

Annotated Bibliography of Recent Research Related to Academic Advising

Annual Report on the Economic Status of the Profession, 2003-04. *Academe*, 90(2), 21-31.

A committee of the American Association of University Professors compiled this report on the current economic status of faculty and staff members in higher education. The report includes a broad perspective of economic issues affecting higher education. Some sample highlights include the following:

- National and state appropriations for higher education in fiscal 2004 declined by 2.1%, the first such decline in 11 years.
- Tuition and fees at public 2-year institutions in the United States rose by an average of 13.8% in 2003-04. At 4-year institutions, they increased by 14.1%. At private 4-year colleges and universities, the rate of increase was 6.0%.
- Adjusted for inflation, the average salary for a full-time faculty member in the United States was only slightly higher in 2003-04 than it had been in 2002-03.
- Following the pattern of the past 3 years, faculty members at public colleges and universities fared worse than their counterparts at private-independent (nonchurch) and church-related institutions.

The report includes detailed information on average faculty salaries and their relationship to compensation by institutional category, faculty rank, and gender; the impact of higher cost medical insurance; changing use of contingent faculty; and salary differences based on academic disciplines.

The authors lastly focus on faculty salaries versus tuition increases. The authors make the point that although faculty and staff salary increases obviously contributed to increased tuition, other factors have played more important roles during the last quarter of a century. These factors include escalating costs of benefits for all employees, reduction in state support for public institutions, growing institutional financial-aid costs, expansion of science and research infrastructure at research universities, and the increasing cost of information technology. If tuition and fee increases had been held to the rate of average faculty salary increases during this period, average tuition and fees would be substantially lower today than they are in both the public and private sectors.

Auxier, C. R., Hughes, F. R., & Kline, W. B. (2004). Identity Development in Counselors-in-Training. *Counselor Education & Supervision*, 43(1), 25-38.

Counselors develop professional identities that serve as frames of reference for their counseling roles and decisions. They develop professional identities as they develop attitudes about responsibilities, ethical standards, membership within the profession, and learning styles that support higher levels of cognitive functioning. Counselors use an individualization process to develop their counseling identities. This process begins when students with a "long history of being under the influence of authority figures" and dependency on training providers develop a belief in their own autonomy, yet are equally nonthreatened by their own occasional, appropriate dependency. However, research has not detailed how master's level counseling students use an individualization process to develop counseling identities during their program of study.

To answer this question about counseling identity formation in students, the researchers used methods and procedures based on grounded theory, developed by Glaser and Strauss (1967), substantive theory, developed by Strauss and Corbin (1998), and constructivism, developed by Annells (1996) and Charmaz (2000). The researchers selected 8 full-time master's degree students who were enrolled during the second fall semester of their 2-year counselor education programs in universities located in the northwestern United States. Participants included 4 women (ages 24, 25, 30, and 31 years) and 4 men (ages 28, 32, 38, and 54 years). All participants were European American and reflected the highly homogeneous ethnic and racial characteristics of the student population.

Two rounds of individual interviews and focus group meetings were used to generate data for analysis and to ensure that the emerging theory was grounded in the experiences of the participants. Grounded theory procedures generated a tentative substantive theory that was used to conceptualize these experiences. A recycling identity formation process emerged from the data analysis. The recycle identity formation process includes three constituent processes: conceptual learning, experiential learning, and external evaluation. The study describes how the participating

counselors-in-training questioned their self-concepts as developing counselors and as persons in all their relationships. Throughout this personally consuming questioning process, they struggled to define and clarify their interpersonal and counseling identity. Supervisees who have nearly completed their programs become more autonomous and depend less on their supervisors. Supervisors who consider this during supervision sessions might change some aspects of their supervision approach.

Commander, N. E., Valeri-Gold, M., & Darnell, K. (2004). The Strategic Thinking and Learning Community: An Innovative Model for Providing Academic Assistance. *Journal of the First-Year Experience*, 16(1), 61–76.

