

Annotated Bibliographies: Historical Dissertation and Thesis Abstracts

The majority of the space in this issue has been devoted to reprinting articles and book reviews that have been published throughout the existence of the *NACADA Journal*; however, rather than selecting annotated bibliography entries from the past, we turned to the exemplary scholarship evidenced by some of NACADA's presidents, particularly those who chose to conduct research about academic advising, student services, or student development. We hope readers find these abstracts from the former presidents' dissertations and master's theses interesting, informative, and enjoyable.

Toni B. Trombley was president of NACADA in 1979 and 1980.

Trombley, T. B. (1984). *The Effectiveness of Faculty Advisors: Theory and Assessment* (Doctoral dissertation, McGill University, 1984). Dissertation Abstracts International, 45, 3080.

A model of faculty advising suggests that the tasks performed by faculty advisors are explained by three conceptual constructs differing in levels of complexity and type of skill. The three constructs identify a routine set of tasks termed *Providing Information* and two complex sets of tasks termed *Developing Academic and Educational Goals*, and *Providing Personal Support*. However, no empirical data exist to support this model. To test the model, a sample consisting of 481 University of Vermont undergraduate students rated their advisors on the three sets of items. The data were subjected to confirmatory factor analyses using maximum likelihood procedures with the LISREL model. The existence of the three categories of advising tasks was confirmed. The nature and complexity of advising tasks must be addressed when assessing faculty advisor performance and designing development activities for advisors.

Thomas J. Grites was president of NACADA in 1981 and 1982.

Grites, T. J. (1974). *Student Perceptions and Self-Perceptions of Faculty Members in the Related Roles of Classroom Teacher and Academic Advisor* (Doctoral dissertation, University of Maryland College Park). AAT 7429763

The primary purpose of this study was to investigate the relationship of university faculty members in their roles as classroom teachers and academic advisors to undergraduate students. A secondary purpose of the study was to determine whether or

not selected faculty, student and related descriptive characteristics affect these perceptions. The 35 subjects for the study were selected from the faculties of the Departments of Elementary-Early Childhood and Secondary Education at the University of Maryland College Park campus; each subject was both an advisor to undergraduates and the teacher of an undergraduate course during the 1973 Spring Semester. Four sets of data were collected on the subjects: (a) student perceptions of teachers, (b) teacher self-perception, (c) student perceptions of advisors, and (d) advisor self-perceptions. Two rating-scale questionnaires were used to collect the data, each having student and faculty forms. Perceptions of teachers were obtained during the last two weeks of the 1973 Spring Semester from the Student Instructional Report (SIR); perceptions of advisors were obtained during the pre-registration period of the same semester from the Advising Satisfaction Questionnaire (ASQ). Items requesting certain descriptive information were included on all forms of the instruments.

Two major sets of experimental hypotheses were examined in this investigation:

- Student perceptions of faculty members differ from the faculty members' self-perceptions in their related roles as classroom teachers and as academic advisors.
- Variations among student perceptions of faculty members in these roles are not associated with certain student, faculty or other related, descriptive characteristics.

Mean scale scores on the instruments were used as the basic units of statistical analysis. Each hypothesis was tested either by a *t*-test for correlation or by a repeated measures design for analysis of variance, depending upon the nature of the variables, i.e., quantitative or qualitative.

The significant results (.01 level) of the study were: (a) a positive relationship was observed between faculty members' self-perceptions as teachers and as advisors, (b) a negative relationship was observed between student perceptions of teachers and the student's expected grade in the course, (c) a positive relationship was observed between student perceptions of advisors and the advisor's knowledge of the campus academic rules and regulations (.05 level), the number of advising sessions and the length of advising sessions, and (d) student perceptions of advisors were affected by the stu-

dent's contacts with faculty outside the advisory situation or the desire for such contacts.

The results indicated that students perceive faculty members differently than faculty members perceive themselves in the roles of classroom teacher and academic advisor and that students desire a warm, friendly, personal relationship with their faculty advisors. The results suggested the need for further investigation into the interrelationship of the faculty responsibilities of teaching and advising and into the students' need for personal relationships with faculty; however, further investigation of the effects of certain demographic characteristics on student perceptions of faculty was not suggested.

Virginia N. Gordon was president of NACADA in 1983.

