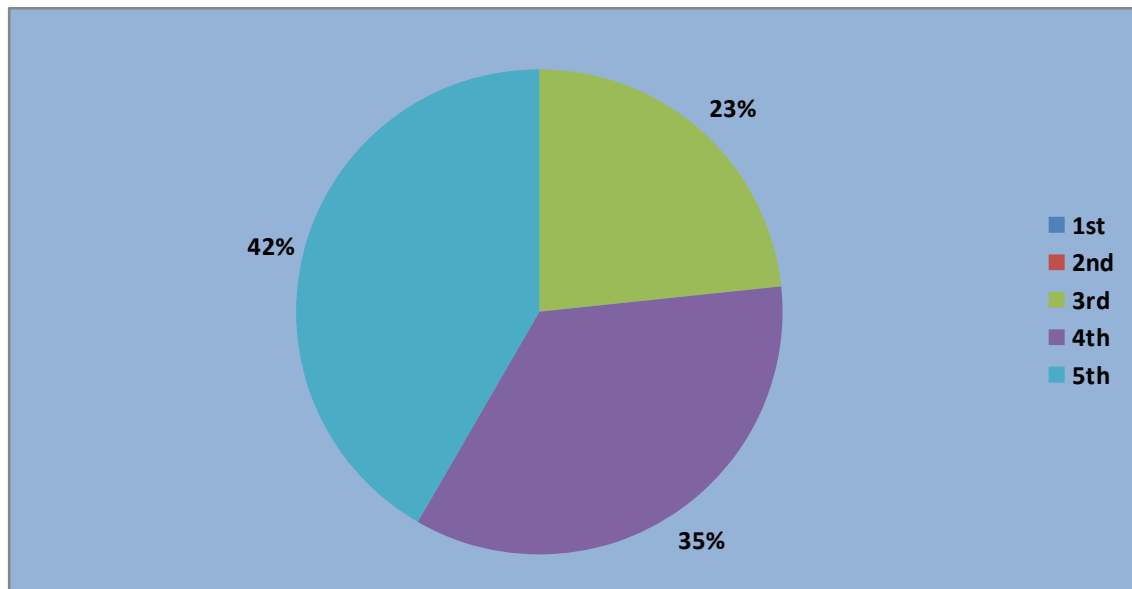
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

According to the results obtained in the research, it is observed that 77%, that it is more than half of the students surveyed, are men. At the same time, this research shows equality that the 23% of students surveyed, are women.

- **Graph 3**

What is the year that students are studying?



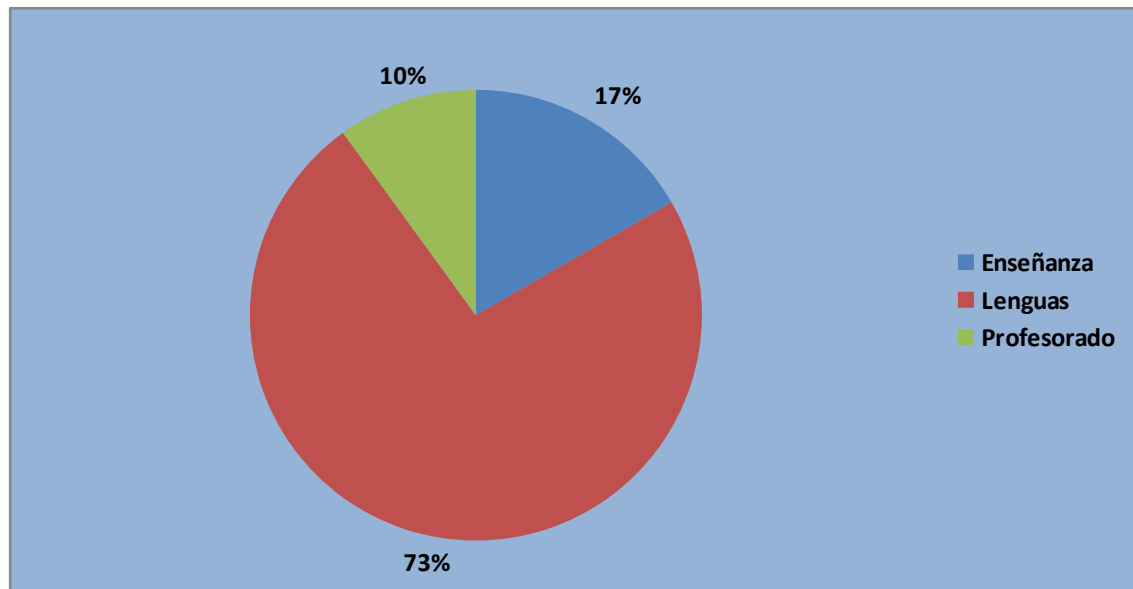
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

According to the research, students from all years of the majors were interviewed, but the majority of opinions were provided by students from the 5th year, 4th year and 3rd year. The research showed that the majority of the students who answered are for the 5th year with 42%. After that, it is remarkable that the 35% of the students are from the 4th year. Besides the 23% of the results who are students from the 3rd year.

- **Graph 4**

What are the majors that students are currently studying?



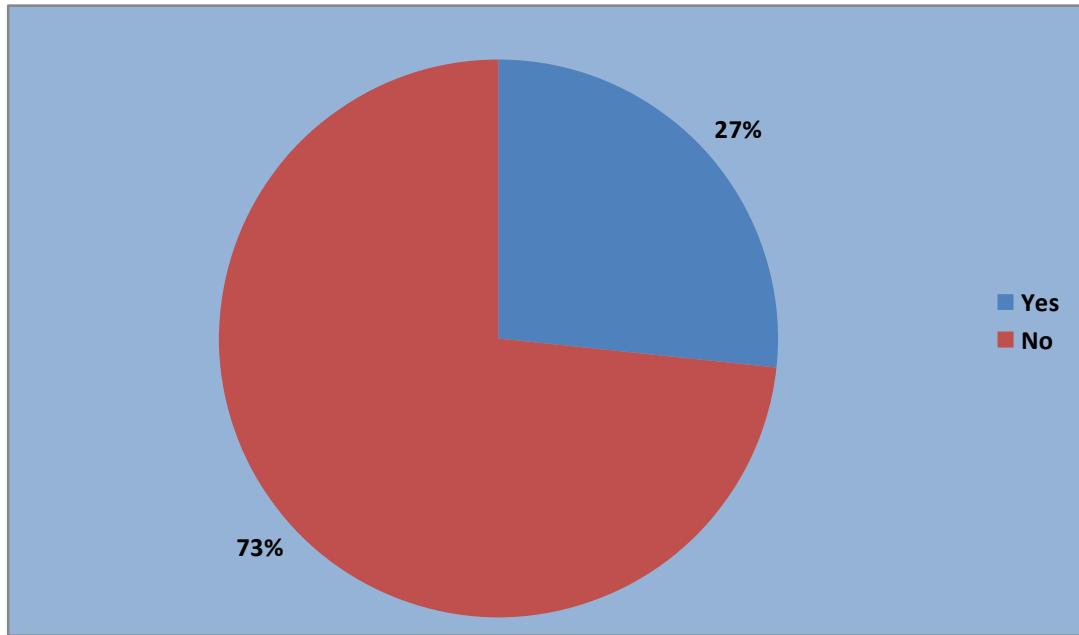
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

Researchers passed out the survey to students from the three majors of the Foreign Language Department in order to know their opinion. As a result, the 73% of the students who answered the survey are from the Bachelor in Modern Languages. According to the research, the 17% of the students, who answered the survey, are from the Bachelor in English Teaching. Besides the 10% of the students who are currently studying the Professorship in English, in the department before mentioned.

- **Graph 5**

Have you had advising regarding administrative- academic processes during your stay at the university?



Source: Survey administered to students from the Foreign Languages Department.

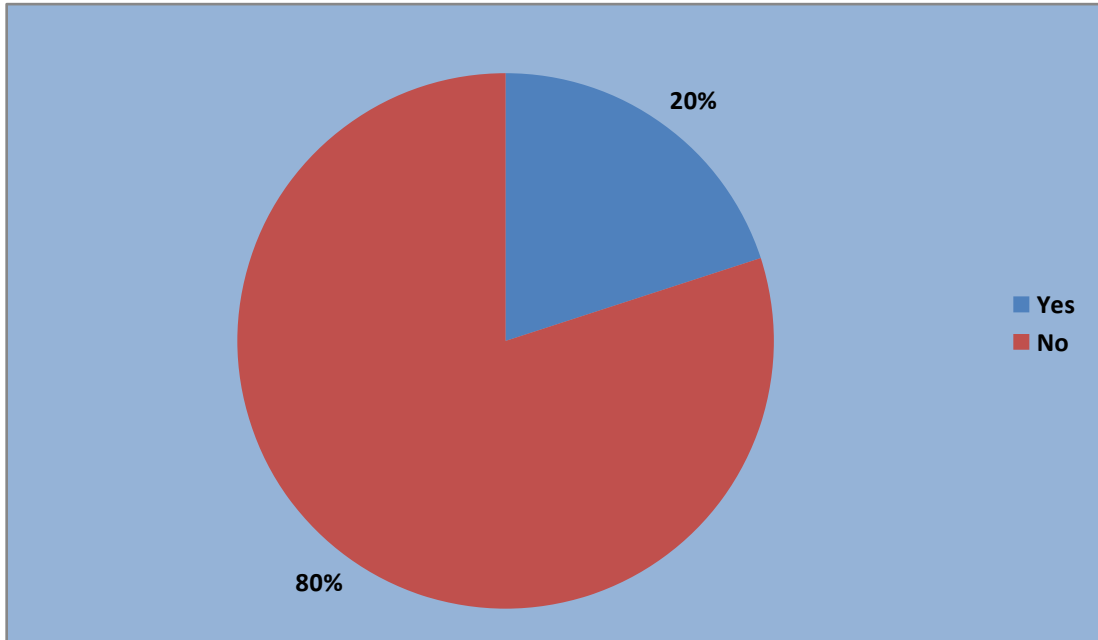
Interpretation:

Based on the results, researchers have noticed that 73% of the students who were interviewed said that they have not received any kind of advising regarding administrative or academic processes at the university, which is a really high percentage based on the importance that it has, to provide guidance to any students in order to avoid making any mistake at the time of doing any process since those kind of processes. Follow by the 27% of the students interviewed, who fortunately had advising regarding the administrative-academic processes while studying at the university.

Advising of the students is extremely important because sometimes, to do an administrative-academic process, there are time frames to provide papers and if the students miss those opportunities they will need to wait to do this process in a new time frame provided by the university's administration.

▪ **Graph 6**

Have you ever received academic guidance before registering a subject?



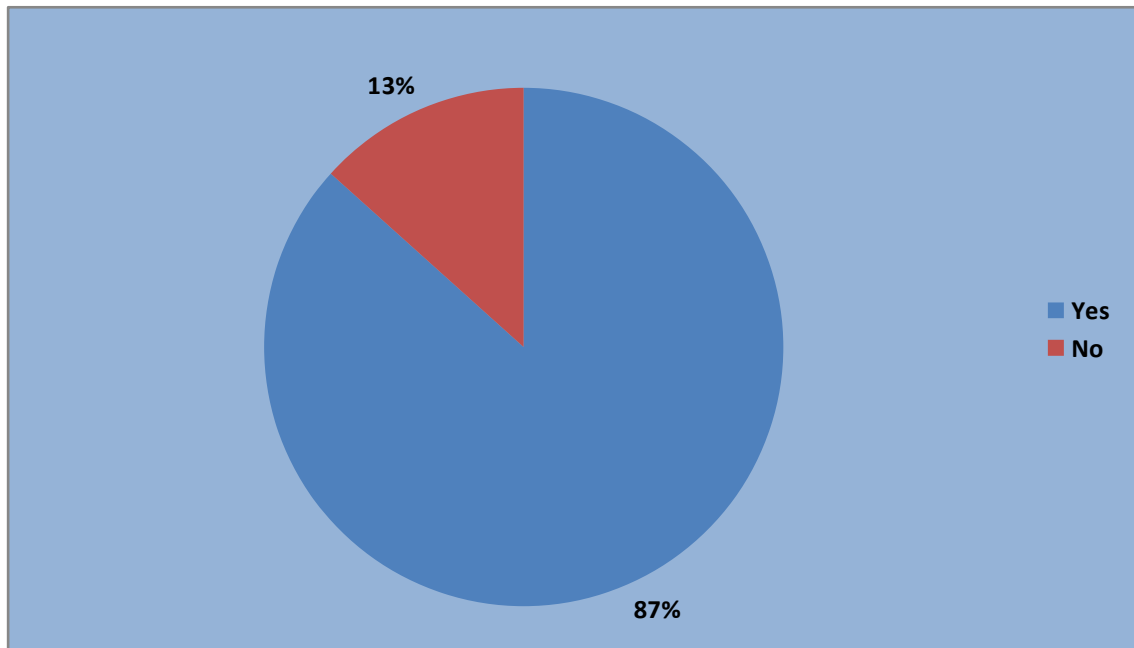
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

As it is shown in the graph, 80% of the students who were interviewed answered that they have never received any guidance at the moment of registering a subject. These answers are important to determine why students are registering some subjects and dropping them a couple of weeks later. In the other hand, the 20% of the students who answered the survey had received academic guidance before registering a subject.

- **Graph 7.1**

Have you ever had any inconvenience while doing an administrative process?



Source: Survey administered to students from the Foreign Languages Department.