Today, academic assistance efforts are frequently geared to all students, not just those who are under-prepared, with study skills offered in various formats. Georgia State University, a large research university of 28,000 students, initiated the Freshman Learning Community (FLC) in 1999 to establish a “purposeful place of learning” and a much-needed sense of community for entering students. The authors described a learning community model with the theme: strategic thinking and learning (STL). The community offered a unique vehicle for providing academic assistance to beginning students.

Researchers investigated whether grades earned in a psychology course were significantly higher for students enrolled in the STL community than for students enrolled in other FLCs. Participants were 134 first-semester students enrolled in one section of Psychology 1101. In the study, 41 (29.5%) of the participants were male, and 98 (70.5%) were female. The Psychology 1101 course offers a broad survey of psychological perspectives on human behavior. The STL community is designed for undecided majors and students considering a major in psychology, business education, and sociology. The unique STL curriculum allows students to apply skills immediately to the content area of psychology: library skills, learning styles, study skills, technology, and monitoring.

Results of the data analysis indicate that participants of the STL community perform better academically than students in other learning communities; the former earned an average letter grade 0.5 higher (on a 4.0-point scale) than non-participating peers. The STL community is presented as an innovative model for providing needed academic assistance while simultaneously creating a sense of community.

DeBerard, M. S., Spielmans, G. I., & Julka, D. L. (2004). Predictors of Academic Achievement and Retention Among College Freshmen: A Longitudinal Study. *College Student Journal*, 38(1), 66–80.

To investigate possible risk factors for low academic achievement and attrition in a sample of college freshmen at a private, West Coast, comprehensive university, the researchers studied 204 undergraduates enrolled in introductory psychology and sociology classes. The sample was comprised of 147 women (72.1%) and 57 men (27.9%) with ages ranging from 17.8 to 26.3 years. The ethnic makeup of the sample was 84.3% Caucasian, 7.8% Asian, 2.0% Hispanic, 1.0% African American, and 5.5% other. Participation in the study was voluntary. During the first week of classes, participants completed questionnaires that measured social-support risk factors (perceived social support from family, friends, and significant others), coping risk factors (cognitions and behaviors people use in dealing with stressful life events), and health-status risk factors (cigarette use, alcohol consumption, and mental health). Students’ total SAT scores and overall high school grade-point averages (GPAs) were used as outcome measures along with students’ university cumulative GPAs and reenrollment status.

The results indicate a statistically significant correlation between cumulative GPA and retention. However, the 10 predictors were differentially correlated with each of these outcomes. Correlations between the 10 predictors and cumulative first-year GPA were substantial while only a single predictor (high school GPA) was modestly correlated with retention. A multiple linear-regression equation used to predict cumulative GPA based on the 10 predictors accounted for 56% of the variance in academic achievement, while a logistic equation used to predict retention rates did not yield statistically significant results.

The sample was a limitation of the study: The participants were enrolled in a private northwestern university, and therefore, the results may not be generalized to other university populations. Nonetheless, this study demonstrated the utility of a model to predict academic achievement in first-year students. The authors suggested that these data be used by college counselors to develop health-behavior modification programs (i.e., smoking/binge drinking reduction).

Jones, R. J. & Elisa, S. A. (2004). Enduring Influences of Service-Learning on College Students’

Identity Development. *Journal of College Student Development*, 45(2), 149–66.

The authors of this study explored the long-term influence of service learning on identity development and the potential of service learning to promote self-authorship.

Participants in this study completed a 10-week leadership theories course in which each served for a minimum of 3.0 hours per week at a community service site. The class met 2.5 hours a week in reflection sessions that helped students integrate academic course content with their community service work. Students also engaged in reflection through weekly journaling and two group presentations regarding their community service experiences. The two community service sites selected for this study were an AIDS service organization and a neighborhood food pantry. Eight (1 White male, 4 White females, 1 Asian American female, and 1 African American female) participated in the study, and their ethnicity mirrored the others enrolled in the course. The time between the study and the participants' completion of the service-learning course ranged from 2 to 4 years.

Data were collected through in-depth, semistructured interviews, each lasting between 45 and 90 minutes; the average time was 60 minutes. Participants were asked to reflect on how their service-learning experience influenced how they think about their identity and on any other aspects of influence they perceived. A constructivist methodology was used in this study. Data were analyzed using the constant comparative method in which researchers focus on deriving the meaning that individuals give to their experiences as well as the themes common to all respondents.

