

# Annotated Bibliography of Recent Research Related to Academic Advising

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Chartrand, J. M. (1992). An empirical test of a model of non-traditional student adjustment. *Journal of Counseling Psychology, 39*, 193-202.

Nontraditional students (24 years of age and older) are less likely to obtain a degree than traditional college students. One purpose of this study was to examine the feasibility of a model featuring developmentally relevant factors contributing to attrition, such as family support and career-related academic variables. A second purpose was to focus on the role psychological adjustment plays in predicting nontraditional students' persistence. In addition to background variables, academic and environmental variables, social integration, psychological outcomes, and intent to continue were used. Certainty of major was found to have an important influence on intent to continue. Satisfaction with courses and advising did not have a significant effect on intent to continue or on academic adjustment. Perceived study skills had a direct positive effect on academic adjustment. Support from family and friends influenced psychological distress and intent to continue. Although financial concerns had a negative psychological impact, it did not play a major role in determining desire to continue in college. Hours of employment had a positive effect on absence of psychological distress but no significant effect on intent to continue. The authors conclude that career-related academic variables, perceived study skills, and support from family and friends were important indicators of academic adjustment. Institutional commitment and the absence of psychological distress were important predictors of intent to continue in college. Programs and counseling services that emphasize career attainment, academic self-efficacy, and family support are important to nontraditional students.

Daly, W. T. (1992). The academy, the economy, and the liberal arts. *Academe, 78*, 10-12.

This article discusses the increasing need in an internationally competitive work force for the characteristics espoused in a liberal arts education. In a recent study for the New Jersey Department of Higher Education, a striking convergence of four clusters of educational goals

was seen between the national academic and economic communities. These clusters included basic quantitative and verbal literacy, intellectual breadth, cultural breadth, and sensitivity to the needs of others. The need for basic literacy came with the democratization of higher education and the need of many students to improve basic skills. The need for intellectual breadth grows out of the fear that the knowledge explosion is contributing to a fragmentation of knowledge. Coping with this explosion will require greater intellectual breadth rather than specialized study. Exposure to cultural breadth in college will help provide employees who are sensitive to issues of gender, race, and cultural diversity. The business community advocates this diversity more from a practical than a philosophical stance, as the work force includes rapidly growing numbers of women, racial minorities, and recent immigrants and operates in an increasingly global economy. Students need to develop interpersonal and social sensitivity, as they will be involved with organizations that are held together by a great deal of lateral communication and information sharing. The most effective leaders will be those who can communicate well with both coworkers and customers. The shift of business to the values of a liberal education can be a positive factor in educating the work force of tomorrow and fulfilling common educational and economic goals.

Dannells, M., Rivera, N. L., & Knall-Clark, J. E. (1992). Potentials to meet and promises to keep: Empowering women through academic and career counseling. *College Student Journal, 26*, 237-242.

One of the fastest growing student groups is reentry women. Although women have the ability to study any discipline, they are often discouraged by differential treatment in the curriculum and by the nature of the administrative and faculty structures of our educational system. This article identifies those areas where student professionals can assist traditional—and particularly nontraditional—women to recognize their potential and realize maximum benefits from college. A major problem affecting

women is occupational segregation by sex. An appropriate goal of a career and academic counselor should be to present women more than traditionally female occupations. Counselors are often guilty of perpetuating occupational segregation because of their personal sex-biased belief systems. In addition to academic and career advising, the reentry woman often needs counseling for self-esteem and changing family relationships while in school. Counselors should be sensitive and knowledgeable about the types of stresses under which women enter school and the work force. Stress management and values clarification counseling are ways of helping women students deal with their expectations and disappointments. The authors describe services and programs that should be established to assist nontraditional women through the transitions they are experiencing. They recommend that all women students be encouraged to take an introductory women's studies course. In addition to individual advising and counseling, there is a need for programs for married students and their families, mentoring, and support groups.

Emanuel, R. C., & Potter, W. J. (1992). Do students' style preferences differ by grade level, orientation toward college, and academic major? *Research in Higher Education, 33*, 395-413.

The purpose of this study was to assess student learning style preferences and their preferences for the communicator styles of their instructors. Research has shown that student preferences for teaching style characteristics are related to their overall satisfaction with a course and that preferences for certain styles are positively related to some forms of learning. Learning style preferences are described, as are teacher styles. Both adolescent and college student populations were used. Three important findings grew out of the research. First, all communicator styles were rated favorably by both groups. The styles of "Friendly" and "Attentive" were preferred by all students. It was suggested that high school strongly socializes students to be dependent and participative; college students must take responsibility for their own learning and therefore reduce their level of dependence and increase their independence. A third finding was that there was little difference in communicator style preferences across students in different majors. Some applications for the classroom are given. Instructors are encouraged

to adjust their teaching styles to provide a more satisfactory learning environment, make special efforts to talk to students as equals, be friendly even if they do not know a student's name, listen carefully to student questions and concerns, help students feel relaxed and at ease in class, and avoid nervous mannerisms. The major finding of this research is that while all styles are rated positively, the three consistently rated highest are "Friendly," "Attentive," and "Relaxed."