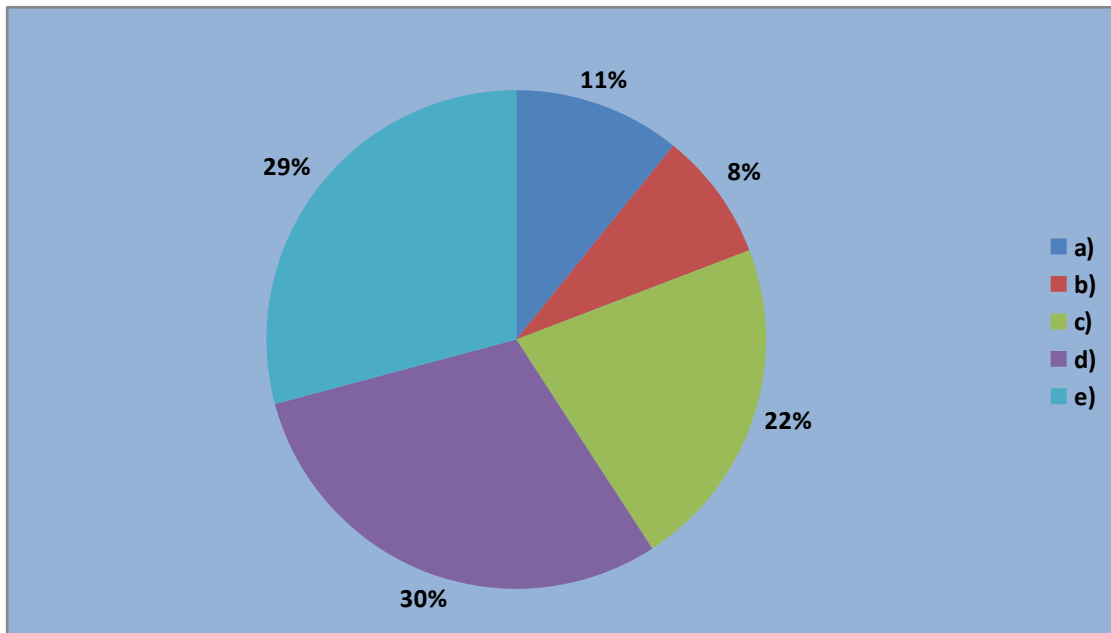
Interpretation:

For this question, the results show that 87% answered Yes, which means that a big amount of students have encountered an inconvenience while doing an administrative process, this is a wakeup call for the people in charge since these processes are the most important.

Sometimes there are due dates for students to present papers or get signatures and if they are not well informed they will have difficulties and will add more stress during their stay at the University.

- **Graph 7.2**

Which of the following:



Source: Survey administered to students from the Foreign Languages Department.

a) Handing papers in the wrong date	13
b) Handing incomplete papers	10
c) Going to the wrong place	26
d) Taking too much time to have an answer	36
e) Received rude treatment by the staff	35

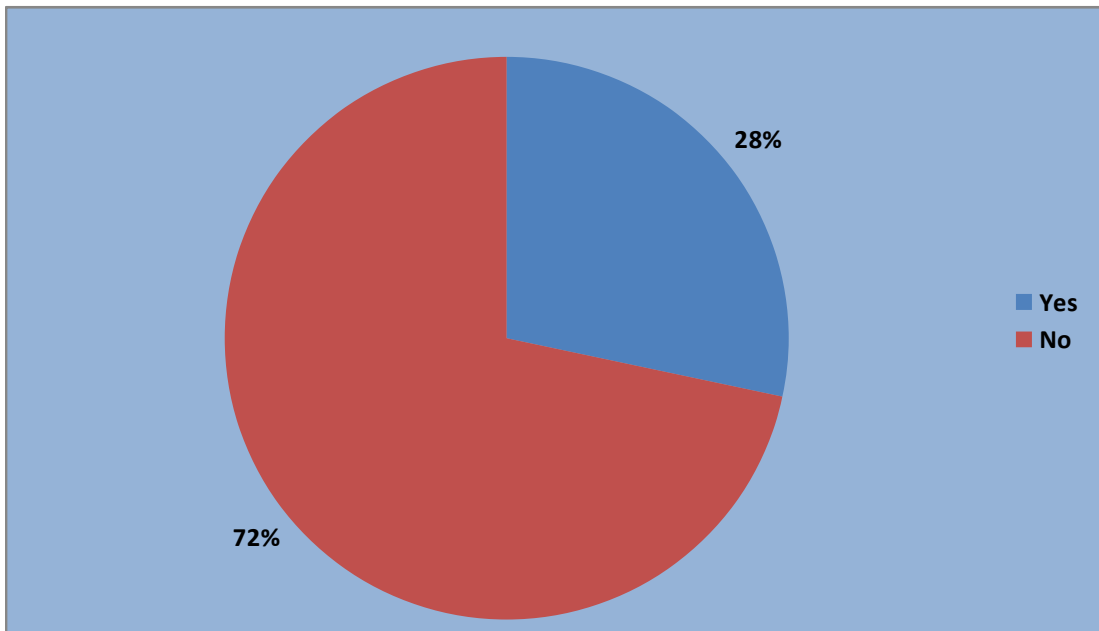
Interpretation:

At the same time, students were also asked in which areas they have had inconveniences at the moment of doing an administrative process; the most common answer was letter “D” which was “Taking too much time for an answer” which has the 30% of the answers. This leads to a really big issue since some processes need to be handled in a certain period of time. In some cases if students do not have an answer, they cannot continue with the following step of this process. The second option that was chosen by the students was “received rude treatment from the staff”. This is really

disappointing since students are just worried about the processes and have the right to ask and request the documents needed to complete any kind of administrative requirement. In the third place, students chose “going to the wrong place”. Follow by “handing papers in the wrong date” and “handing incomplete papers”.

- **Graph 8**

Have you ever been informed about the tutoring program at the Students Services Unit?



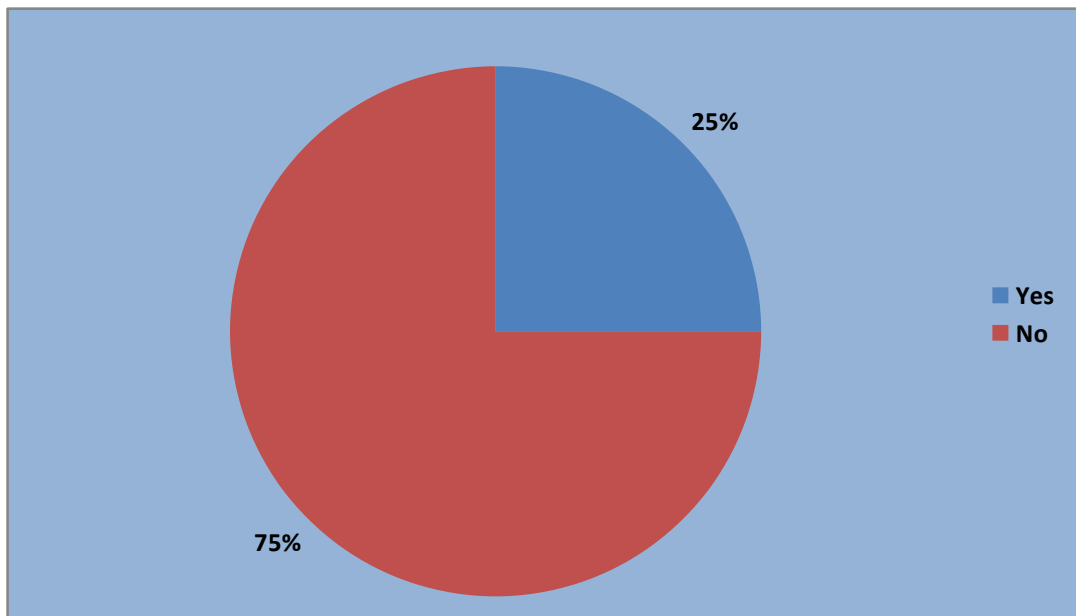
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

The result of this question shows that 72% of the students who were interviewed, confirmed that they have not received any kind of information about the tutoring program at the Students Services Unit. It can be inferred that the Unit is not been given the adequate or enough publicity so that students can be notified about time, date and place when they are provided.

- **Graph 9**

Have you ever attended any tutoring?

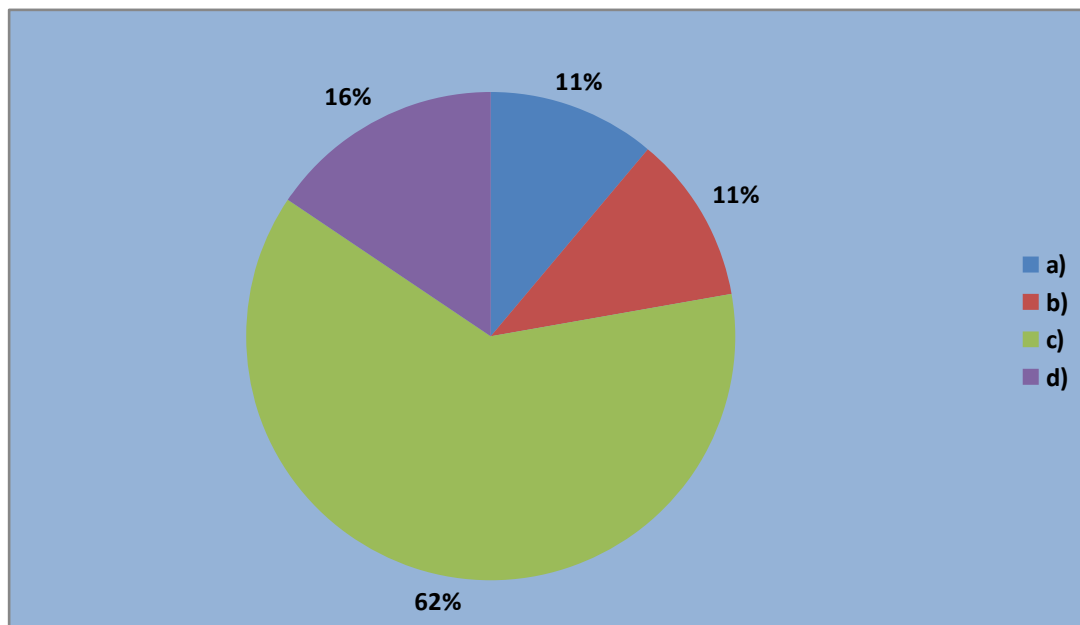


Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

This question was asked to the students who answered that they were aware of the existence of the Unit. The results show that 75% of the students have never attended any kind of tutoring session. To have a better insight of why students are not attending the tutoring sessions, students were asked to choose the reasons why they are not attending them. The graph 9.1 below shows the different reasons why students did not attend the tutoring sessions

- **Graphic 9.1**
Check the reasons that apply.



Source: Survey administered to students from the Foreign Languages Department.

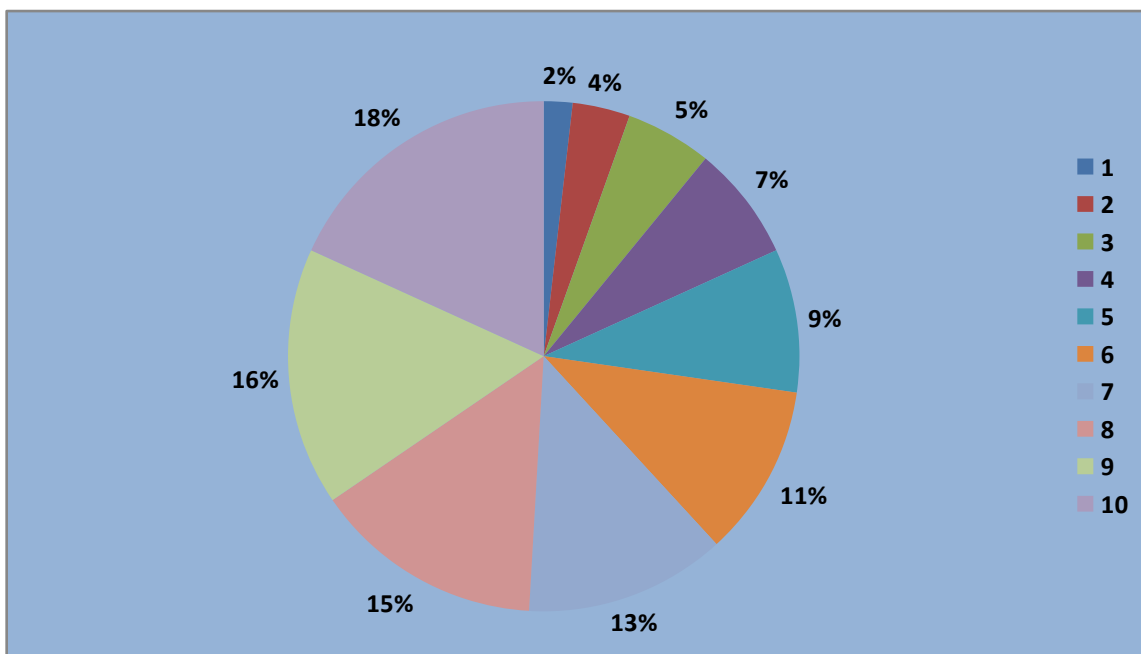
a) You do not need it	5
b) You do not want to go	5
c) You do not know the schedule and place where it is provided	28
d) Other: I do not have time	7

Interpretation:

Students were also asked why they have not gone to the tutoring sessions. Surprisingly the most common option chosen was that students do not know the schedule and place, it can be understood from this that there is no communication between the students and the unit or maybe no one is taking the time to inform the students about the place and time when these tutoring sessions are provided

- **Graph 10**

If you have attended a tutoring, from scale of 1-10, how would you grade it? Being 1 the lowest score and 10 the highest?



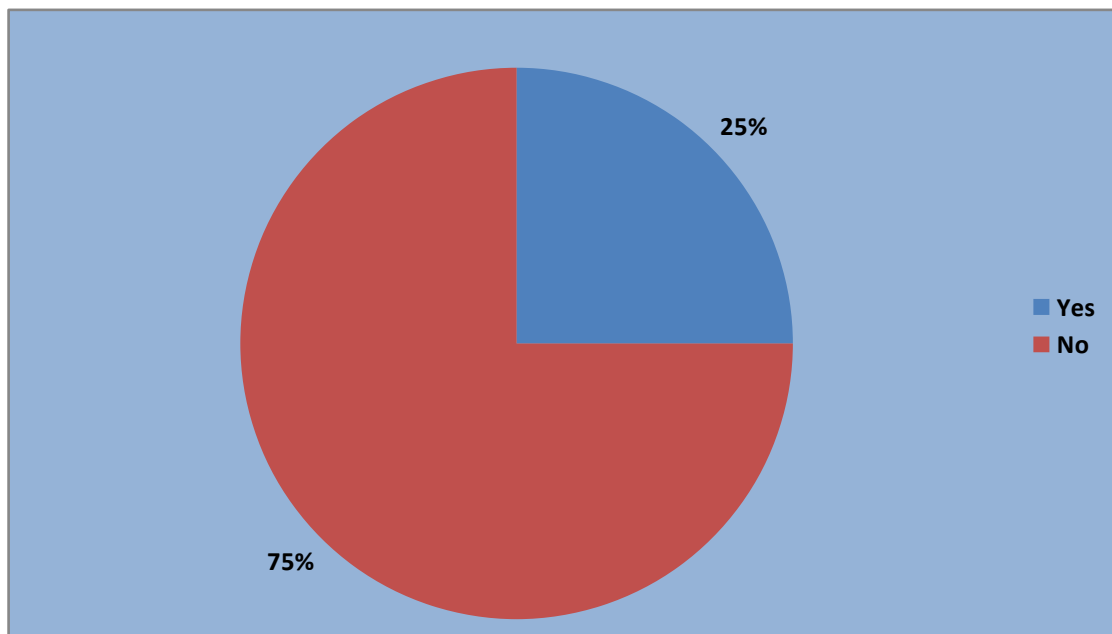
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

This question was asked to those students who had attended the tutoring sessions, they have to grade the quality of the tutoring session from a scale of 1-10. As a result, the most common grade that was given was 10 with the 18% of the results. Follow by the grade of 9 and 8 with the 16% and 15% respectively, which are not that bad considering that the tutoring sessions are provided by the students from upper years. These results can also help to evaluate the performance of the students from the outreach program. Besides, the rating of 7, 6 and 5 which have similar results with 13%, 11% and 9%. After that, the results show that the rating of 4, 3, 2 and 1 are not so far each other with 7%, 5%, 4% and 2% of the results.

