

## Annotated Bibliography of Recent Research Related to Academic Advising

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Coll, J. E., & Draves, P. (2009). Traditional Age Students: Worldviews and Satisfaction with Advising: A Homogeneous Study of Students and Advisors. *The College Student Affairs Journal*, 28(2), 215–21

In this study, Coll and Draves address the issue of implementing higher-education retention strategies that positively engage an increasingly diverse student population while improving student satisfaction. Traditionally, academic advising has been linked with increased retention due to prolonged interaction between advisors and students. Moreover, student satisfaction with advising has been associated with student commitment to their academic institution. In fact, these researchers point to the 2007 National Student Satisfaction Report in which academic advising is rated the second most important variable in student satisfaction with their college experience. Only instructional effectiveness was rated higher at baccalaureate-degree granting institutions.

Due to increased diversity on college campuses, administrators realize the need to reevaluate current institutional retention strategies, and they have focused on student characteristics such as worldview. However, various definitions explain the concept of worldview. Amidst a variety of definitions, Coll and Draves identify the common theme that worldview is comprised of one's personal perception of the world and the individual's interaction with his or her environment.

The relationship between worldview and student satisfaction with academic advising has not been widely researched. However, empirical evidence suggests that nontraditional students with worldviews similar to those of their advisors tend to seek advising more often and perceive it as important. Coll and Draves suggest that advisors need to be aware of the importance and dynamic nature of student worldview because students make decisions regarding their academic careers based on their worldview.

This work is an expansion of Coll's work with Zolaquett on nontraditional students. The authors of the current study articulated three specific inquiries: First, they examined similarities and in worldview among students. Second, they compared student satisfaction with academic advising as it relates to worldview. Third, they related student satisfaction with advising to similarities between

students and faculty members. They wanted to determine whether specific student worldviews enhance the student-advisor relationship, improve the quality of advising, and increase the level of academic success among students. Unlike the previous Coll study in which the researchers focused on nontraditional students, Coll and Draves are concerned with traditional-aged college students.

Coll and Draves used a secondary data set that had been collected during the Fall 2006 semester from students in a freshman seminar. One half of the students enrolled in this required course participated in the study. Coll and Draves examined the predictive value of worldview on student satisfaction with academic advising. They used a convenience sample of students with of 191 respondents: 90 males and 101 females with a mean age of 18.28 years. Seventy-one percent of the students were Caucasian; 20 students were African American, 20 identified as Hispanic students, and 1 responded as Asian. Thirteen students self-reported belonging to some other, unidentified, race.

Using the *World Assumption Scale* by Janoff-Bulman and the *Academic Advising Inventory* by Winston and Sander, Coll and Draves measured worldview and satisfaction with advising. Advisors were recruited individually, which resulted in 91 student-advisor dyads for analysis.

The authors found that neither student nor faculty worldview nor the correspondence of student and faculty worldview predicted student satisfaction with advising. As with past research, Coll and Draves found that time spent discussing personal values and possible areas of study are positively related to student satisfaction with advising. On the contrary, discussing financial aid issues was negatively related to advising satisfaction. Based on these findings, the researchers conclude that faculty advisors who engage in developmental advising are more likely to elicit positive outcomes.

This study reveals that regular contact between advisors and students, by itself, does not lead to increased retention and satisfaction. Instead, the content and quality of those interactions impact student engagement. Because advisor-student discussions on personal values elicited more positive outcomes, appreciation of worldview appears to be important in advising. A focus on personal values during advising means that advisors must develop multicultural competence. This study also unveils

the need for advisors to develop a cohesive vocabulary around diversity such that they understand the interaction between self-identity, worldview, and student retention.

Cox, R. D. (2009). I Would Have Rather Paid for a Class I Wanted to Take: Utilitarian Approaches at a Community College. *The Review of Higher Education*, 32(3), 353–82.

Higher education is vital for both individual advancement and for the economic health of the United States. Reindl's (2007, p. 1) report on college affordability, for example, calls for increases in postsecondary degrees to reduce achievement gaps among certain socioeconomic and racial groups, to enable the country to meet workforce needs as well as to remain economically competitive on an international level, and to improve the quality of life for all Americans. Cox argues that the assumption that socio-economic mobility is attainable by all those who seek it and who are willing to work for it is more complex than would appear, and in fact, may result in credential inflation whereby employer demand for degreed workers is driven more by increased availability of degreed candidates than by the skills required to do the job. She further suggests that in the current climate, students may approach education from the perspective of a consumer guided by expectations of utility and efficiency, which in turn may have profound implications for their aspirations and educational trajectories. In the present study, Cox examines community college students' motives for obtaining college credentials and how they apply principles of utility and efficiency in the pursuit of these credentials.