Gallagher, R. P., Golin, A., & Kelleher, K. (1992). The personal, career, and learning skills needs of college students. *Journal of College Student Development, 33*, 301-309.

Needs assessments have always been a useful and efficient means for identifying college students' concerns. This article reviews the findings of an extensive survey of student needs at a large urban university. Gallagher and Scheuring's Survey of Student Needs was mailed to 1800 randomly selected students. The students indicated high, moderate, slight, or no need on personal, career, or learning skills concerns. Overcoming procrastination, decreasing public speaking anxiety, increasing self-confidence, increasing motivation, and eliminating self-defeating behaviors were the top 5 out of 32 personal concerns listed by students. Career concerns included developing a job search strategy, choosing a career, understanding career interests and abilities, and selecting a major. Improving study skills, learning test-taking strategies, developing time management skills, overcoming test and math anxiety were the top learning skills concerns. There were significant differences expressed by men and women and by Black and White students. Men expressed more concern about discomfort in social situations, adjustment to campus, AIDS, and reading skills; women were more concerned than men about controlling weight. Black students reported significantly more concern than did White students with both personal and learning skill problems. When students were asked for their preferred methods of receiving information and assistance, their responses included individual counseling, printed materials, workshop, and discussion in academic courses. Group counseling was preferred by less than one third of the respondents. Any effort to address the student needs identified in this study will require a coordinated effort by faculty, advisors, counselors,

and others who are in significant student contact positions.

Gourgey, A. (1992). Tutoring developmental mathematics: Overcoming anxiety and fostering independent learning. *Journal of Developmental Education*, 15, 10-14.

The authors state that many developmental mathematics students enter college not only with poor mathematical skills but also with a poor self-concept of their mathematical ability that affects learning. Many hold misconceptions about what math is and what abilities are necessary to learn it. A mechanistic, nonconceptual approach inevitably leads to difficulties with learning because there is a limit to how far students can progress without understanding the concepts behind procedures. The authors contend that math instruction for students who have a history of anxiety and poor performance must attend not only to math but also to students' beliefs about math and about themselves as math learners. These issues are handled best on a one-to-one basis. A model for tutoring mathematics is presented that includes dialogue, analysis of error, response to affective needs, and reeducation about the learning process. Listening to students explain their understanding of math can reveal misconceptions in the students' thinking that instructors would not learn by lecturing. Asking questions prods students to identify where they got confused and to think about the ideas and techniques they are working with. Errors are viewed as signposts for learning, pointing the direction for further investigation. Tutors must also be accepting—without judging—so that students are encouraged to reveal their beliefs and ideas. Math-anxious students assume that math is to come easily and immediately and that it does so for everyone. Other common beliefs about math are listed and discussed in the context of tutoring. The purpose of this model is not only to teach mathematics but also to develop skills so that students can become confident and self-directed in their own learning.

Guinagh, B. (1992). Homesickness in the freshman year. *Journal of the Freshman Year Experience*, 4, 111-120.

College students often experience homesickness as they move through the transition from home to college. This study examined the

extent of homesickness among freshmen, how it is experienced, and how it affects students' lives. Almost 69% of the students studied reported they had experienced homesickness since attending the university. More females were homesick than males. There were no differences among ethnic groups. Three percent of the females and none of the males viewed their homesickness as a serious problem. One third of the students were homesick for a day to a week. Over 37% of the students were homesick from one to eight weeks. Homesickness continued for more than eight weeks for over 18% of the students. Students missed their mothers most of all. More females than males were homesick for their mother, father, siblings, and pets. Over half the students were depressed or lonely, and one third felt shy. Students also experienced physical problems, low self-esteem, and irritability. Students reported that college provided them with more freedom than home but their living arrangements and health care were poorer. The students maintained contact with home during their period of homesickness; 69% went home more than once a month. Over 11% called home once a day or more. The author suggests that students should be told that homesickness is common and that others are confronting the same problem. Universities should encourage peer contact since students need new friends to support them.

Jendrek, M. P. (1992). Students' reactions to academic dishonesty. *Journal of College Student Development*, 33, 260-273.