- **Graph 11**

In your opinion, does the department have the required infrastructure and equipment to provide the tutoring?



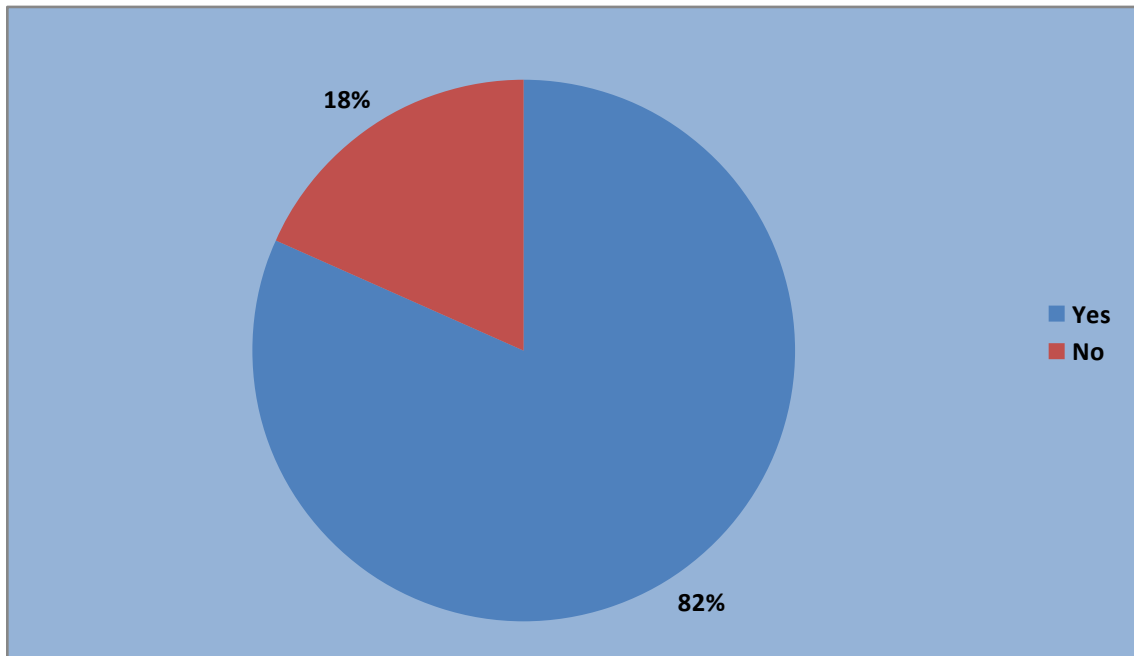
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

According to the findings, 72% of the students interviewed answered that the department does not have the required infrastructure and equipment to provide the tutoring sessions. They were also asked to explain their answers; some of the students said that there is no room to receive the tutoring; there are no books, computers nor desks. Also there is no information provided to the students so they can know where and at what time the tutoring sessions are available.

- **Graph 12**

Do you consider that the unit before mentioned can be improved?



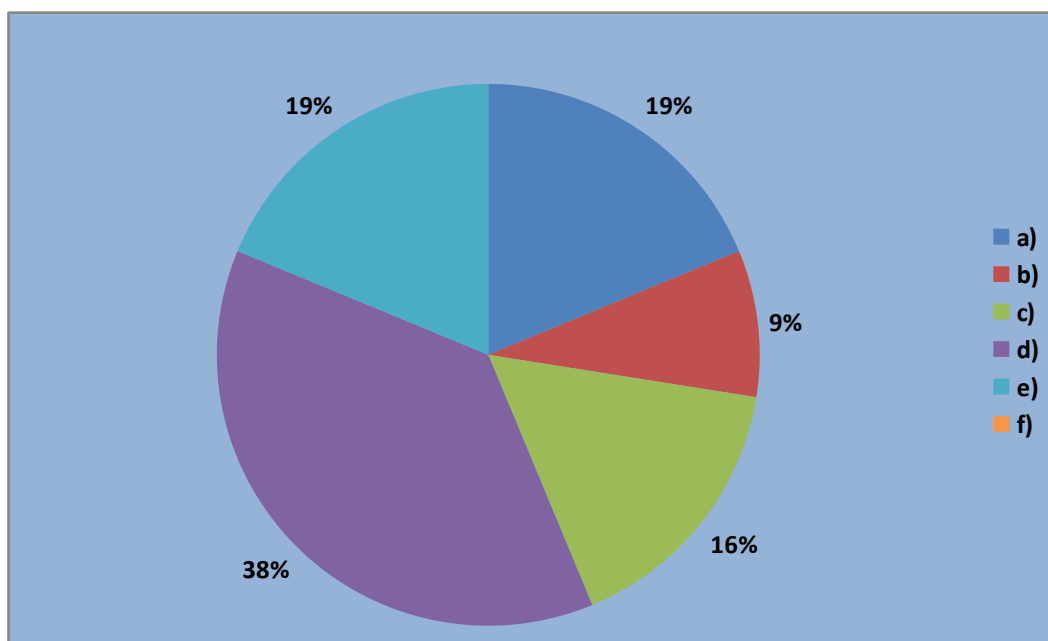
Source: Survey administered to students from the Foreign Languages Department.

Interpretation:

The graph shows that 82% of the students believe that the unit can be improved, since they do not think it has been developed enough to help the students in an appropriate way.

- **Graph 13**

Which services do you think can be included to improve this unit? (you can choose more than one)



Source: Survey administered to students from the Foreign Languages Department.

a) Administrative and Academic guidance	15
b) Psychological help	7
c) Career guidance	13
d) Academic-Personal guidance	30
e) Qualify staff	15
f) Other	0

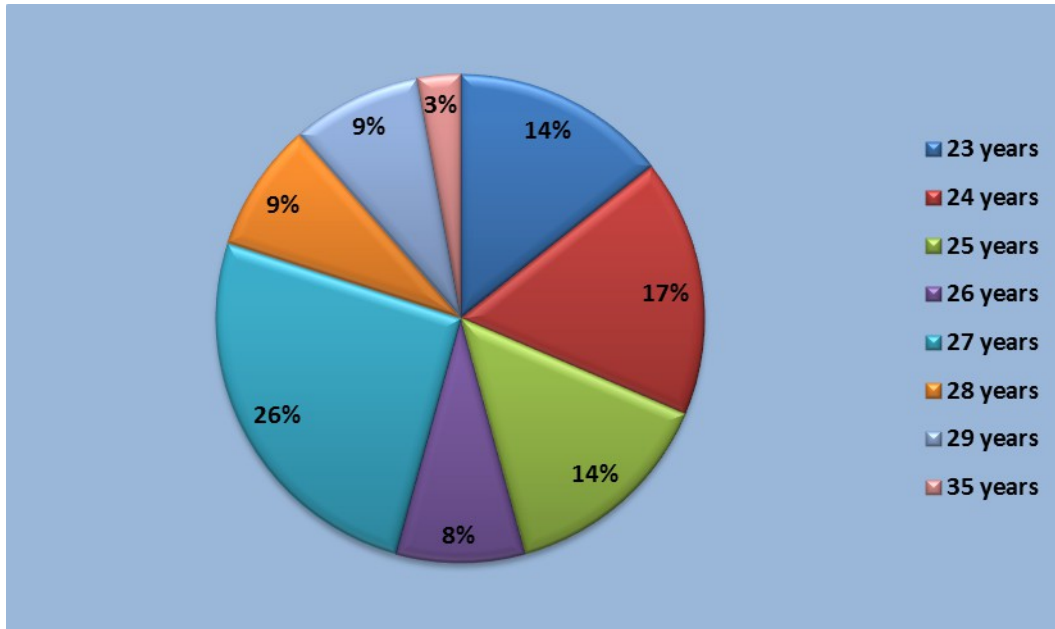
Interpretation:

Students were asked to provide their feedback about what kind of services can be included in the unit, some of the options were administrative and academic guidance, psychological help, career guidance, academic-personal guidance, qualified staff, etc, Most of them answered academic-personal guidance which has the 38% of the results. At the same time, the survey showed that students consider that qualify staff and administrative and academic guidance are both important with the 19% of the results given to each. After that, 16% of the interviewed students chose career guidance. Besides, 9% of the students who considered psychological help. However, no one proposed another service to be included in the unit.

4.1.3 GRADUATED INSTRUMENT

- **Graph 1**

What are students' ages?

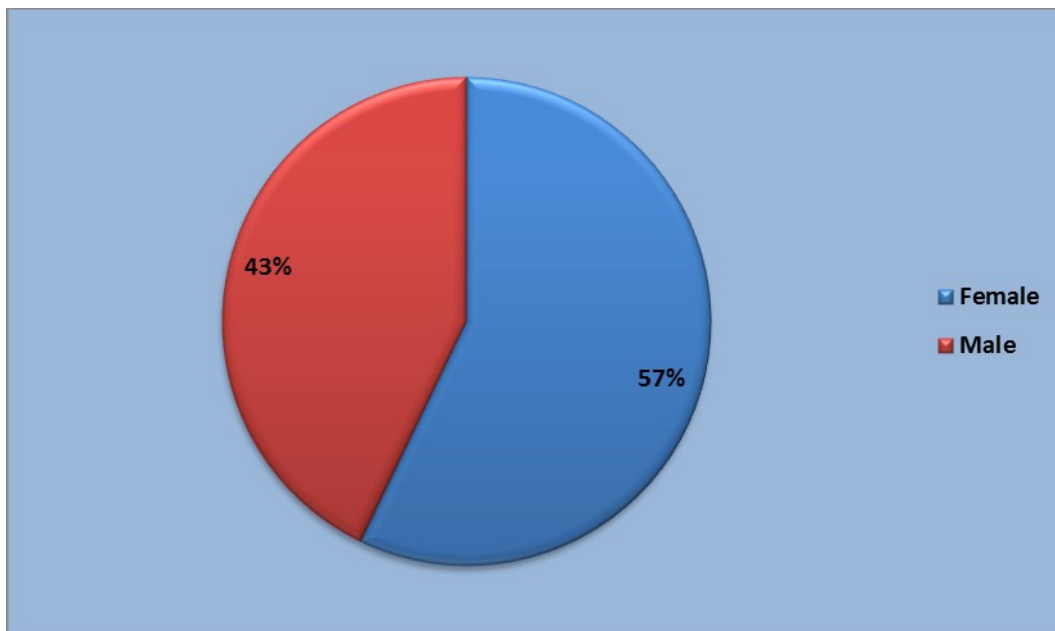


Source: Survey administered to students from the Foreign Languages Department

Interpretation:

According to the survey, 26% of the students who are in their graduation process are 27 years old. Then, the research demonstrates that 17% of the students are 24 years. At the same time, the research shows that 14% of the students' ages are between 23 and 25 years. Also, the research demonstrated that the 9% of student are between the ages of 28 and 29 years old, followed by the 3% of students whose age is 35 years old. Researchers can infer from this data that, some of the oldest students will have a tendency to look for guidance in their graduation process at the department.

- **Graph 2**
What is students' gender?



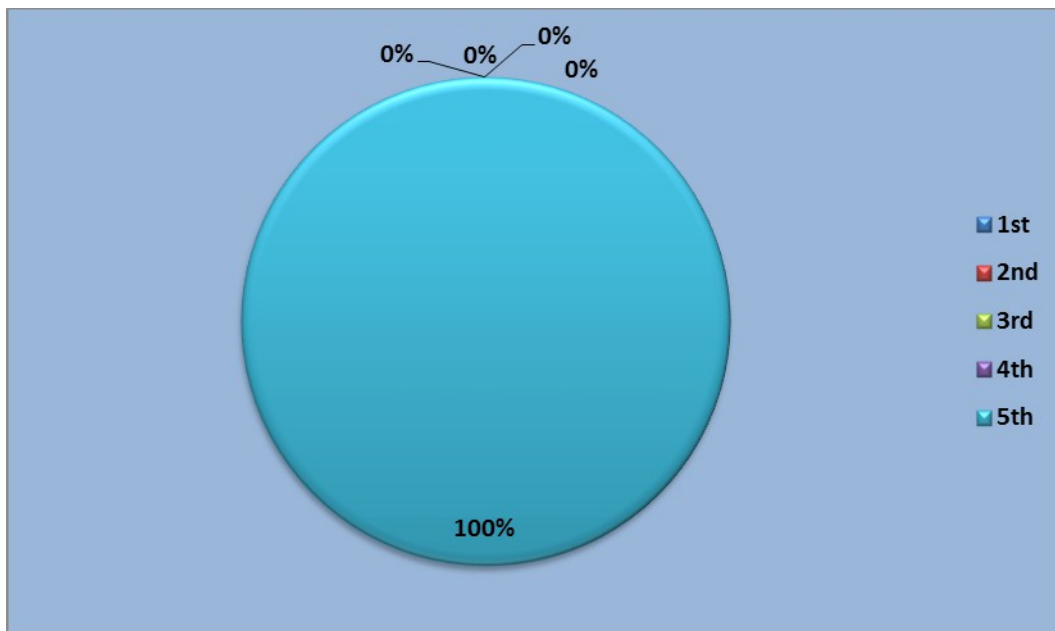
Source: Survey administered to students from the Foreign Languages Department

Interpretation:

According to the results obtained in the research, 57%, which is more than half of the students questioned, are women, at the same time; this research shows that the 43% of the graduated population are men. This information is relevant for the study since researchers needed to know if the opinion of the surveyed population was given by men or women, also to know what is the gender that needs more help from the unit.

- **Graph 3**

What is the year that students are studying?