Cox gathered data during a semester-long study of the teaching and learning environment in six sections of composition in a multicampus community college in the southwestern United States. She interviewed students and their teachers, made classroom observations, examined institutional documents, and held discussions with administrators, advisors, and tutors. She included 34 student interviews in the study. While findings from all participants are reported, Cox considered the responses of four females and one male student in depth.

The majority of the participants indicated plans to continue working toward a 4-year degree or to graduate level work after completing community college, with some planning to engage in continuous study and others planning to stop out and work full-time before continuing their educations.

Reasons for attending college consistently revolved around vocational goals and earning a living. These findings were reinforced by the college advising and career counseling policies. Students met with an advisor upon matriculating. Those who were undecided upon entry went to the career counseling center.

Various themes emerged from the interviews with students. The first involved scarce resources and the need for efficiency. Students experienced conflicts between their short- and long-term employment plans. Attending college, even part-time, limited their current employment options, while not guaranteeing improved future employability. These tensions affected decisions regarding the time to attend college, kind of degree to obtain, and efficiency in earning the degree. Participants regularly approached decision making by considering whether time and money expenditures would be worthwhile or a waste of resources.

Time and money considerations extended to the second theme, approaches to course work. Although students appreciated course content, expressed a desire to learn, and indicated frustration when they did not do so, the language they used to refer to their course work was typically utilitarian and instrumental. They regularly defined learning goals in terms of their relationship to credentials and career aspirations.

Grading procedures strongly influenced students' approaches. For some participants, learning and grades were indistinguishable. "Making the grade" or satisfying the instructors' criteria for passing were prioritized. As a result, students attached greatest significance to factual, testable knowledge. They often criticized instructional activities not directly connected to material to be tested, such as discussions and sharing of personal stories. Students sought clear expectations and desired standardization so that they could take an efficient approach to studying and focusing on "what counts." Variations in teaching style and expectations from teacher to teacher and course to course disoriented students.

Grades shaped students' approaches most strongly when students felt they were not learning material useful to their career goals. Likewise, students frequently took a getting-it-over approach to courses and assignments that they found irrelevant to their career aspirations. This attitude comprised Cox's third theme. In these situations, students sought to expend the minimal effort required to satisfy requirements for grades. One, for example, revised her compositions according to the instruc-

tor's suggestions without understanding the rationale and without asking for an explanation: "I just correct them and I just get it over . . . accept my paper and let's go . . . I don't care, as long as I pass it . . . After all, I don't plan to be an English major."

While on some occasions, students' initial pessimism concerning a class changed to optimism, more frequently pessimism eventually led to disappointment and disillusionment. One student attributed her experiences to poor advising, noting that if she had been counseled to pursue a certificate instead of an associate's degree, she would not have been forced into courses she did not like and in which she felt she learned nothing useful. Two other students indicated that they intended on remaining with their initial programs with hopes that the more advanced courses would be more engaging and relevant, but one of these noted, "I just wish I didn't have to go through the college experience and [could] just get my job. . . ."

While on the surface, the getting-the-grade and getting-it-over approaches might suggest that students were uninterested in learning, Cox suggests that this was not the case. Rather, students' understanding of learning was misinformed. Their preconceptions about the nature of learning and the types of information and educational activities that are useful clashed with those of their instructors, leading to frustration and disappointment, which then reinforced the unproductive behaviors of working for a grade or to make it through the content. Economic and time pressures confounded the situation. Higher education, while perceived to be a path to advancement, was simultaneously viewed as both a gamble and obstacle, particularly in situations in which course content did not seem to be related to students' career goals.

Gallo, M. A., & Odu, M. (2009). Examining the Relationship Between Class Scheduling and Student Achievement in College Algebra. *Community College Review*, 36(4), 299–325.

Many community colleges are offering courses in intensive or compressed formats. Intensive classes meet fewer times per week but for longer lengths of time per session. For example, a class that normally meets three times a week for 50 minutes over the course of a typical 15- or 16-week semester would be considered intensive if it met twice a week for 75 minutes or once a week for 150 minutes over the same 15- or 16-week semester. With a compressed schedule, by contrast, the semester-length is shortened but students attend more days per week and for longer stretches as is

common during summer sessions. A compressed schedule might entail meeting for 3 hours per day, three times a week for 5 weeks. Student demand, competition from private colleges, and funding all motivate these new scheduling models, but Gallo and Odu question whether intensive schedules allow for optimal learning in mathematics courses.