Gordon, V. N. (1977). *Differentiated Levels of Undecidedness and Choice Satisfaction Among Educationally and Vocationally Uncommitted University Freshmen* (Doctoral dissertation, The Ohio State University). AAT 7724627

This study sought to identify and clarify any relationships that may exist between levels of undecidedness and satisfaction with major and career choice among college freshmen. This would require determining any unique characteristics of incoming college freshman who self identify being undecided. Also of interest is determining how these undecided students view the relationship between major selection and career choice. A secondary purpose of this study was to evaluate the extent to which a pre-orientation career planning workshop could assist undecided students in making satisfying major choices in their freshman year.

Students were asked to rate their level of undecidedness and level of satisfaction both prior to and after the summer orientation program. Available levels of undecidedness were:

1. Completely decided
2. Tentatively decided
3. Not decided but moving toward a choice
4. Not decided and not moving toward a choice
5. Completely undecided

Levels of Satisfaction were:

1. Fully satisfied
2. Thinks best choice made
3. Fairly satisfied, but some doubts
4. Not satisfied and reconsidering
5. Uncertain

The ACT Student Profile (ACT-SP) asks students to respond to a variety of questions related to their

high school experience and future career plans. This study used 39 of these variables which included demographic information, grades in core high school courses, Standard ACT scores in various areas, and general high school and extra curricular experiences.

The population for this study consisted of undecided freshman students of the incoming 1976 fall cohort at Ohio State University. There were 927 entering freshmen. The University College was the designated academic home for undecided students where they would undertake the General Baccalaureate Curriculum. Three instruments were utilized in the study: Kimes-Troth Educational-Vocational Questionnaire, The American College Test Student Profile, and the General Baccalaureate Curriculum Questionnaire. Sixty two students participated in the summer orientation career workshop.

There were 7 specific research questions this dissertation focused on. These questions were:

1. Do selected variables from the ACT-SP differentiate levels of undecidedness about (a) college major, and (b) career choice among University freshman?
2. Do selected variables from the ACT-SP differentiate levels of satisfaction with: (a) a college major choice, and (b) career choice among University freshman?
3. Is there a significant relationship between levels of undecidedness about (a) a college major, and (b) a career and a priority for initially choosing a college major or career among University freshman?
4. Is there a significant relationship between levels of satisfaction with: (a) a college major choice, and (b) a career choice and a priority for initially choosing a major or career among University freshman?
5. Do selected demographic and ACT-SP variables differentiate a group of undecided freshman attending a pre-orientation career planning workshop from those undecided freshman not attending?
6. Do undecided freshman attending a pre-orientation workshop differ in levels of undecidedness about (a) a college major, and (b) a career when they enter the University from those undecided freshman not attending the workshop?
7. Do undecided freshman attending a pre-orientation workshop differ in levels of satisfaction about (a) a college major choice, and (b) a career choice when they enter the Univer-

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sity from those undecided freshman not attending the workshop?

It was found that students who participated in the pre-orientation career workshop were more decided about a college major than those who did not attend. Moreover, their level of decidedness increased at higher levels than those who did not attend. Also, those who attended the workshop tended to be more satisfied with their choice of major than those who did not participate.

This study operated under the assumption that undecided students are not homogeneous. Any intervention should be tailored to student level of undecidedness. Moreover, students who receive comprehensive information with respect to majors and careers will make more informed decisions which, ultimately, will make their decisions more satisfying.

This study found that students who indicated the highest levels of undecidedness were interested in creative arts and technical majors and had lower involvement in community service. Also, more female than male students were completely decided about a career choice. Students who were fully satisfied with their choice of major reported needing less help. They also came from larger high school classes and had earned higher graduation rank. Conversely, students who are not satisfied indicated the greatest need for assistance and hail from the lowest high school graduation ranks. They also report having the least amount of work experience. The undecided student tended to make both decisions about major choice and career choice at the same time. The more satisfied students tended to make the career choice prior to the major decision. Moreover, a large percentage of the participants had fathers with a college education. It seems that students who participated increased their levels of decidedness at higher levels than those who did not participate. Finally, with respect to both major and career choices, students who participated in the career workshop reported higher levels of satisfaction with their major and career choices.

In conclusion, it is stated that researchers must acknowledge the various differences among this group. They can no longer be seen as a heterogeneous group. Moreover, different levels of satisfaction with their choices related to their level of undecidedness. Also, freshmen seem to find it challenging to make simultaneous decisions about majors and careers. It also seemed that students who chose to participate in the workshop come from homes that place a higher priority on college edu-

cation. These students also entered college more academically capable. Another conclusion is that with levels of decidedness, increased levels of satisfaction were reported by the participants between the pre-orientation program and the start of the fall quarter. The last conclusion is that certain ACT-SP items may be good indicators of levels of undecidedness upon college entrance.