Results of this study indicate that participants, 2 to 4 years after their service-learning course, continued to describe the importance of relationship building to their evolving sense of self. These results are consistent with those derived from a study by Jones and Hill (2001), who found that these relationships were nurtured through a growing sense of efficacy and the development of empathy and compassion. In addition, the results of this study indicate the influence of service learning on self-authorship. Three key themes emerged as a result of ongoing reflection and reframing of their community service experience: the relationship between self and others (intrapersonal); shifts in the nature of commitments made, including career plans and aspirations (interpersonal); and increased open-mindedness about new people, experiences, and ideas (cognitive).

The authors suggested longitudinal research to better understand the long-term influence of service learning on students' ability to author their lives. In addition, while they suggested that service learning promotes self-authorship or a more integrated sense of self, it is unclear if this is solely a function of service learning or service learning in combination with other frameworks that can be used to understand the identity development process.

Karunanayake, D. & Nauta, M. (2004). The Relationship Between Race and Students' Identified Career Role Models and Perceived Role Model Influence. *The Career Development Quarterly*, 52(3), 225–34.

The researchers of this study examined how frequently college students' career role models are of a similar race/ethnicity as the student and determined whether the extent of role model influences among college students differ among racial/ethnic groups.

Participants in this study were 220 students enrolled in a large midwestern university (with a racial/ethnic minority enrollment of approximately 15%). The final sample consisted of 152 (69%) women and 61 (28%) men; 7 (3%) students did not indicate their gender. Caucasian students made up the largest group in the sample with 57%, followed by African American (32%), Hispanic/Latino (9%), and other (2%). Fifteen (7%) were freshmen; 54 (25%) were sophomores; 77 (35%) were juniors; 69 (31%) were seniors; and 5 (2%) students did not indicate their year in school. Participants were asked to list the number, relationship, and race of identified career role models and to complete the extent of role model influence (using the Inspiration/Modeling subscale of the Influence of Others on Academic and Career Decision Making scale) (Nauta & Kokaly, 2001). Students signed up to attend small-group data-collection sessions as part of extra course credit in one of several psychology classes.

Results indicated that 94% of the Caucasian students and 81% of the African American students had role models whose predominant race was the same as their own. A chi-square analysis was conducted to examine the relationship between students' race and the race of only those career role models who were not members of the students' family. Results of this analysis indicate that 33% of the Caucasian and 55% of the African American students were categorized as having a predominance of non-family-member role models of their own race. In addition, the researchers found no significant differences between minority students

and Caucasian students with regard to number of career role models reported and perceived role model influence.

The composition of the sample was identified by the authors as a significant limitation of the study. They suggested that the minority students in the sample were a select group who had adequate role model influence. Other limitations include lack of data regarding qualitative differences among the career role models identified by Caucasian and minority students in the study, and the conclusions of the study are based on the responses of students at one point in time.

Kaya, N. (2004). Residence Hall Climate: Predicting First-Year Students' Adjustment to College. *Journal of the First-Year Experience*, 16(1), 101-18.

Kaya examined the relationship between residence hall climate and students' adjustment to their collegiate environment in the first year. An on-line survey was used to measure both social climate and physical climate.

Participants in this study included first-year students living in two coed residence halls at a large public university in the southeastern United States. Students were invited to complete a self-report questionnaire via the Web during the third week of the spring semester. Of 1,296 students to whom the survey was offered, 378 returned surveys. The second phase of the study took place during the 15th week of the semester when a second survey was sent to the respondents of the first survey. Surveys were completed by 245 respondents (86 men and 159 women). The final sample included only those students who returned both surveys ($N = 245$) and consisted of Caucasian (82%), African American (7%), Asian American (6%), and Hispanic (5%) respondents. The mean age was 18.6 years.