Based on a construct in cognitive learning theory called "spacing effect," which "refers to the finding that for a given amount of study time, spaced presentations yield substantially better learning than do massed presentations" (Dempster, 1988, p. 627), Gallo and Odu hypothesized that class schedule is related to achievement scores in college algebra. When learning is spaced over longer periods of time, students have more opportunity for rehearsal and review, mapping new knowledge to prior knowledge, and elaboration, all of which facilitate moving information into long-term memory.

Despite numerous studies supporting the spacing effect, various scholars have found intensive and compressed courses to be superior with respect to student achievement and attitudes, while others, including Gallo and Odu (2002), have obtained mixed or conflicting results. Small sample sizes, poor operationalization of dependent variables, and confounding variables such as teacher, student, or course attributes have all been cited as possible reasons for inconsistencies in the research findings. To address limitations of prior studies and to contribute to the nearly nonexistent body of literature on the effects of scheduling on mathematics achievement (the authors could find only two prior studies that examined these two variables together), Gallo and Odu designed a study in which they not only compared achievement across different schedule types but also tested for effects of student and teacher attributes on achievement.

The study was carried out at Hillsborough Community College in Tampa, Florida. Participants included 20 students enrolled in 50-minute Monday-Wednesday-Friday college algebra classes, 79 students in 75-minute Monday-Wednesday-Thursday classes and 17 students in a 165-minute (with a 15-minute break) once-a-week class. Additionally, the researchers collected demographic information on the instructors of the respective sections along with information regarding their instructional practices. Background data were also gathered on students including their requisite preparation for the college algebra course, demographic information, and learning style preferences. Achievement was measured formatively through four in-class

examinations and summatively through a 2-hour final comprehensive exam.

Results indicate that class schedule had a significant impact on achievement. Students in the once-a-week schedule scored significantly lower than their peers who took the course on the 2- and 3-days-per-week schedules. By contrast, student attributes did not have a significant effect on achievement. However, instructor's gender and years of teaching correlated with significant differences in student achievement. Nevertheless, tests revealed no statistically significant interaction effects between class scheduling and student or teacher attributes. The authors conclude that although students find once-per-week classes convenient, taking algebra under this condition may not be in students' best interest with regard to achievement and retention of materials.

Hale, M. D., Graham, D. L., & Johnson, D. M. (2009). Are Students More Satisfied with Academic Advising When There Is Congruence Between Current and Preferred Advising Styles? *College Student Journal*, 43(2), 313–24.

Three research questions were addressed in this study: students' preferences for advising style (prescriptive or descriptive) and their perceptions of their advisor's style, students' level of satisfaction with advising, and whether satisfaction with advising is related to congruence between advisor's style and student preference. The study was carried out in the College of Agricultural, Food and Life Sciences (AFLS) at a midsouth doctoral university. A stratified random sample of 429 registered students was taken from a potential population of 1,187 enrolled in the college. Roughly equal numbers of freshmen, sophomores, juniors, and seniors participated, representing all 15 AFLS majors. Approximately 65% of the participants were female and nearly 90% Caucasian. The sample profile was representative of the AFLS population. Hale, Graham, and Johnson used the *Academic Advising Inventory* (Winston & Sandor, 2002) to answer their research questions.

Nearly 80% of the respondents perceived that their advisor used a developmental advising style and close to 96% of the students indicated that their preferred advisor would use this style. Nearly 80% of the students experienced congruence between their advising style preference and that used by their advisor. Of the remaining 20% who did not experience congruence, the majority (90%) preferred a developmental approach but found their advisor to be more prescriptive.

Overall, students reported satisfaction with advising (mean 3.02 on a 4-point Likert scale, with 4 indicating *high satisfaction*). Results yielded significant differences in satisfaction levels when advising style and advising preference showed congruence. Post hoc analysis showed that students with developmental advisors and who preferred developmental advising were significantly more satisfied than those who preferred developmental advising but had an advisor who employed a prescriptive style.