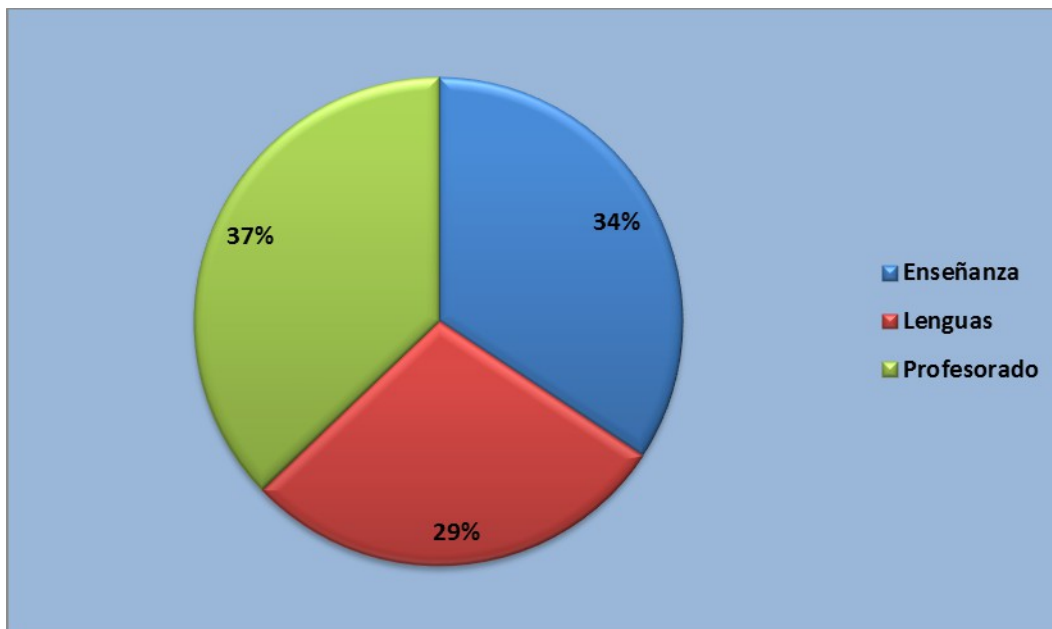
Source: Survey administered to students from the Foreign Languages Department

Interpretation:

According to the research, 100% of the students who answered the survey are in their 5th year of the different careers that the Foreign Language Department offers. This data helped researchers to classify the population in a better way, since 3 different instruments were carried out, so that researchers could have a variety of opinions from students in different years.

- **Graph 4**

What are the majors that students are currently studying?



Source: Survey administered to students from the Foreign Languages Department

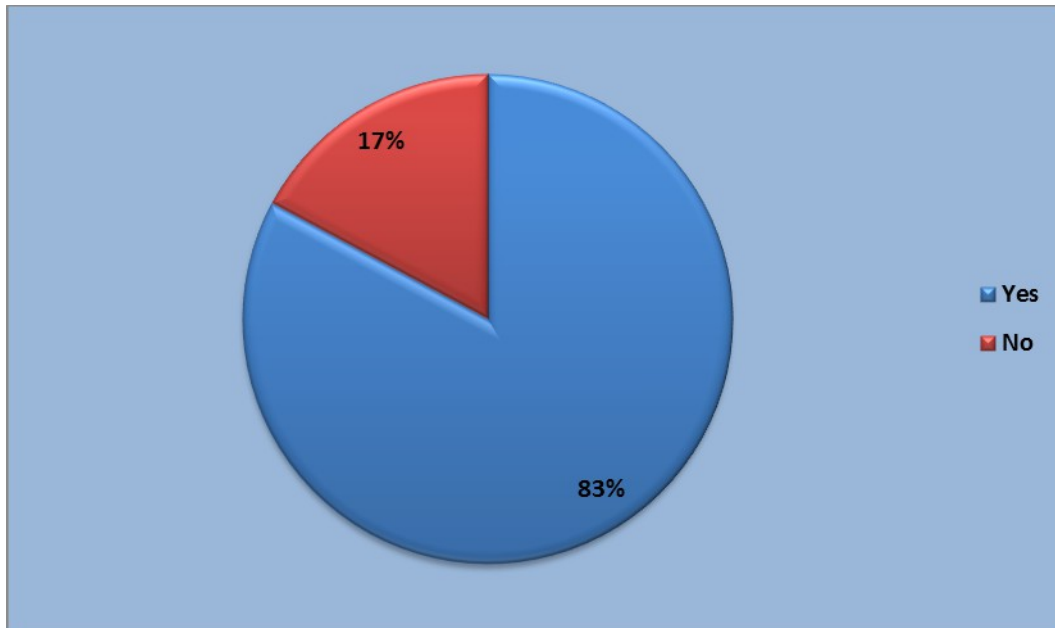
Interpretation:

The result of the research was based on the opinions of students from the three majors of the Foreign Languages Department which are; Modern Languages specialized in French and English, the Professorship in English, and in the BA in English Teaching.

According to the research, 37% of the surveyed population is from the Professorship in English, followed by the 34% from the Bachelor in English Teaching; succeed by the 29% of students from the Bachelor in Modern Languages: English and French.

- **Graph 5**

During your stay at the University, did you have any advising regarding administrative-academic process?



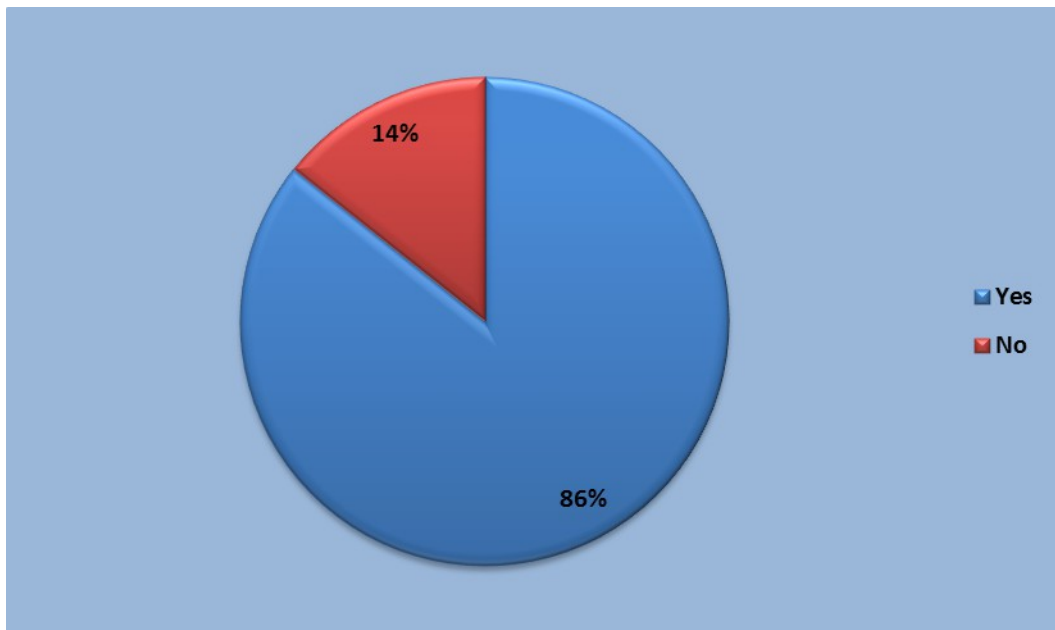
Source: Survey administered to students from the Foreign Languages Department

Interpretation:

As a result of the survey, 83% of the students, this is more than the half of the students surveyed, received advising with regard to an administrative-academic process. But also, the 17% of the students who answered the survey did not receive any kind of advising in relation to the process before mentioned.

- **Graph 6**

Did you ever have any inconvenience while doing an administrative process during the major?



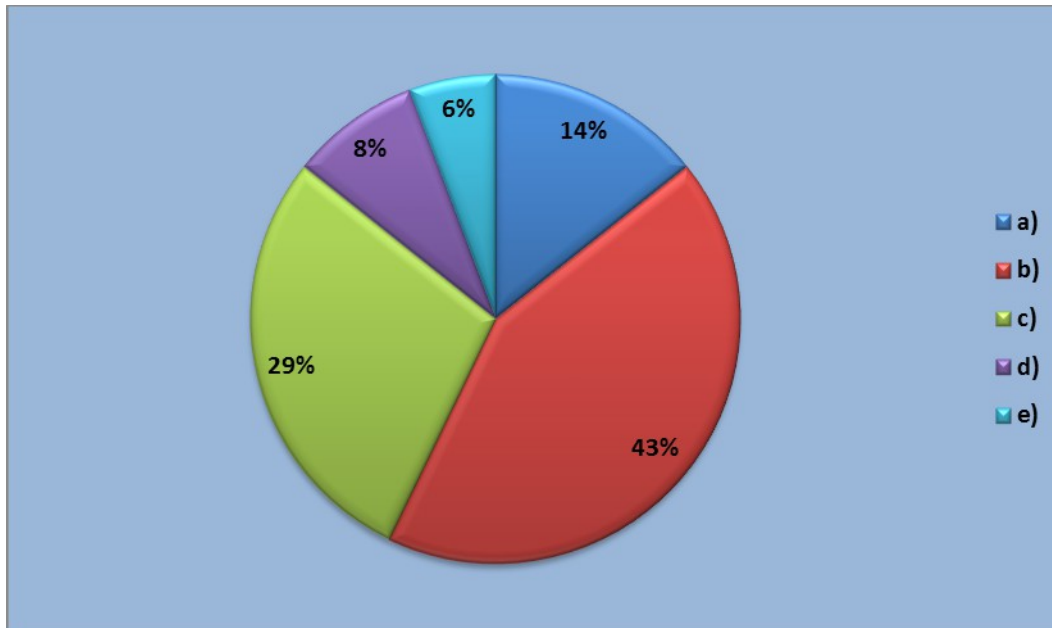
Source: Survey administered to students from the Foreign Languages Department

Interpretation:

According to the survey, 86% of the students have had inconveniences in the process before mentioned. Followed by 14% of students who have never had any inconvenience while doing any administrative process.

- **Graph 7**

In which kind of administrative process did you have more problems? (You can choose more than one)



Source: Survey administered to students from the Foreign Languages Department

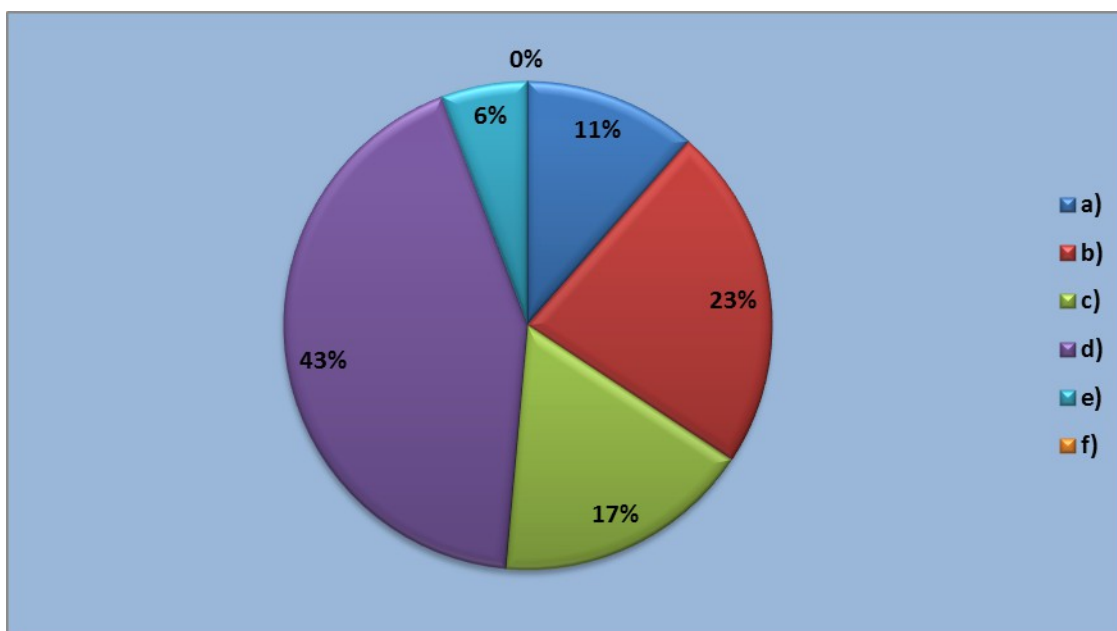
a. Social services	5
b. Graduation process	15
c. Registering the thesis	10
d. Graduate letter	3
e. Global grades	2

Interpretation:

At the same time, students were asked to choose possible problems that they could have while doing an administrative process. Students who answered in the previous question that they have had problems when doing an administrative process were asked to choose which of the listed problems they had experienced. The findings revealed that 43% of the students had problems at the time of doing graduation processes and the 29% shows that some of the students had problem while registering the thesis, which helped researchers to identify that the administrative issues come when students are about to graduate.

- **Graph 8**

Which of the following problems did you have? (You can choose more than one)



Source: Survey administered to students from the Foreign Languages Department

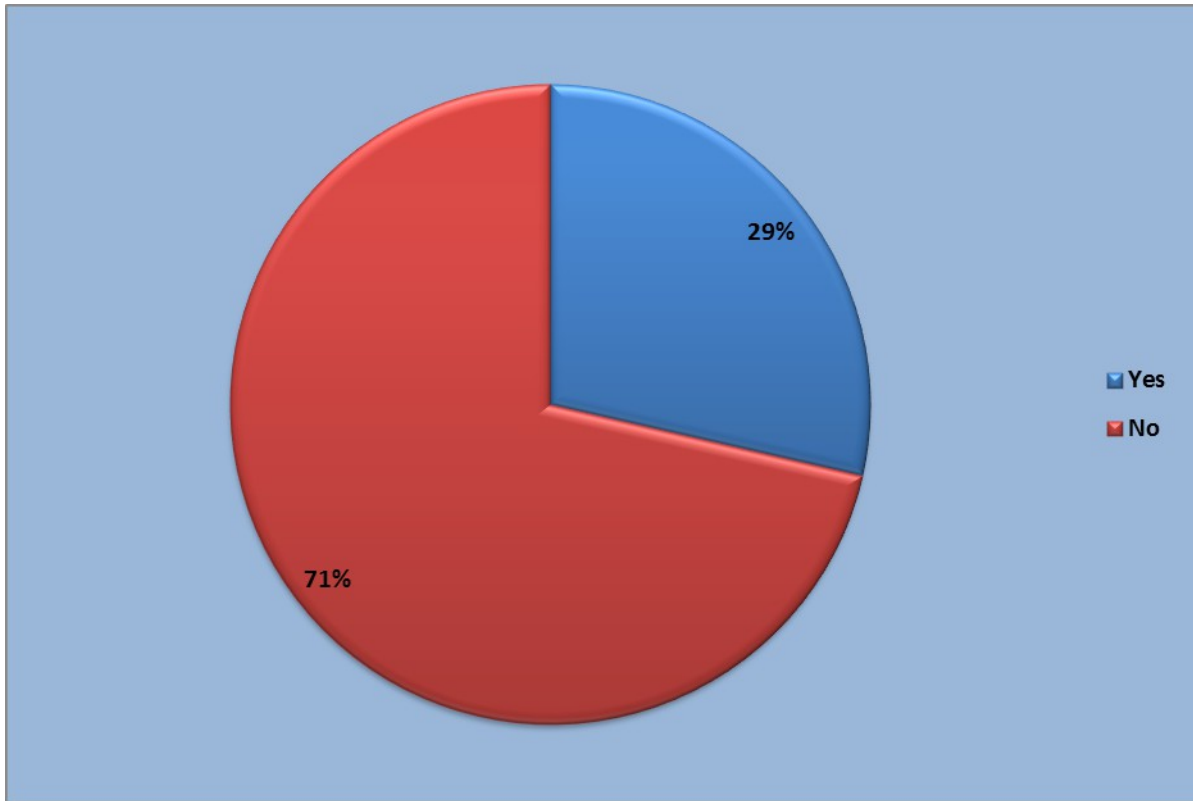
a. Handing papers in the wrong date	4
b. Handing incomplete papers	8
c. Went to the wrong place	6
d. Took too much time to have an answer	15
e. Staff treated you rude	2
f. Other	0

Interpretation:

At the same time, students were asked to specify which problem they had while doing an administrative process; students had the option to choose more than one problem. As a result, 43% of the students chose option D. “took too much time to have an answer”. In the second place, “Handing incomplete papers” with 23%, and in third place, the “Went to the wrong place” with 17% followed by 11% who chose “handing papers in the wrong date”. And finally, 6% of the students chose “Staff treated you rude”. In addition, students had the option to choose “Other” so they could add any other problem they had gone through, but no one added anything.