During the first phase of the study, respondents completed a 30-item Residence Hall Climate scale to examine how they perceived and felt about their residential experience. Eight factors were identified using principle components analysis with varimax rotation. The factors were labeled as social support, conflict, group cohesiveness, personalization of residence hall room, feeling of crowding, disruption by noise, cleanliness of the physical setting, and safety. Respondents participating in the second phase of the study completed the Student Adaptation to College Questionnaire (Baker & Siryk, 1989), a 67-item self-report measure. The questionnaire measures adjustment as well as scores on four subscales: a) academic adjustment, b) social adjustment,

c) personal-emotional adjustment, and d) institutional attachment.

Results indicate that group cohesiveness in residence halls was an important factor for students' adjustment to their collegiate environment. Those students who reported high levels of interpersonal closeness and feelings of connection elicited better overall adjustment, social adjustment, and institutional attachment. Disruption by noise (such as noise of neighbors, loud conversation) surfaced among the physical residence-hall climate factors as significantly and negatively related to students' attachment to their institution. Those students who were more disturbed by the noise level in their residence halls had more difficulty becoming integrated into the residential life and therefore felt less attached to their institutions. The results of this study also emphasize the importance of personalization of a residence hall room. Students who experienced their rooms as more personal and expressive of themselves had better social adjustment and felt more attached to the institution.

One limitation of the study was low response rate, which was possibly due to the timing of the data collection. The author indicated that because the data were collected during the second semester, the developmental perspective of students' adjustment during the first semester was not investigated. Kaya recommended that data collection for future studies take place in the first semester with a follow up in the second semester of the first year. The author also recommended that friendship formation be examined in future studies as a possible indicator of successful social and personal adjustment of first-year students.

Kinash, S., Crichton, S., & Kim-Rupnow, W. S. (2004). A Review of 2000-2003 Literature on the Intersection of Online Learning and Disability. *The American Journal of Distance Education*, 18(1), 5-19.

The accessibility of computer-mediated information and the convenience of distance delivery in on-line learning have potential to level the playing field for students with disabilities, in large part, because planned redundancy of modes (i.e., making equivalent content available via speech, text, and audiovisual) is possible and practical when digital communication is possible.

The authors reviewed literature published between 2000 and 2003 at the intersection between on-line learning and disability. They found 43 publications that were suitable for the study. Those studies could be divided into four categories. Of the

43 publications, 51% could be classified into didactic, 30% descriptive, 10% research, and 7% opinion pieces. The resounding theme throughout the literature is that improving accessibility of on-line learning for students with disabilities will promote best practices in on-line learning for all students. Yet, the authors concluded that the literature has yet to embrace learners with disabilities as a leading-edge research topic.

Luckenbaugh, C. & Giordani, P. (2004). What Students Think About the Job Search. *NACE Journal*, 64(3), 14–20.

The authors of this article reported the results of the National Association of Colleges and Employers (NACE) 2004 Graduating Student & Alumni Survey. Readers are able to gain insight into the perceptions and opinions of new college graduates on major decisions, the job search process, salary expectations, and the variables that determine an employer of choice.

The survey was published in all three of the NACE Job Choices magazines—*Job Choices for Business & Liberal Arts Students: 2004*; *Job Choices for Science, Engineering, & Technology Students: 2004*; and *Job Choices: Diversity Edition 2004*. Of those students returning the survey ($N = 1,104$) by the deadline, 74.8% were female, 54.4% were white, and 71.6% were under the age of 25. Close to one half of the sample (48.7%) was composed of seniors and the largest two groups by major were comprised of business students (27.9%) and those studying liberal arts (22.7%).

The reasons for choice of major were in rank order from 1 to 3: liked the kind of work it would enable them to do (65.8%), “sort of drifted” into a major field of study (15.7%), and sought earning potential (7.6%). The remaining 5.2% reported a variety of reasons for choice of major. Some were inspired by a teacher, professor, or counselor; some felt the major they selected would offer the most opportunities; others indicated choice based on a combination of reasons. The majority of students in this sample (54.2%) indicated that they found their major early in their college careers and stayed with their decisions. Others reported changing their majors only once (23.9%) or twice (12.9%). Several (9%) changed their majors three or more times.