There are various findings this work uncovers that are still very relevant to how we undecided students are guided through the major and career exploration process. It is important to remember that students come to higher education with different perspectives, different levels of preparedness as well as expectations. It is important that advisors and other higher education professionals have multicultural competence to be better equipped to help students from different backgrounds better design a major and career exploration strategy. Service learning also seems to have an important impact on how students develop skills, network and become more engaged with their educational settings. Helping students to connect with student organizations related to their career interests as well as getting them involved with volunteerism can provide practical application of what they may be learning in the classroom leading to higher satisfaction with their choices.

Wesley R. Habley was president of NACADA in 1986 and 1987.

Habley, W. R. (1978). *Advisee Satisfaction with Student, Faculty, and Advisement Center Academic Advisors* (Doctoral dissertation, Illinois State University). *Dissertation Abstracts International*, 39, 5350.

This investigator sought to determine the differences in student satisfaction with academic advisement conducted by student, faculty, and Advisement Center academic advisors.

An advisement questionnaire, developed by the Evaluation Committee of the Academic Advisement Center at Illinois State University was used to determine the differences among the three advisor types.

The data for this investigation were collected from 1,735 students at Illinois State University who had declared majors and had earned fewer than forty-five semester hours of college credit. Students were asked to complete the anonymous and optional questionnaire at the close of their advisement appointments during the fall semester of 1976.

Both two-way and one-way analyses of variance for each of the survey items were utilized as the statistical method for testing five principal

hypotheses. In many cases, subsequent Scheffé tests were undertaken to ascertain the significance of differences between means taken two at a time. Based upon the analysis of the data the following conclusions were drawn:

1. The general tendency regarding significant differences between advisor type means indicates that advising provided by student and Advisement Center advisors is somewhat more effective than the advising provided by faculty advisors.
2. The analysis of the data provides little evidence which leads to the conclusion that a single advisor type performs most effectively.
3. There is consistency of student satisfaction with advisor type when advisee college is considered. In each College, students are consistent in their satisfaction with an advisor type or types.
4. Combinations of advisor type and advisor sex lead to few significant conclusions.
5. An overall analyses of the data tends to support previous research regarding the effectiveness of student performance in roles of academic assistance. Generally, student paraprofessional employees, under supervision, and with specialized training, can perform in academic advising roles at a level at least equal to, if not better than, professional staff or faculty members performing the same role.

Carol C. Ryan was president of NACADA in 1990 and 1991.

Ryan, C. C. (1980). *Adult Student and Faculty Expectations of Academic Advising in a Non-traditional University* (Master's thesis, University of Minnesota). ERIC Document Reproduction Service No. ED 203216

New students and faculty have expressed a growing interest in academic advising. However, little research has been reported about adult students and the academic advising process. A survey of adult students and faculty members at Metropolitan State University, a nontraditional university, showed that faculty members were sensitive to their role as advisors, but required additional training to meet the needs of adult students. Scheduling time for school and financing their education were the major concerns of the students. Many students wanted to change careers and expected help from the university; they were also interested in evening and weekend advising hours and tutorial workshops. Results suggest that high expectations on the part of faculty

and students require good communication skills and ready access to information. Advising systems must be diversified to meet the needs of adult students.

Margaret C. "Peggy" King was president of NACADA in 1992 and 1993.

King, M.C. (1984). *Transfer Student Information Interaction with Faculty and Its Relationship to Selected Educational Outcomes*. (Doctoral dissertation, Illinois State University). Dissertation Abstracts International 45, 1052.

The purpose of this study was to examine the relationship between transfer students' first year informal contacts with faculty and the educational outcomes of academic performance and perceptions of intellectual growth after one year of study.

Two survey instruments were developed and administered to transfer students who entered the State University of New York at Albany in September, 1980. Data were collected from 231 students, 25% of the total entering group. Setwise hierarchical regression was used to determine whether or not a set of student-faculty contact variables accounted for a significant increase in the variance explained for student academic performance and perceptions of intellectual growth. Student background characteristics and other non-faculty related college experiences were statistically controlled.

Research Assertion 1, which posited that the overall quantity and quality of informal interaction with faculty would be positively related to academic performance was not supported. The most important factors for academic performance were prior grade point average and student involvement in the classroom experience.

Research Assertions 2 and 3, which posited that the overall quantity and quality of informal interaction with faculty would be positively related to two measures of self-perceived intellectual growth were partially supported. Two scales measuring the quality of informal interaction with faculty were positively related to the dependent measure while measures of the frequency of interaction with faculty were not. Measures of classroom involvement were also positively related to transfer students' self-perceived intellectual growth.