- **Graph 9**

While you were studying your major, were you informed about the Services that the Unit of Student Services at the Department of Foreign Languages offers?



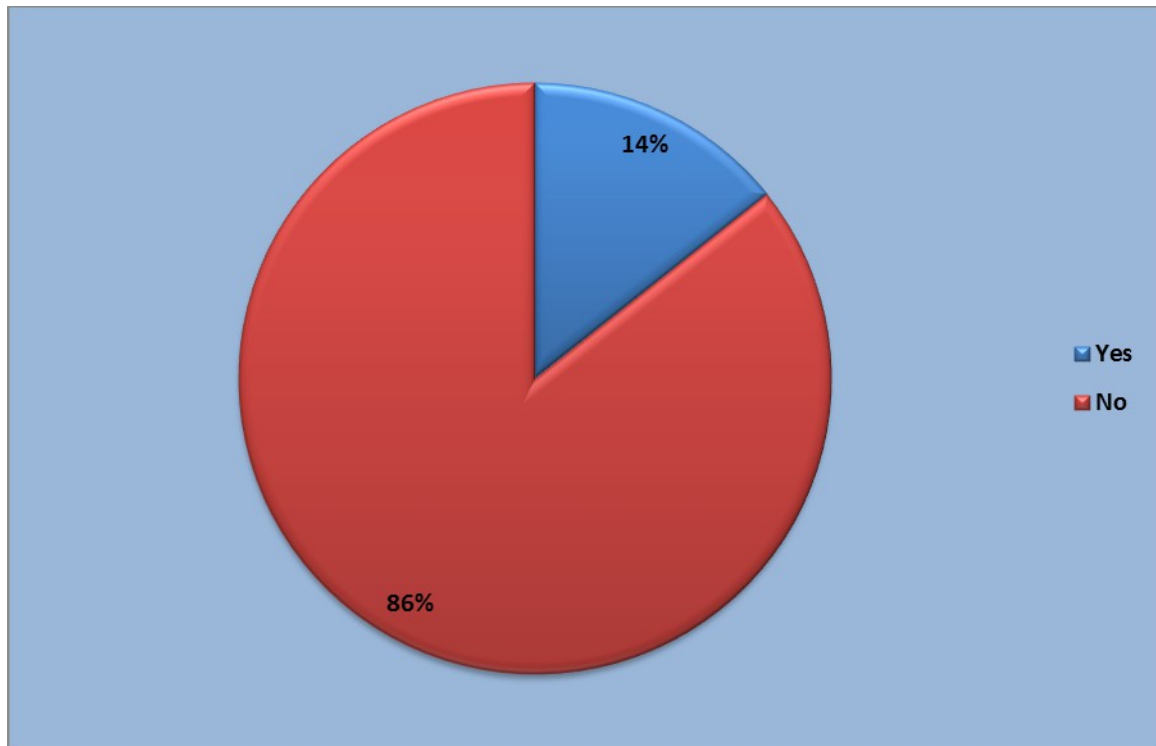
Source: Survey administered to students from the Foreign Languages Department

Interpretation:

As a result of the survey, it is shown that 71% of the students, which is more than the half of the students interviewed were not informed about the Services that the Unit of the Student Services at the Foreign Languages Department offers, On the other hand, the 29% of the students were informed about the services that the Unit before mentioned offered.

- **Graph 10**

Through the years while studying at the University, did you have any counseling about how and which subjects to register in each semester?



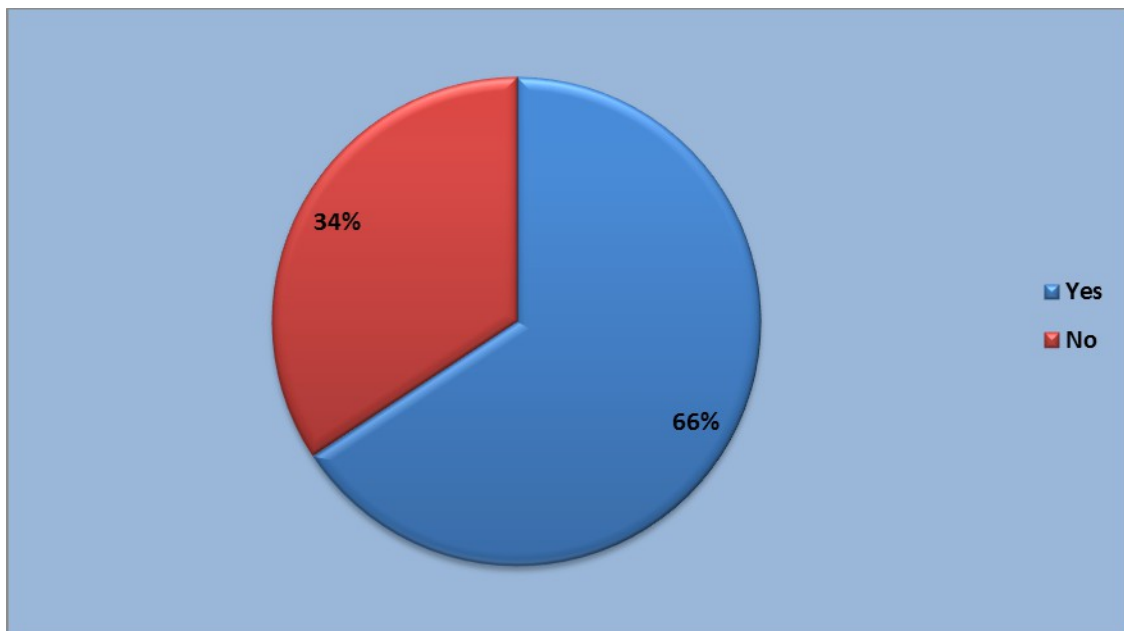
Source: Survey administered to students from the Foreign Languages Department

Interpretation:

In the three different majors that the department offers there are some subjects that are not mandatory to take, it is why students have different subjects to choose, in that way, they can decide which subjects to take and in what semester, that is the reason why this question was asked. As a result, 86% of the students surveyed manifested that they did not receive any counseling about how and which subjects to register in each semester; while the 14% of the students said that they received counseling about the process before mentioned.

- **Graph 11**

Did you ever need tutoring sessions to overcome difficulties in any subject?



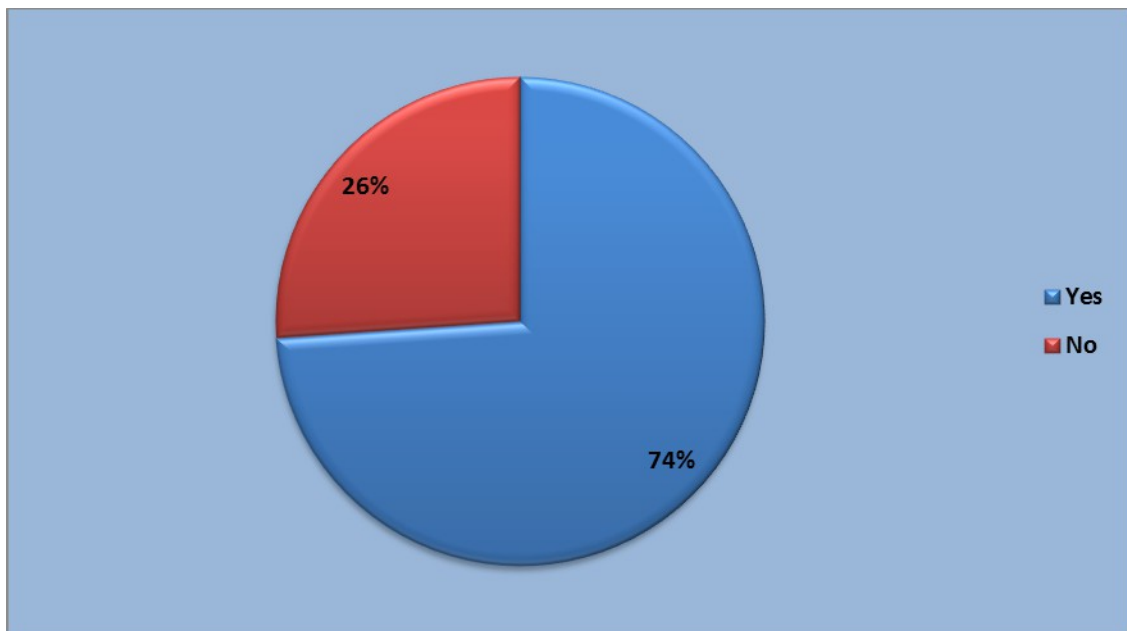
Source: Survey administered to students from the Foreign Languages Department

Interpretation:

According to the result of the survey, the 66% of the students interviewed answered that they needed help with tutoring session to overcome difficulties in the subject they had taken. Opposite to the 34% of the students that answered that they did not need tutoring sessions to overcome difficulties in any of the subjects.

- **Graphic 12**

Did you ever attend a tutoring session?



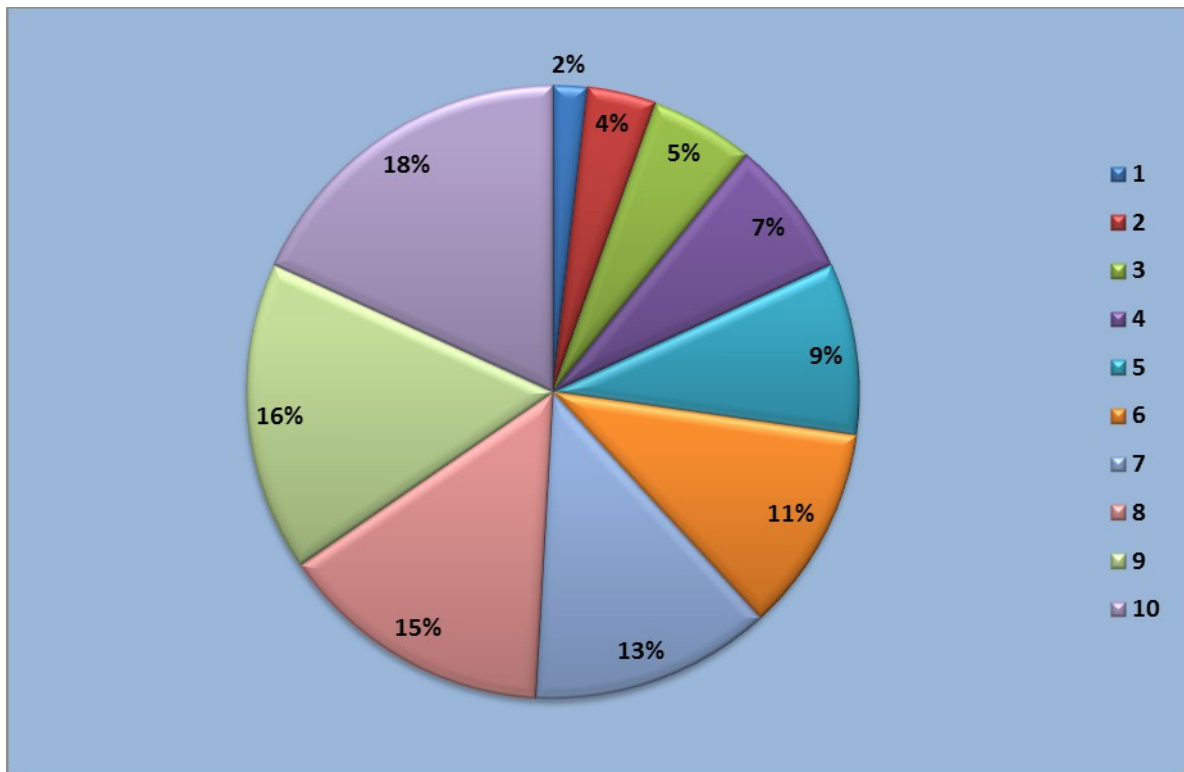
Source: Survey administered to students from the Foreign Languages Department

Interpretation:

As a result of the research, it is remarkable that 74% of the students surveyed never attended a tutoring session at the Student Service Unit at the Foreign Languages Department. On the other hand, it is important, to mention that the 26% of the students had attended a tutoring session.