The majority of respondents indicated that they were aware that they will need to work to find a job, and they expect to begin the search about 6 months before graduation. Over one half of the sample (57.9%) indicated that the job search would be somewhat difficult, while 18.5% believe it may be

fairly easy. Those students graduating with health-care and education majors were the most positive about their job search. Almost one half (49.1%) of the healthcare students and more than one half (59.6%) of the education students believe that finding a job will be somewhat or very difficult. However, when students in all other groups were compared with two groups, the results indicate less optimism. Among participating students in all other majors, approximately 75% or more anticipate a somewhat or very difficult job search experience. The top three challenges that these students expect to face this year are competition, lack of experience, and the economy.

Over one half of the students (57.8%) who responded to the survey indicated that they feel generally prepared for the job search. Career services practitioners were rated highly for being helpful in the job search process, and the Internet was ranked of highest value of the resources used in the job search. The salary expectations of the respondents were fairly realistic. The largest group (41.6%) expects to earn between \$20,000 and \$30,000 in entry level jobs and the following benefits were rated by students as most important: medical insurance, annual salary increases, 401(k) plan, dental insurance, and life insurance. With regard to the most important criteria for choosing an employer, respondents reported that integrity followed by stability (provides secure future) was most important as was opportunity for advancement and ethical business practices.

The results reinforce the benefits of the services and expertise offered by career services professionals. These statistics can be used to market their services to students, to gain support from administrators, and to emphasize the importance in cultivating relationships with employing organizations.

Walters, W. W. (2004). Becoming Student Centered via the One-Stop Shop Initiative: A Case Study of Onondaga Community College. *Community College Review*, 31(3), 40–54.

This article provides a blueprint of how a midsize community college in the midst of coping with increasing enrollments and scarce resources was able to improve dramatically its services to new enrolling students via the one-stop shop initiative. The author introduced the theoretical framework and its practical use within the community college setting.

The college is located in the center of New York State and is one of 30 within the State University of New York system. In fall 2002, the college had a full-time enrollment of 8,000 students.

Characteristics of the student population include a minority population that is 12% below the national average, with 99% of the matriculating students receiving financial aid, 26% working more than 30 hours a week, and the average age being 25 years.

The college has faced a 25% enrollment increase since 2000 fueled in part by a poor economy. Late registration, defined as students enrolling the week of the first week of classes, had been exacerbated by this enrollment growth. By spring 2002, 26% of the total enrollments for that term were late-registering students. Demographic characteristics as well as institutional procedures made this time period extremely bureaucratic and relatively less welcoming to students. Feedback from a series of focus groups indicated that this problem led to frustration and confusion for the students. The development of a one-stop shop was seen as a way to address these multiple problems.

The author noted that the development of a one-stop shop is a major undertaking that requires a strategic egalitarian approach that engages and informs all institutional constituents. The model is guided by the student-centered philosophy that acknowledges the potential positive effects on student satisfaction and retention that can occur with increased student engagement. Because of an envisioned shift in the way business would be conducted, the author argued that institutional leaders must make clear to the entire campus community that the need for change is a driving component in

the process itself. Walters suggested the following steps must be undertaken: establish a vision based on student need with anticipated outcomes; determine the key players and departments; embrace cross training; assess resource needs. Prior to implementation, prioritization should be given to further flesh out important logistic items including training, communication plan, site location and appropriate technology, and evaluation.

Students now go to a multipurpose room, where stations are set up for each of the seven participating offices. Each station is equipped with a computer and Internet accessibility. Students are able to conduct business in one central area instead of being sent to multiple offices in different buildings. Cross-trained staff members and peer mentors serve as first points of contact screeners who greet students entering the Student Center. They assess the students' needs and refer them to an appropriate station for their enrollments to be processed.

The results of the student surveys conducted during spring 2002, fall 2002, and spring 2003 indicate a general level of student satisfaction with the new process. Positive reactions for the convenience of the new system were 80%, 78%, and 75% per semester. This compares to only 56% who expressed satisfaction prior to the initiative. The author acknowledged that this initiative is not a panacea, but it is a conscious institutional attempt to acknowledge, benchmark, and redesign processes and systems to respond to appropriate student needs.

The bibliography is compiled by George Steele and Melinda McDonald.