Thomas J. Kerr was president of NACADA in 1994 and 1995.

Kerr, T. J. (1980). *Academic Advising for Continuing Education: An Assessment of the Perceptions of Students, Faculty, Advisors, and Institutional Commitment* (Doctoral dissertation, Boston College). Dissertation Abstracts International 41, 500.

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This investigation studies the perceptions of students, faculty, professional advisors and administrators of academic advising programs for continuing education students. It identifies the attitudes that the constituents have toward the desired content of an academic advising program. Academic advising is defined to include the following components: academic counseling, career counseling, personal counseling and specific behaviors related to the advising session. Data were gathered by means of an instrument distributed to students, faculty, advisors, and administrators from Northeastern University, a private multi-purpose institution. The sample consisted of students pursuing undergraduate liberal arts degrees, undergraduate professional degrees, and master's degrees in professional programs. The students were drawn from the main campus in urban Boston as well as from a variety of satellite campuses in suburban Massachusetts towns. Faculty and professional advisors were taken from the same academic programs as the students. The commitment that was made by the institution to academic advising was determined by review of faculty handbooks and catalogues of the participating units.

A variety of statistical procedures were used in analyzing the data. Included were descriptive statistics i.e. median, to give a general profile of the results from students, faculty, and administrators. Nine hypotheses were tested using a chi-square statistic based in the Pearson's Chi-Square test of association which tests for the independence between two variables.

These hypotheses tested for the degree of association on the perceptions toward academic advising for the following variables: students, faculty, and professional advisors from each academic program; degree and non-degree students; students who have received advising and those who have not had an advisor; students who have declared themselves a candidate for a degree and those who consider themselves non-degree candidates; faculty and students who favor advising and those who are not in favor of advising; main campus students and satellite campus students; and faculty opinions as a function of the number of years they have been teaching.

The most significant result was that the vast majority of students (84.7%), faculty (93.3%), and professional advisors (96.2%) were in agreement that academic advising is an important function of an academic institution.

The students, faculty, and professional advisors agree that academic counseling should be an inte-

gral part of academic advising. They expressed an indifference toward having career counseling included in the advising session and felt that it was inappropriate to have discussions which are centered on an advisee's personal problems, feelings, or emotions.

The students have a strong desire not to be locked into a regimented program. They are in favor of advising, but want to control the content, the length of the sessions, and the frequency of the meetings.

Further research findings include comparisons of the variables described in the hypotheses and their resulting perceptions toward academic advising.

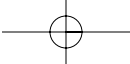
Manuel G. "Buddy" Ramos Jr. was president of NACADA in 2000 and 2001.

Ramos, M. G. Jr. (1994). *Understanding the ABD (All But Dissertation) Doctoral Candidate: A Phenomenological Approach* (Doctoral dissertation, University of Kansas). Dissertation Abstracts International 55, 3428.

The purpose of this study was to understand the phenomenon of the ABD doctoral candidate. The phenomenon was studied by focusing on a primary research question, "How does the ABD student perceive the academic process of being ABD as impacting his/her personal and professional life; and how does he/she make sense of, deal with, and derive meaning from this process?"

Twelve ABD candidates from the School of Education at the University of Kansas were selected for the study. Criterion-based and purposive sampling techniques were used to select participants with the intent of identifying individuals with characteristics of interest to the study. Sampling maximized heterogeneity along the parameters of age, gender, ethnicity, employment status, and stage of the ABD process. Only ABD candidates who had completed comprehensive (written and oral) examinations and had been at the dissertation level from one to five years were asked to participate in the study.

Participants in this study were interviewed utilizing a structured, in-depth interview format (Bauman & Greenberg-Adair, 1992). This technique is structured yet free-flowing enough to allow respondents to "tell their own stories" of their doctoral experiences focusing on the period of time they have been ABD. The research was inductive and proceeded from categorization to the development of a model which described the ABD phenomenon. The findings of this research suggest that the phenomenon of the ABD doctoral candidate can best be described as a phenomenon which results in



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leaving the individual experiencing feelings, emotions, or in a state of: isolation; doubting one's own ability; at a loss (how to approach the dissertation); guilt; frustration; embarrassment; powerlessness; vulnerability; fear; and insecurity.

The results of this research support two major

recommendations: (1) doctoral candidates should be provided with some form of structure during the post-comprehensive (ABD) period of their doctoral programs; and (2) doctoral candidates should be provided with an environment that operates in a developmental context.

The bibliography is compiled by Jessie Carduner and Barbara Miller.