- **Graph 12.1**

If your answer is yes, from a scale of 1-10, how would you grade the tutoring? Being the 1 the lowest and 10 the highest

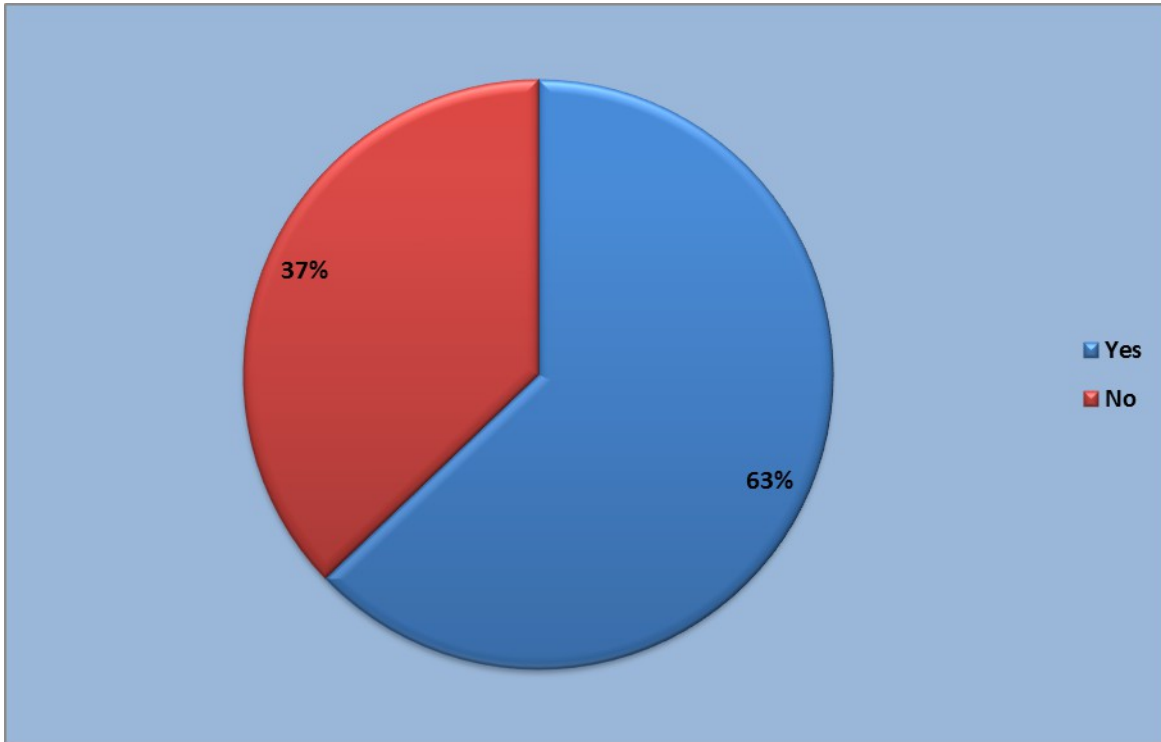


Source: Survey administered to students from the Foreign Languages Department

Interpretation:

As the graphic shows, the percentages are very similar from each other. In the first place, the 18% of the students graded the tutoring with 10. In the second place, the 16% of the students graded the tutoring with 9; followed by the 15% of the students who graded the tutoring with 8 and the 13% with 7. After that, researchers found out that 11% of the students graded the tutoring with 6 and the 9% of the students with 5. Additionally, researchers found that 7% of the students graded with 4 and the 5% of the students graded with 3. Finally, the research shows that the 4% of the students graded the tutoring with 2 and the 2% with 1 which was the lowest grade assigned to the tutoring they had received.

- **Graph 13:**
Do you consider that the unit before mentioned can be improved?



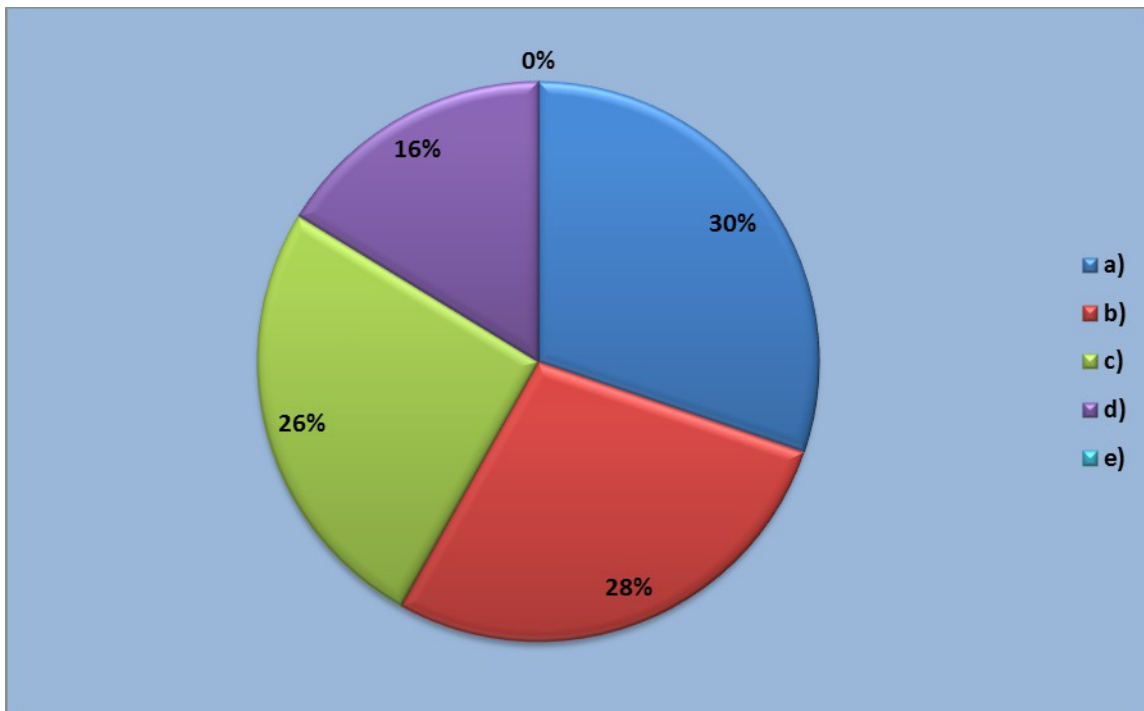
Source: Survey administered to students from the Foreign Languages Department

Interpretation:

As it is observed in the graph above, the 63% of the students answered that the Student Services Unit at the Foreign Languages Department can be improved; while the 37% of the students surveyed considered that the unit before mentioned cannot be improved.

• **Graph 14**

Which services do you consider can be included to improve this unit? (You can choose more than one)



Source: Survey administered to students from the Foreign Languages Department

a. Administrative and academic guidance	13
b. Psychological help	12
c. Career guidance	11
d. Academic- personal guidance	7
e. Other	0

Interpretation:

The students who answered that the Student Services Unit could be improved, they were asked to choose from the list above which services they consider could be included to improve the Student Services Unit. The students had the option to choose more than one service. As a result of the survey, 30% of the students consider that “administrative and academic guidance can be included. In the second place, 28% of the students consider that “psychological help”, followed by 26% of the students who considered that “career guidance” can be included in the unit before mentioned. Finally, 16% of the students consider that “academic-personal guidance” can be included as well. At the same time, students had the option to add other services but no one added anything..

4.4.4 ANALYSIS FROM INTERVIEWS

In order to have the teachers perceptions if whether an academic advising program should be implemented in the Student Services' Unit of the Foreign Languages Department at the University of El Salvador to provide guidance in the students' academic-administrative processes, researches carried out interviews to teachers that are involved with the Student Services Unit. The interview was focused on the four questions below:

- Have you ever heard about the Academic Advising Program? If your answer is yes, what do you think about it?
- Do you think it will be useful to implement this program in the Student Services Unit at the department? Why?
- Do you consider that the Foreign Languages Department has the required/qualified staff to carry out this program? Why?
- In your opinion, does the FLD have the adequate infrastructure and equipment to implement this program in the unit? If your answer is no, what type of infrastructure and equipment does the department need to implement this program?

- **MASTER JOSÉ RICARDO GAMERO**

In the interview with Master José Ricardo Gamero, chief of Foreign Languages Department, the researchers asked four different questions with regard to the Academic Advising Program. The answers given by Master Gamero were really helpful for the research since he knows about the program and how the Student Services Unit project works at the department. First of all, he mentioned that the number of students of the Foreign Languages Department is really high and that the project before mentioned is working but not completely; this project has helped a lot of students, but it is not giving its best since it has some limitations.

Also, he thinks that the Academic Advising Program will be really helpful because students who are in their first years of their university life need a lot of guidance and counseling in order to succeed in it. He mentioned that this program could help students not only to avoid dropping the subjects during their career but also the university; as well, he added that the most affected career is Modern Languages.

Furthermore, in his opinion, the department does have the qualified staff to carry out the Academic Advising Program in the Student Services Unit, but also, he stated that the department needs some help from the Psychology Department since some students have personal problems or educational trauma that makes them drop subjects or even adaptation problems. He emphasized that all of these affects their academic performance.

He argued that even though the Foreign Languages Department is the only department in the university which has a unit like this, it does not have neither the infrastructure nor the required equipment to fulfill all the project's objectives since the only furniture that it has is a round table and some chairs which are not enough to help 1,700 students.

Moreover, Master Gamero mentioned that this project needs a complete floor with books, well prepared counselors, and some other materials to provide students the help they need. Finally, he stated that he is already in the process of holding an interview to have the sufficient funds to improve this project.

- **MASTER EDGAR NICOLÁS AYALA**

Researchers also interviewed the teacher who created the project of the Student Services Unit, Master Edgar Nicolas Ayala. Researchers consider that this interview is important since he knows about the needs and difficulties that the unit has since its foundation.

In the first question, he stated that at the beginning of this project, the original idea was to include five different services; unfortunately they needed a lot of teachers to do that, and not all of them were willing to do it, so little by little they decided to concentrate their efforts only in tutoring. At present “tutoring assistance” is the only service provided and people in charge are Msd. Ana Carolina Ramos de Gómez, Med. Gilma Delfina Zepeda de Laínez and Msd. Claudia Vides de Guzman.

Also, he thinks that the Academic Advising Program is needed to improve the unit before mentioned; as well, he also thinks that the department has the qualified staff to work in this project that can provide tutoring, administrative-academic processes guidance. At the same time, he added that psycho pedagogical help is necessary since some students go and ask for psychological advice, especially in cases in which they have decided to drop a subject. He also argues that unfortunately the university does not have the adequate infrastructure. He mentioned that the place where the unit is located used to be larger since this place was designed to be used only by this unit, which nowadays is mainly being used as teachers’ offices.

To conclude, the project does not need too much infrastructure, they just need chairs and tables, but if the tutors are going to work with students with special needs, they will need more equipment and material, specialized in languages. He also argues that the coordinators of this project have a challenge with these kinds of students due to the fact that they need special treatment and the university staff cannot work with them, but with special equipment or by training the university staff, it can be possible. He commented that the only service being given in the unit is to provide tutoring but the project can do more than that.

- **MASTER FRANCISCO RODRIGUEZ INTERVIEW**

Master Rodriguez from the Department of Foreign Languages was interviewed with the purpose of collecting opinions with regard to the topic matter. His point of view is relevant because he is the coordinator of the outreach project in the department before mentioned.

Master Rodriguez considers the implementation of an AAP program is necessary because students will obtain a lot of benefits from this program regardless the hours that it will required from the tutors.

He commented that every employee at the Foreign Languages Department can be trained to be part of the program; some of the teachers at the department have the spirit to do so. Simultaneously, he considers that the problem is the infrastructure, considering that there is no particular room dedicated to this program, and they have some students giving the tutoring in a single table sitting with a lot of students. Moreover, he stated that sometimes tutors have to take the students to a green area due to the lack of space to provide the tutoring. Finally, he emphasized that the department needs computers, books, CD players, and other necessary equipment to improve the quality of the tutoring.

- **LIC. RENE HERNANDEZ INTERVIEW**

Researchers interviewed Lic René Hernández, who teaches English in the Foreign Languages Department, he was asked the same questions with regard to the Academic Advising Program in order to know his opinion.

Lic. Hernandez mentioned that he has heard about the existence of the Academic Advising Program but not in El Salvador, only in some American universities, in which they have people who work to advice students and to help them to find out which courses to take and when to take them, based on the students' interest and they tell students how many credits they have. He thinks that some of the students are sometimes confused; he mentioned that he has personally tried to advice Modern Languages students, since they do not know what to choose between teaching or communication. It is why he considered that it will be useful to implement the Academic Advising Program at the department.

At the same time, he considers that there are a lot of people in the department with a lot time and who know the different areas, such as the different requirements for courses. He mentioned that this staff can tell students where to go, what to do, etc. As well, he remarked the importance that American universities give to this area. He pointed out that some staff work only as advisors and he provided an example: “they don't teach, they work with a number of students let's say 40 students who they giving tutoring to and that is their job, that is the problem here that we don't have a lot of resources, and that will give extra responsibility to teacher and some of them will not be willing to do it because it will be time consuming”.

Moreover, Lic Hernandez considers that the unit needs human resources and space. For example a room for students and tutors to meet, internet access, a small computer laboratory with 5 computers, books, and the like. Unfortunately, the department does not have these resources. He mentioned, as well, like 8 months ago, teachers received a printer but they needed to ask for permission to print to the secretary, they could only print with the secretaries' permission. He exclaimed that it was uncomfortable for the teachers.

To finish, he considered that the department before mentioned needs extra staff to do it, since in the department there are some teachers who know a lot about the institution and they should do it instead of teaching.

- **MASTER CAROLINA RAMOS INTERVIEW**

Researchers interviewed one of the actual coordinators of the Student Services Unit is Msd. Ana Carolina Ramos de Gómez; this particular interview is really essential in this research since she already knows about the current needs and difficulties that the unit has, how it is working and the equipment that it has; furthermore, she already acknowledges about the Academic Advising Program, this is the main reason why her point of view covers every aspect of the research.

She states that the teachers in charge of the unit already have tried to carry on some kind of help for the students in the three stages at the university, at the beginning, during and at the end of their studies but as she mentioned it has been little steps not a formal program.

In her opinion, the Academic Advising Program will be really useful if it is implemented at the actual Student Service Unit due to the absence of the senior students' support doing their outreach project; this is the reason why students on the first years are really lost and go through a hard time adapting themselves to some teachers' methodology, also to the way that the university works, the administrative-academic processes and so on even the senior students have problems with these kind of processes.

According to Msd Ramos de Gomez, the Foreign Languages Department has the qualified staff to carry on this program but not the equipment since this unit has just one table and two chairs. The department before mentioned has to pursuit financial help to obtain all the equipment needed to help the students during their stay at the university, as for example: a specific place, group of people, coordinators working on the unit; at the same time the adequate equipment like computers, printers, recorders, books, etc.

- **MASTER GILMA DELFINA ZEPEDA INTERVIEW**

Master Zepeda was interviewed in order to find out her opinion about the implementation of the Academic Advising Program in the Student Services Unit. Her point of view is relevant since she is one of the active coordinators at the Unit before mentioned at the Foreign Languages Department.