The findings suggest that the students in the study perceived the relationship with their advisor to be more involved than the mere act of selecting classes. Developmental advisors engage in personal relationships with students and help them integrate academic, career, and personal goals. These personal relationships with an advisor have been linked to retention and degree completion. Despite the low number of students who preferred prescriptive advising, overall, students with developmental advisors were more satisfied. Consequently, the authors recommend that administrators encourage and reward developmental advisors. They further recommend providing assistance, encouragement, and incentives to prescriptive advisors to promote more developmental styles. The authors also suggest pairing advisors who use each style together for individual or small-group advising sessions to allow students to benefit from the strengths of both advisors while also enabling prescriptive advisors to learn more about the other dimensions of academic advising.

Hester, E. J. (2008). Student Evaluations of Advising: Moving Beyond the Mean. *College Teaching*, 56(1), 35–38.

Today, many in higher education consider academic advising as teaching. Hester is a faculty member in Audiology Speech-Language Pathology and Deaf Studies where student evaluations of advising receive equal weight as those for teaching. She states that this equal ranking affects faculty tenure and promotion. The Student Evaluation of Advising (SEA) as well as the Student Evaluation of Teaching (SET) are conducted annually. The faculty receives mean scores for each evaluation item and an overall mean score that reflects student evaluation of faculty advising performance. Hester sought to review the SEA's reliability. She reviewed goals of academic advising and the SEA, discussed results of an alternate to the SEA, and offered suggestions to improve the assessment process.

In her review of the literature, Hester found that

many definitions of advising contain some basic elements supported by Crockett (1987). These characterizations of advising include a description of the developmental approach, which is rooted in instructional paradigms used to promote critical thinking, problem solving, and decision making.

Hester asserted that when advisors encourage students to consider broad-based questions around their education and career goals, they create a research paradigm. Students are thus encouraged to formulate questions and conduct research. The literature suggests that frequent advising interaction can lead to higher student success and increased student satisfaction with advising as well as increased student knowledge of university policies and resources.

Despite the evolution of advising as teaching, assessment of advising is lacking. Moreover, the literature identifies other factors that may impact student evaluations in teaching, such as class size and rigor. Therefore, one can assume that multiple factors may also affect student satisfaction with advising. Hester uses the SEA to test three commonly linked advising outcomes: increased student satisfaction with advising, grade-point average (GPA), and knowledge. Hester found a positive relationship between frequency of advising sessions and higher ratings for professional manner. A significant and negative relationship exists for class level and rating of advisor's knowledge. Hester found no significant relationship between frequency of advising and GPA.

Based on these findings, Hester makes a number of suggestions for improving the SEA process:

- Supplemental analysis, including qualitative and quantitative evaluations, should be included in the promotion and tenure process.
- Advising assessment tools should include those that more accurately reflect the needs of students at different levels.
- Intentional evaluation of the SEA should be encouraged such that reported means to individual items are of lessened importance.

This study, although based on one SEA, offers evidence that advising is part of the instructional process. Therefore, assessment of advising is essential to informing the practice of advising and supporting student success.

King, B. (2009). Statewide Articulation Agreements Between High Schools and Community College Career and Technical Programs. *Community College Journal of Research and Practice*,

33, 527–32.

In accordance to the Carl D. Perkins Vocational and Technical Education Act of 2006, many states are developing secondary-to-postsecondary curriculum guides. However, formal articulation agreements are needed to ensure application of high-school course work at the college level. Unfortunately, stakeholders at secondary institutions tend to overlook their unique position to use industrial relationships to inform high school curricula.

Challenges characterize the development of secondary-to-postsecondary articulation agreements. King states that despite a high degree of difficulty in establishing arrangements that allow for seamless transitions, many benefits result from the effort. The literature suggests that such agreements have allowed students, who may not have been college bound, to pursue postsecondary education. The articulation agreements also shorten the learning curve for new hires, saving resources to industry. Moreover, curriculum duplication, tuition costs, and time to degree are all appreciably reduced. Tech prep programs set a precedent for the establishment of articulation agreements, which allow community colleges to apply high-school course work for college-level credit.

King suggests that these agreements be made statewide to reduce confusion from bilateral and local agreements. Although it would require ongoing curricular review and revision, statewide articulation would facilitate compliance with the Carl D. Vocational and Technical Act of 2006. Moreover, all levels of education would be involved, creating wider opportunities for seamless transitions between high schools, community colleges and, possibly, baccalaureate-degree granting institutions.