The magnitude of academic dishonesty on college campuses is acknowledged as a problem. Research has centered on students' and faculty members' definitions of academic dishonesty, the situational or environmental factors that affect cheating, the personal characteristics of reported cheaters as opposed to noncheaters, and the reasons why students cheat. This study examined students' reporting of academic dishonesty. More than half the students in this study who said they had seen another student cheat during an exam ignored the incident. Another third did not report the incident to the instructor but did mention it to their friends. An additional 5% expressed disapproval to the student but did not report the incident, and over 3% took some other action but did not report the incident. Fewer than 1% of the students who witnessed cheating said they had reported the

incident to the instructor. Men were significantly more likely than women to ignore the incident. Women were more likely than men to tell other students about the incident without reporting it to the instructor. Students with higher grade point averages tended to tell the offending students that they disapproved of their action. Women were significantly more likely to express anger, and men were more likely to express indifference when they observed cheating. More than one third of the students felt academic dishonesty was a problem at their university. Most students did not feel that under some circumstances academic dishonesty was justified and did not agree that reporting a student who is cheating is worse than cheating themselves. The author concludes that faculty often do not know the process for reporting instances of academic dishonesty or the consequences of either following or failing to follow university policy. She also indicates that students often regard another student's cheating as the professor's problem or as a problem they do not wish to become involved in. Students and faculty should be encouraged to discuss the process during the student's first year. Engaging students in a discussion about ethical issues embedded in cases of academic dishonesty and possible consequences may help them move from indifference to a personal commitment to ethical principles.

Kane, S. T., Haley, C. C., & Henson, J. College students and their part-time jobs: Job congruency, satisfaction, and quality. *Journal of Employment Counseling*, 29, 138-144.

To cope with both rising costs and reductions in financial aid, many college students work. Several studies have suggested that part-time jobs, especially high quality jobs, may actually contribute to the career development of college students. Students employed in higher status occupations had higher grade point averages and were more career mature. This article describes a survey of over 1400 students regarding college employment experiences. Over 25% reported they had difficulty finding employment, 14% reported they held jobs closely related to their college majors, and over 16% held jobs closely related to their career aspirations. Students who held jobs congruent with their career interests reported they were more satisfied with their jobs. Students employed in engineering, health care, laboratory, teaching, and computer-related occupations were significantly more likely to

have jobs congruent with their career aspirations than students employed in bookkeeping, child care, clerical, delivery, and food service occupations. Over 16% of the respondents felt their jobs did not offer any opportunity for career advancement and expressed dissatisfaction with the lack of opportunity for using their creativity and with the job's internal politics. The findings confirm what many placement professionals are painfully aware of—that most college jobs tend to be of poor quality. As more college students find themselves looking for part-time jobs, these work experiences will continue to exert a great influence on their career development.

Kerr, B., Colangelo, N., Maxey, J., & Christensen, P. (1992). Characteristics of academically talented minority students. *Journal of Counseling & Development*, 70, 606-609.

This study examined the profiles of over 3500 minority students who scored in the top 5% on the American College Test Assessment. Patterns of gender and achievement for minority groups were similar to patterns of achievement in the majority. Nor did the academic plans of high-scoring ethnic minority students diverge greatly from those of the majority. They overwhelmingly preferred applied or vocational academic majors such as business, engineering, pre-medicine, and pre-law. A notable exception was the large proportion of Black students who expressed interest in engineering. There was a strong preference among Asian-American students for health science (particularly pre-medicine) as a college major. Social science, including pre-law, was preferred more by minority students from poverty backgrounds than other students. Black students expressed higher levels of desires for study skills, personal counseling, independent study, honors courses, financial aid, and employment. Native Americans were more interested in study skills, independent study, honors programs, financial aid, and employment. Hispanic students desired independent study, honors courses, financial aid, and employment. Asian-American students scored higher than any other ethnic group in their desires for educational and career counseling and personal counseling. The survey results provide a glimpse into the characteristics and concerns of academically talented minority students. The authors suggest that special support services and programs can help bring many more talented

minority students into the ranks of those who receive recognition and reward for their academic achievement.

Mau, W. C., & Jepsen, D. A. (1992). Effects of computer-assisted instruction in using formal decision-making strategies to choose a college major. *Journal of Counseling Psychology, 39*, 185-192.

This study was designed to test the efficacy of teaching formal decision-making strategies with computer-assisted instruction to students deciding on a college major. It also explored theoretical concepts about the interaction of strategies taught with students' characteristics, decision-making stage and style, and time spent on instruction. Two decision-making strategies were taught: (a) Elimination of Aspects and (b) Subjective Expected Utility. The study was an effort to teach a domain-specific strategy, a set of rules for controlled processing of self-knowledge, and knowledge about majors with short but standardized procedures involving limited practice of the steps with feedback at specific checkpoints. The brief computer-based intervention was successful. Expectations that the Subjective Expected Utility strategy would be (a) more cognitively demanding, (b) less likely to reduce anxiety about decision processes, and (c) more effective in stimulating complex thinking about choice of majors were confirmed. The authors suggest that computer programs could be developed to teach career decision strategies and are particularly helpful to students who are choosing a major.