She commented that she has heard about the program before but not in El Salvador; she has heard that some universities in some countries such as the United States implement this program and it seems to be helpful for students. Master Zepeda also added that she has noticed that some of the students at the beginning of their major do not know a lot of benefits that the university offers and even when they leave the university they end their major without knowing them.

In addition Lic Zepeda considers that the department has the qualified staff in some areas, but in Psychological area she thinks that they are lacking staff. However, she considers that a good option could be asking for help to students from Psychological department. Also she considers that the Foreign Languages Department lacks of infrastructure in general. She claimed that there is no specific place where students can feel comfortable; she points out that universities in the United States have senior students giving help and assisting freshman students, which is really helpful, so they start knowing the university facilities. On the other hand, she concluded that the Academic Advising Program is more important than infrastructure.

4.4.5 QUANTITATIVE AND QUALITATIVE COMPARISON ANALYSIS

Researchers chose the mix-method analysis because they considered this kind of method is the most complete of the three existing ones, due to the kind of research they have done, since some information can be expressed with numbers but there is a significant part of it that cannot be shown with numbers, that is why they had to implement a qualitative analysis.

As it shown in the chapter of the data analysis and interpretation, the first analysis belongs to the quantitative analysis; with this resource researchers wanted to calculate the exact percentage of the amount of students aware that the Foreign Language Department has a unit dedicated to provide help to the students. Furthermore, researchers needed to know how the students, who have received the services, graded the tutoring sessions provided in the unit, in order to know the quality of services that the tutoring sessions at the Students Services unit are providing.

Also, to acknowledge students' opinion about the services that could be offered to improve the unit in view of the fact that students know their own necessities; in that way, they were able to provide up dated information on the difficulties that they go through. In addition they were able to mention some challenges that they encounter during their stay at the university such as: subject failure, lack of knowledge, absence of personal guidance etc. With the opinion of graduated students, they were able to provide information about the adversities that they stumble upon at the moment of making an administrative process at the end of their career: for example, their social service, registering the thesis, their graduation process, etc. This type of information was helpful to the researchers since it allowed them to find out what kind of services and help should be implemented at the Student Services Unit.

Moreover, there is some information that researchers cannot analyze with numbers but with comments, suggestions, and interviews. One example is the interviews that researchers passed to the coordinators and founder of the Student Services Unit. All their comments and suggestions cannot be placed or represented in a graphic; neither with numbers, for that kind of information can only be analyzed by using the qualitative analysis. Researchers found the information that the founder and current coordinators provided very useful; such as, the information about the lack of resources and equipment. According to the teachers' opinions given in the interviews, they stated that the Foreign

Languages Department has qualified staff to implement the AAP; however, based on the AAP guidelines, the staff in charge of such program need to have at least a bachelor in advising and they should dedicate their time only in this project without having any other responsibility.

Also, researchers found out that students and teachers interviewed share the same opinion, teachers and students are aware of the needs in this unit. To give an example: lack of appropriate equipment, space and staff dedicated to give advising.

To conclude, teachers and students remark that the improvement of this unit cannot only benefit students, but also the whole Foreign Languages Department, for the reason that guidance will help students to avoid dropping subjects, in that way there will be more available spaces for students who are coursing for the first time the different subjects.

4.2 ANSWERS FOR QUESTIONS

- **What are the professional-educational benefits that the Academic Advising program in the Students Services' Unit will provide to the students at the Foreign Languages Department in School of Arts and Science at the University of El Salvador?**

Researchers completed successfully the data analysis and based on the results, they found out that even though the existing Student Services Unit has almost ten years since it began, there is a significant percentage of students who do not receive guidance when they enter to the university, specifically at the Foreign Languages Department.

The Academic Advising Program will help students in every stage of their learning process; in the beginning, during, and at the end of their university life. Researchers found that by implementing the AAP will help the unit achieve their objectives such as: providing guidance while doing any administrative academic process like social services, graduation process, registering the thesis, etc. This will help to avoid problems as handing incomplete or wrong papers, etc.

All of the above mentioned will help to provide better learning opportunities and professional outcomes to the students. These outcomes are defined in an advising curriculum, as “articulate what students will demonstrate, know, value, and do as a result of participating in academic advising”. The outcomes are also guided by an institution’s mission, goals, and curriculum, thus each institution must develop its own set of student learning outcomes and the methods to assess them.

Researchers found that the benefits of having this program will improve the different needs that students at the department expressed in the surveys. For example:

- Cultivate the intellectual habits that lead to a lifetime of learning since some of the students at the department mentioned do not have a person leading them or encouraging them to persist in their studies.

- To be well informed since the beginning of the career to reassure that students are following the correct path and that they have the skills required to successfully achieve their goals by providing them with guidance since the beginning, considering that the majority of the students expressed in the information gathered that they were not given advice on which was the best subjects to take.
- Behave as citizens who engage in the wider world around them. By providing psychological help, students will be able not only to improve their life but also to make the world around them a better place, students were asked what kind of services should the unit have and a relevant number of students answered that having psychological assistance will facilitate their learning processes at the university.

All those outcomes and even more can be achieved with the implementation of the Academic Advising Program in the Student Services Unit at the Foreign Languages Department.

SUBSIDIARY QUESTIONS:

- **What is the main purpose of implementing an Academic Advising Program at the Student Services Unit in the Foreign Languages Department at the University of El Salvador?**

According to the findings the main purpose of implementing the Academic Advising Program is to improve the present Student Services Unit due to the existing deficiencies that it has. For example: the lack of the proper material for the tutoring, adequate equipment and a space dedicated specially to the unit. In addition, to provide guidance and counseling to students in every stage of their university lives; at the beginning, during and at the end of their studies; in that way not only to avoid dropping the subjects during their career but also the university. Also to avoid problems while doing any administrative academic process regarding handing incomplete or wrong paper, social services, graduation process, registering the thesis, etc.

- **What is the equipment, staff and infrastructure needed to implement the Academic Advising Program at the Student Services Unit at the Foreign Languages Department?**

According to the findings of the research, the Academic Advising Program has specific standards regarding to the equipment, staff, and infrastructure for its implementation. Researchers explain them in the paragraphs below:

Equipment: According to the AAP, academic advisors must have access to computing equipment, local networks, student data bases, and the Internet.

Staff: With regard to the staff, the Academic Advising Program has to have qualified staff to carry out the AAP in the Student Services Unit, someone who can provide tutoring, administrative-academic processes guidance. Since there are two different types of advisors, the other one that could work better is the peer advisor due to the lack of staff that the Foreign Languages Department has. The qualified advisor prepares senior students so they can help the students who are beginning their studies. According to The National Academic Advising Association (NACADA) an Advisor has to have a higher Education Administration within Student Affairs, Counseling Human Services as Psychology

and Social Work, A specific discipline related to the area to be advised such as one within liberal arts, fine arts or a business discipline.

Infrastructure: Moreover, a specific place in which advisors provide tutoring, also a place where students feel comfortable, in others words a particular room dedicated to this program.

- **Does the Foreign Language Department have the required equipment, staff, and infrastructure to implement an Academic Advising Program in the Student Services Unit?**

According to the information gathered from the teachers and coordinators' interviews, researchers can conclude the following:

Equipment: in accordance with the surveys and the interviews, the Foreign Languages Department does not have the equipment required to implement the Academic Advising Program, equipment mentioned in the question above. Teachers stated that there is only one table with three chairs available for the tutoring. Students mentioned that they need more material such as: books, dictionaries, etc for the tutoring.

Staff: teachers manifested that the Foreign Languages Department does have the required and prepared staff to implement the Academic Advising Program in the Student Services Unit; however the AAP mentioned that advisors must have at least a Bachelor in Advising, but any of the teachers in the department has such degree.

Infrastructure: according to teachers, in the past there was a specific place where they could provide advising, unfortunately it was removed due to the need of space for teachers' office. Nowadays, there is no a specific place for this unit to provide the services.

- **If an academic advising program were to be incorporated in the Student Services Unit, which would be the implementation procedure that it would follow?**

In order to implement the Academic Advising Program (AAP) there are steps to be followed by the Foreign Languages Department. First of all, to achieve student and program outcomes, AAP must be structured purposefully and organized effectively. Second, AAP must have clearly stated goals, current and accessible policies. The design of AAP must be compatible with the institution's

organizational structure and its students' needs. In addition, AAP must be staffed adequately by individuals qualified to accomplish mission and goals. Sufficient personnel must be available to address students' advising needs without unreasonable delay. As well, AAP must have technical and support staff members adequate to accomplish their mission. Also, AAP must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice. Moreover, AAP must be in compliance with laws, regulations, and policies that relate to their respective responsibilities; for example, the institution's policies, taking in account the context of each institution's unique mission and in accordance with institutional policies and all applicable codes and laws., Besides, AAP must create and maintain educational and work environments that are welcoming, accessible, and inclusive to persons of diverse backgrounds, equitable and non-discriminatory. Also, AAP must have funding to accomplish the mission and goals by establishing funding priorities and making significant changes. To conclude a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

CONCLUSIONS

To summarize, this research helped to realize that the project of Student Services Unit can be improved if they take into account the different statements and outcomes of the program to reach its original goal which is to help and support students during their university life.

The lack of help that students have at the Foreign Languages Department is affecting in a considerable way their learning process, since the beginning of their studies. For example, it is difficult for them to know when, where and what to do in the different academic administrative processes. To avoid this problem the Student Services Unit can continue scheduling meetings at the beginning of each year, to provide general and specific information for new students and help to clarify all doubts. In addition, this project brought out the necessity to have a special place to provide the tutoring since the Foreign Languages Department only has a single table with some chairs for all the students attending the tutoring. Moreover, students expressed in the surveys that one of the main reasons they do not attend the tutoring is because they do not know where to and the schedules of this unit. Furthermore, students who attend the tutoring commented that there are no books or material necessary to receive tutoring.

At the same time, according to the interviews passed to teachers, researchers conclude that in the department there is qualified staff to carry out the Academic Advising Program; however the AAP states that advisors must have at least a Bachelor in Advising. Unfortunately, the teachers in the department do not have such degree. In spite of that, the Foreign Languages Department staff makes their best efforts to provide guidance to students. Also, economic support is needed to have the proper equipment, facilities, and didactic materials to reach the goals for which the unit was created for.

To conclude, the implementation of the Academic Advising Program in the Student Services Unit will bring a lot of professional-educational benefits to students of the Foreign Languages Department, such as: to cultivate the intellectual habits, to be well informed since the beginning of the career to reassured that students are following the correct path, to behave as citizens who engage in the wider world around, this can be achieved by providing psychological help to students which will enable them not only to improve their life, but also to make the world around them a better place. Researchers consider that the goals that the Student Services Unit pursuits are the same as the AAP's, thus, The Academic Advising Program can be implemented in the Foreign Languages department little by little.

SUGGESTIONS

After the analysis that the researchers have done, they can provide the suggestions below:

This research can be used as a first source to improve the existing Student Services Unit by implementing the Academic Advising Program.

Authorities should ask for help to the Psychology Department so they can create a psychology sub-unit in where students can feel free to go and ask for help either for their personal or academic traumas that do not allow them to give their best in their studies. This will improve their learning process since students can overcome more easily their problems and can be more concentrated in their studies.

According to students' surveys and the teachers' interviews, the university's authorities should build a special area for the Student Services Unit so it can have the equipment and infrastructure required to implement the Academic Advising Program. For example: computers with internet access where advisors can collect and follow the development of each student, dictionaries and the necessary materials to give tutoring.

To the Foreign Languages Department and the Coordinators of the Student Services Unit; they need to be aware of the necessities that students face before entering, during and after graduating from each of the careers that the Foreign Languages Department offers. Also, the department has to appoint a teacher to provide academic guidance to students; even if this teacher does not have a degree in advising.

The teachers, who coordinate the program, should communicate, inform or present the project (Student Services Unit) in a meeting to all the staff of the department so everyone will know its goals, how it works and how it will benefit the students.

Before incorporating more services to the unit, authorities should evaluate the services that are provided at present, and how the Academic Advising Program can improve them.

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APPENDICES

APPENDIX 1 (INTERVIEWS)

UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES



TEACHERS' SURVEY

Topic: Should an academic advising program be implemented in the Student Services Unit at the Foreign Languages Department at the University of El Salvador to provide guidance in the students' academic processes?

General objective: To infer whether an academic advising program should be implemented in the Student Services Unit of the Foreign Languages Department at the University of El Salvador to provide guidance in the students' academic-administrative processes

- Have you ever heard about the Academic Advising Program? If your answer is yes, what do you think about it?
- Do you think it will be useful to implement this program in the Student Services Unit at the department? Why?
- Do you consider that the Foreign Languages Department has the required/qualified staff to carry out this program? Why?
- In your opinion, does the FLD have the adequate infrastructure and equipment to implement this program in the unit? If your answer is no, what type of infrastructure and equipment does the department need to implement this program?

MASTER JOSÉ RICARDO GAMERO INTERVIEW

- **Have you ever heard about the academic advising program? If your answer is yes what do you think about it?**

The answer I yes, you already know that we have a unit that is in charge of helping students, we are the only department here that has this unit, it is my purpose to help and support them, we have about 1.700 students some students receive some help but I have asked for some place for this unit.

- **Do you think it will be helpful to useful to implement this program in the unit at the department?**

I think that definitely yes, some students come here very young and they do not know much about life and do not much about the university or what they want and sometimes they drowned, they got lost and dropped the university, they need the guidance, counselors. We have too many people drooping, especially Modern Languages Major, I think that they need help.

- **Do you consider that Foreign Language Department has the required or qualified staff to carry out this program?**

I will say that we have, but in the plan at this students unit we were also asking for some help from the psychological department because as I told you before some students have personal problems and do not know how to deal with them, and that affects the performance in that case the best way to give some help is psychological that could help to have a better unit.

- **In your opinion, does the Foreign Language Department have the adequate equipment and infrastructure to implement this program in the unit?**

No, because we will need a whole floor for that, books counselors, material and also furniture and we don't have it, the only thing that we have is a round table and chairs. I have asked to make a lot of divisions at the basement classroom and then we can have a specific place but that is not enough,

- **What about the equipment?**

We need the furniture and we need the cubicles where counselors can help students. We have requested a building just for the Foreign Language, we have the profile, we are asking for an interview for funds to the “Ministerio de Hacienda”, for a larger building. But that will take more time 1 or 2 years for them to provide the funds.

MASTER NICOLÁS AYALA INTERVIEW

- **Have you heard about the academic advising program? If yes, what do you think about it?**

Yes I have heard about it, we began with that a long time ago. **What do you think about it?** At the beginning we had the idea that it will be five different services but we needed a lot of teachers to do that, and not all of them were willing to do it, so little by little we decided to just concentrate on tutoring, but the original idea was to provide services in five different areas. But last legal Is Tutoring and people in charge is Carolina and Claudia.

- **Do you think it will be useful to implement this program at the Student service Unit?**

Yes of course since we need it. It is a need that we have not deal with it.

- **Do you consider that the Foreign Language department has the required or qualified staff to carry out this program?**

Yes, we do have the staff to work on that providing tutoring and feedback to students, but if we talk about psycho pedagogical, yes we have some. Some students come and ask for psychological help since they have dropped subjects, in that case we can have help from Psychology department. Or from some other unit, it depends in which areas we would like to work with. But if we talk about language in general we can do it with our own staff.

- **In your opinion, does the department have the adequate infrastructure and equipment to implement this project?**

No, this place used to be larger, at the beginning we said that this was going to be “Atencion al estudiante” this whole area had tables and we had more students came for tutoring, but little by little we hired new teachers and we needed a place for them, and then when I finished my time as a Head of the Department I needed a place. I guess we need a place so that is why we don't have infrastructure for this.

- **What is the type of equipment that it will need?**

We don't need too much just chairs and tables just the basic, but if we are going to work with students with disabilities we need then we need more equipment and material, we need specialized based in languages and we don't have. We have a challenge when we have students like these in classes, they are so special that we cannot work with them, but we need special staff to do this and we don't have trained people to do it. But so far we are just doing 1 activity which is tutoring and we can do more.

MASTER FRANCISCO RODRIGUEZ INTERVIEW

- **Have you heard about the academic advising program? If yes, what do you think about it?**

I have not heard about it, but I have an idea about it, I think teachers want students to be guided by some people when they enter to the university.

- **Yes, that is one of our objectives.**

In the last administration we had Lic. Nicolas Ayala he reunited some teachers and we asked them to work in that to give some necessities that the students have at the moment of being at the Department because they face lots of difficulties. For example, one of the m is the failure in some subjects and we had some students working in this program giving some support to others students, also psychological help that was one of the branches that needed to be implement since some students have family problems, or here at the universities they think that cannot success since they have problems things that affect the process of continuing with their studies, at least we can give some guidance and support in order to have them continue with the major.

- **Do you think that it will be useful to implement this program?**

Certainly, the students are getting a lot of benefits from the students in higher level, they help students in grammar, speaking and they have improved the level of English, This tends to have lost of hours but the program is effective, and it would have more support it will be more effective.

- **Do you consider that the foreign language department has the required or qualified staff to carry out the program?**

The staff yes, anybody can be trained in this, some teacher has the flexibility have, I mean the spirit that some teachers have in here, can be done. The problem is the infrastructure, we don't have a room dedicated to this program, and we have some students giving the tutoring in just one single tablet sitting with a lot of other students. Sometimes they need to be on the grass.

- **What type of equipment does the department needs?**

Computers, cd players, books, recorders, etc. To cover all necessary topics. We need a classroom, desks etc.

LIC RENE HERNANDEZ INTERVIEW

- **Have you ever heard about the academic advising program? If yes what do you think about it?**

Yes, but not here, in some American universities they have people who work to advice students, what courses to take, when to take them, based on their interest and they tell them how many credits they have. I think some of our students are kind of confuse, they don't really know where to go, I personally try to advice Modern Languages students, they do not know where to go, teaching or communication, so I tell them which are the possibilities based on their interest, some of they say “I don't want to be a teacher” so they should not be in the teaching area, sometimes they make early decisions and at the end they say I shouldn't have chosen another major but no one helped them to make that important decision.

- **Do you think it will be useful to implement this program at the Students Service Unit at the Department?**

Yes, I think it will be very useful.

- **Do you consider that the Foreign Language Department has the required or adequate staff to carry out this program?**

Yes, there are a lot of people here with a lot time here that know the different areas, the different requirements for courses, and can tell students where to go, what to do etc. I think we have a lot of people who know. You know what is important in American universities that some people do that, they don't teach they work with a number of students let's say 40 students that they giving tutoring and that is their job, that is the problem here that we don't have a lot of resources, and that will give extra responsibility to teacher and some of them will not be willing to do it because it will be time consuming. But yes we have the staff.

- **In your opinion the Department has the adequate equipment and infrastructure?**

No, as I said we need human resources and space, a room for students and tutors to meet, we need technology to have access to internet, like a computer lab small like 5 computers, we don't have those things, we don't have room. I would say extra staff to do it, but you know there are some teachers know a lot about the institution and they should do that instead of teaching.

- **You already mention a computer lab what else do you think that we need?**

I will say books, but internet connection is important to have access to all the data of the university, like 8 months ago we got the printer and we needed to ask for permission to print and the secretary needed to do it, that was uncomfortable for us so we could provide information to the students.

MASTER CAROLINA RAMOS INTERVIEW

- **Have you ever heard about the academic advising program? If your answer is yes what do you think about it?**

I have heard that other institutions uses it, but no here at the university, as far as I know the idea that I have is that it works for students, they have this thing of compromising students to do the things in the right way, since they have academic advising, another thing for example graduation process or even at the moment of entering to the university, we have tried to do it but for the moment we have given just little steps.

- **Do you think it will be useful to implement this program in the unit at the department?**

I think it will be really useful, because every year the number of students that we have decreases, and so most of the people at the very beginning are lost, because they don't know the subjects they need to take of register or looking for different places here at the university, but if you are thinking about implementing this at the university, it will be great since it will help a lot of students not only new students but also seniors

- **Do you consider that Foreign Language Department has the required or qualified staff to carry out this program?**

Yes, I think it is possible, we have a good number of students that can implement this project and the number of teachers that can give them a hand also, I think it is possible.

- **In your opinion, does the Foreign Language Department have the adequate equipment and infrastructure to implement this program in the unit?**

A special place that has to be used for this, like to get together with students not only for tutoring but for other things, for the moment we don't have nothing we only have the name, if you realize it is just one table and 2 chairs, if you think about it, we should have a place, group of people, coordinators working on this and equipment like computers, printers, recorders, books, dictionaries etc.

MASTER GILMA DELFINA ZEPEDA INTERVIEW

- **Have you ever heard about the academic advising program? If your answer is yes what do you think about it?**

Yes, I have heard about it in other universities especially in the US, they have this type of program I think the idea is great, I have seen that in movies and programs, it is really useful.

- **Do you think it will be helpful to useful to implement this program in the unit at the department?**

Yes, definitely, you might think that when they come at the university they do not know what to do and then they finish their major and they do not know about a lot of things that the university had.

- **Do you consider that Foreign Language Department has the required or qualified staff to carry out this program?**

We do have the qualified staff for some things for psychological guidance I don't think so, we could give like moral support, probably guidance in general but we don't have experienced staff on psychological, however we have the psychological department other than that I think we can handle it.

- **In your opinion, does the Foreign Language Department have the adequate equipment and infrastructure to implement this program in the unit?**

We lack of infrastructure in general , so it will be great to have a place, we just have a small space maybe if they give more attention to this unit, we can have students more comfortable coming to an specific place, about equipment I am not really sure I think the university can provide computers and it is necessary to be really organized, what I have noticed in the states is like when you enter to the university you are assigned someone who is going to be your tutor and in here we don't have it , for example some student from 5th year can be assigned a freshmen to help them, for me it is more important the program than the infrastructure.

APPENDIX 2 (SURVEYS)

UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES



FISRT YEAR STUDENTS'SURVEY

Topic: Should an academic advising program be implemented in the Student Services Unit at the Foreign Languages Department at the University of El Salvador to provide guidance in the students' academic processes?

General objective: To infer whether an academic advising program should be implemented in the Student Services Unit of the Foreign Languages Department at the University of El Salvador to provide guidance in the students' academic-administrative processes

Instructions: Please answer every question as honestly as you can.

1. Age _____

2. Sex

F	M
---	---

3. Academic Year

4. Major

1	2	3	4	5
---	---	---	---	---

Frances

___ Licenciatura en Idioma Inglés: Opción Enseñanza

___ Licenciatura en Lenguas Moderna: Especialidad Inglés y

___ Profesorado en Idioma Inglés

5. Did you receive advising regarding administrative-academic process before entering to the university?

Yes _____

No _____

6. Did you receive counseling about which subjects to register for your major when you enter to the university?

Yes _____

No _____

7. Have you ever had any inconvenience while doing an administrative process?

Yes _____

No _____

If yes, which of the following: (You can choose more than one)

- a) _____ Handing papers in the wrong date
- b) _____ Handing incomplete papers
- c) _____ Going to the wrong place
- d) _____ Waiting too much time to have an answer
- e) _____ Staff treated you rude

8. Do you know if there is a Unit of Student Services at the Department of Foreign Languages?

Yes _____

No _____

9. Were you informed at the moment of entering to the university that this unit provides a welcome ceremony at the beginning of every year with the purpose of informing students about the processes and services that the University offers them?

Yes _____ No _____

If your answer is yes, from a scale of 1-10, how would you grade the ceremony? Being 1 the lowest score and 10 the highest. (Check the appropriate box)

1	2	3	4	5	6	7	8	9	10
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10. Have you been informed about the tutoring that is provided during the semester to the students taking courses from the Skills Development Area of the Foreign Languages Department?

Yes _____ No _____

11. Have you ever attended a tutoring session?

Yes _____ No _____

If your answer is yes go to question 11. If your answer is no, check the reasons that apply:

- a) ___ You do not need it
- b) ___ You do not want to go
- c) ___ You do not know the schedule and place where it is provided
- d) ___ Others/ Explain _____

Did you feel that the tutoring was helpful for you during the semester? If your answer is yes, from a scale of 1-10, how would you grade tutoring? Being 1 the lowest score and 10 the highest. (Check the appropriate box)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

12. Do you consider that the unit before mentioned can be improved?

Yes _____ No _____

If yes, how? _____

13. Which services, do you consider, can be included to improve this unit? (You can choose more than one)

- a) ___ Administrative and academic guidance
- b) ___ Psychological help
- c) ___ Career guidance
- d) ___ Academic-personal guidance
- e) ___ Qualified staff

f) ___ Other _____

**UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES**



THIRD YEAR STUDENTS' SURVEY

Topic: Should an academic advising program be implemented in the Student Services Unit of the Foreign Languages Department at the University of El Salvador to provide guidance in the students' academic processes?

General objective: To infer whether an academic advising program should be implemented in the Student Services Unit of the Foreign Languages Department at the University of El Salvador to provide guidance in the students' academic-administrative processes

Instructions: Please answer every question as honestly as you can?

1. Age _____

2. Sex

F	M
---	---

3. Academic Year

1	2	3	4	5
---	---	---	---	---

Frances

4. Major

- ___ Licenciatura en Idioma Inglés: Opción Enseñanza
___ Licenciatura en Lenguas Moderna: Especialidad Inglés y
___ Profesorado en Idioma Inglés

5. Have you had advising regarding administrative-academic processes during your stay at the university?

Yes _____ No _____

6. Have you ever received academic guidance before registering a subject?

Yes _____ No _____

7. Have you ever had any inconvenience while doing an administrative process?

Yes _____ No _____

If yes, which of the following:

- a. ___ Handing papers in the wrong date
- b. ___ Handing incomplete papers
- c. ___ Going to the wrong place
- d. ___ Taking too much time to have an answer
- e. ___ Received rude treatment by the staff

8. Have you ever been informed about the tutoring program at the Student Services Unit?

Yes _____ No _____

9. Have you ever attended any tutoring?

Yes _____ No _____
If your answer is yes, go to question 10. If your answer is no, check the reasons that apply:

- a. _____ You do not need it
- b. _____ You do not want to go
- c. _____ You do not know the schedule and place where it is provided.
- d. _____ other _____

10. If you have attended a tutoring, from a scale of 1-10, how would you grade it? Being the 1 the lowest score and 10 the highest.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

11. In your opinion, does the department have the required infrastructure and equipment to provide the tutoring?

Yes _____ No _____
Explain: _____

12. Do you consider that the unit before mentioned can be improved?

Yes _____ No _____

Which services do you consider can be included to improve this unit? (You can choose more than one)

- a) _____ Administrative and academic guidance
- b) _____ Psychological help
- c) _____ Career guidance
- d) _____ Academic-personal guidance
- e) _____ Qualified staff
- f) _____ Other _____

**UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES**



GRADUATED STUDENTS' SURVEY

Topic: Should an academic advising program be implemented in the Student Services Unit of the Foreign Languages Department at the University of El Salvador to provide guidance in the students' academic processes?

General objective: To infer whether an academic advising program should be implemented in the Student Services Unit of the Foreign Languages Department at the University of El Salvador to provide guidance in the students' academic-administrative processes

Instructions: Please answer every question as honestly as you can?

1. Age _____

2. Sex

F	M
---	---

3. Academic Year

4. Major

1	2	3	4	5
---	---	---	---	---

Frances

____ Licenciatura en Idioma Inglés: Opción Enseñanza
____ Licenciatura en Lengua Moderna: Especialidad Inglés y
____ Profesorado en Idioma Inglés

5. During your stay at the University, did you have any advising regarding administrative-academic process?

Yes _____ No _____

6. Did you ever have any inconvenience while doing an administrative process during the major?

Yes _____ No _____

7. In which kind of administrative process did you have more problems? (You can choose more than one)

- α) _____ social services
- β) _____ graduation process
- χ) _____ registering the thesis
- δ) _____ Graduate letter
- ε) _____ Global grade

8. Which of the following problems did you have? (You can choose more than one)

- α) _____ Handing papers in the wrong date
- β) _____ Handing incomplete papers
- γ) _____ Went to the wrong place
- δ) _____ Took too much time to have an answer
- ε) _____ Staff treated you rude
- φ) _____ Other _____

9. While you were studying your major, were you informed about the Services that the Unit of Student Services at the _____ Department of Foreign Languages offers?

Yes _____ No _____

10. Through the years while studying at the University, did you have any counseling about how and which subjects to register in each semester?

Yes _____ No _____

11. Did you ever need tutoring sessions to overcome difficulties in any subject?

Yes _____ No _____

12. Did you ever attend a tutoring session?

Yes _____ No _____

If your answer is yes, from a scale of 1-10, how would you grade the tutoring? Being the 1 the lowest and 10 the highest.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

13. Do you consider that the unit before mentioned can be improved?

Yes _____ No _____

14. Which services do you consider can be included to improve this unit? (You can choose more than one)

- 1) _____ Administrative and academic guidance
- 2) _____ Psychological help
- 3) _____ Career guidance
- 4) _____ Academic- personal guidance

APPENDIX 3
(RESEARCH TIMETABLE)