Miller, M. J., Newell, N. P., Springer, T. P., & Wells, D. (1992). Accuracy of the College Major Finder for three majors. *Career Development Quarterly, 40*, 334-339.

John Holland's theory of vocational choice has long been used as a framework for understanding behaviors related to career decision-making. This study tested the validity of the College Major Finder (CMF), a tool to identify college majors by Holland code. University seniors in three majors (chemistry/chemical engineering, elementary education, and office administration) were given the Self-Directed Search, an inventory that measures Holland's six personality types and corresponding work environments. A high degree of agreement was found between the students' codes and the

codes for the three majors in the CMF. The authors suggest that the CMF could be used beneficially within the career counseling process. They also indicate that further studies using other college majors and populations and additional variables are needed to substantiate the validity and generalizability of the CMF.

Rice, R. L., & Devore, J. (1992). Extended orientation courses at two-year colleges. *Community1 Junior College Quarterly, 16*, 221-230.

The extended orientation concept is currently accepted as a valid method for facilitating student adjustment, academic development, and retention. This article compares extended orientation courses at two-year, four-year public, and four-year private colleges to determine if the use, content, and organizational structures differ among institutional types. The data used in this analysis were taken from a survey by the National Center for the Study of the Freshman Year Experience. Survey results were obtained from 1,379 institutions. Sixty-eight percent reported offering an extended orientation-seminar course. The data indicate that two-year colleges are more likely to give grades for the course, to offer the course each term, and to award academic credit for course participation. Two-year colleges are less likely to require the course of all freshmen. Coordination of the course varied significantly among the three types. All three types stressed content focusing on academic development. Personal-social development topics showed the greatest amount of variation among the types of institutions, with two-year colleges placing less emphasis in this area. Two-year colleges have a more narrow content focus and use more restrictive administrative and organizational practices than four-year types. Recommendations are offered to improve the effectiveness of extended orientation courses at two-year colleges.

Sedlacek, W. E., & Adams-Gaston, J. (1992). Predicting the academic success of student-athletes using SAT and noncognitive variables. *Journal of Counseling & Development, 70*, 724-727.

The authors suggest that student-athletes might be conceptualized as nontraditional students, as they have a unique culture and experiences that differentiate them from others. They often have common goals and values generated by their experiences as athletes. Because non-

cognitive variables have been shown to predict success for nontraditional students and because athletes may be considered nontraditional, this study compared the SAT and a measure of non-cognitive variables in predicting the academic success of student-athletes. Tracey and Sedlacek's Noncognitive Questionnaire (NCQ) was used to measure eight variables that have been shown to predict the success of nontraditional students. This instrument assesses experiential and contextual types of intelligence. Results demonstrated that the NCQ correlated with first-semester grades for student-athletes and the SAT did not. The authors suggest that SAT scores should not be used for selecting or predicting the early success of student-athletes. The authors suggest that programs for athletes in higher education be reevaluated. Rather than thinking of athletes as traditional students in nontraditional circumstances, they should be considered nontraditional students with their own culture and problems in relating to the larger system.

Terry, E. F. (1992). The freshman year experience as environmental press: The William Jewell experience. *College Student Journal*, 26, 110-118.

"Environment press" refers to the press or force exerted by the campus environment. This press shapes, to a great extent, the behaviors of students while on campus and molds the beliefs and values they take away from the college experience. Every campus has an environmental

press factor simply because of the presence of persons in interaction with their environment. "Campus ecology" also refers to the interaction between the college student and the campus environment. Using this perspective provides a framework from which to create a full range of intervention strategies relating to the individual, the group, and the institution. Small colleges have the opportunity to use campus ecology in their environment press in a way that large institutions cannot easily do. The Freshman Year Experience is particularly adaptable to the ecosystem approach in a small college. The program described in this article is an attempt to help students understand the environment of the college and help them become successful. A high degree of interaction between student affairs and academic affairs is necessary, as few of the programs in the model belong totally in one domain. The many parts of the model are described, including prematriculation connections, orientation, preregistration, and connections provided during the year including academic advising, early warning systems, social interactions, recognitions, publications, workshops, residence hall life, counseling, and parental contacts. A good tracking system to monitor student behavior and identify problems is essential. The program proved an effective tool for student retention.

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