Mississippi career and technical programs utilize statewide curriculum guides at the high school and community college levels. Students who complete these programs take a statewide occupation-specific assessment called the Mississippi Career Planning and Assessment System (MS CPAS). The statewide exam supports the practice of creating unified learning outcomes across the system. After being approved by the State Board of Community and Junior Colleges and the Mississippi Board of Education, the statewide articulation-agreement process was piloted at the beginning of 2005. The first agreements established five courses in three programs. The following year, four courses in four additional programs were established. Representatives from community colleges as well as high schools participated in a review process initiated

in 2007. The following guidelines highlight the outcomes from the review:

- The student must complete the articulated high-school career and technical program and score an 80% on the MS CPAS.
- The student must enroll at the community or junior college within 18 months of graduation.
- The student must complete 12 credit hours of career and technical course work at the community or junior college, but articulated course work is transcribed.
- Grades will not be transcribed for articulated high-school work.

In all, 33 high school programs were selected for statewide articulation with at least one community or junior college program. Approximately 50 community college courses were included. The implications suggest that other states can develop statewide secondary-to-postsecondary agreements. As well as supported by governing bodies and college deans, efforts must be collaborative and include instructors at each level.

Although King did not offer information on student enrollment, persistence, or performance, she plans to evaluate student use of the agreements. In doing so, King intends to determine ways to ensure that students can take full advantage of them. In addition to monitoring students, evaluations based on industry input may allow researchers to assess the extent students in secondary-to-postsecondary transition programs are prepared to enter the workforce. Working with industry to establish learning outcomes for these articulation agreements may strengthen transition program validity and benefit to students.

Norris, E. M., & Gillespie, J. (2009). How Study Abroad Shapes Global Careers: Evidence from the United States. *Journal of Studies in International Education*, 13(3), 382–97.

In a poll by the American Council on Education (2002), 90% of the respondents felt that knowledge of international affairs would be important to their children's and other young people's careers. Studying or working abroad during college is one of the best ways for students to develop cross-cultural understanding and communication skills, to broaden their perspective of issues facing the world, to fortify their foreign language skills, and to promote a continued interest in making contact with people from other cultures. Because the supply of employees with international experience is

not meeting the demand, traditional means of internationalizing curricula through courses and language training may no longer be adequate (Bikson, Treverton, Moini, & Lindstrom, 2003, pp. 68–69).

Based on data gathered in a 50-year alumni survey by the Institute for the International Education of Students (IES), Norris and Gillespie report on the career impact of study abroad, suggesting that the data can “assist professionals advising students about study abroad and career planning” (p. 385). The IES is a nonprofit educational institution that collaborates with a consortium of higher education institutions in the United States to provide study abroad opportunities. The longitudinal survey, sent to 14,800 alumni with current addresses, posed questions related to academic choices and attainment, career development, personal and social development, foreign language commitment, and use and intercultural awareness. The response rate was 25% ( $N = 3,723$ ).

Nine questions asked about whether the study abroad experience had impacted the alumni's career. Another question asked if respondents had worked in a “globally oriented position” either in a foreign country or in a position in the United States that had a “specific international component” (p. 386). The majority of participants indicated their IES experience ignited interest in a career direction pursued (62%) and enhanced their ability to speak a foreign language used in the workplace (65%). As many as 77% indicated that they acquired skills that influenced their career path through the study abroad experience. Nearly one half (49%) indicated that they were provided with an internship experience that shaped their career choices and nearly one half (48%) worked or volunteered in some sort of international capacity during college. In general, the percentages of affirmative responses to these questions increased by generation. For example, alumni from 1950 to 1969 reported that the IES experience influenced them to get a job overseas, whereas by 1989, the number had increased to 16% and by 1999 it went up to 20%. Likewise between 1950 and 1999 the number reporting that the IES experience influenced them to work for a multinational organization in the United States increased from 5 to 20%, and those reporting have engaged in internationally oriented work in the private industry rose from 9 to 18% over the 50-year span.

Participants who reported globally oriented careers tended to maintain this orientation over the long-term. For instance, those who were involved in global careers were more than twice as likely to have studied abroad again (22 to 10%), to use a

language other than English regularly (48 to 23%), and to have experienced a reinforced commitment to foreign language study (91% versus 80%). Likewise, those with global careers more often reported a connection between the study abroad experience and expansion or change of academic major (68 to 57%) and the decision to attend graduate school (70% compared to 57%).

In statistically significant ways, the IES study-abroad experience impacted the career development of those who have held global positions more than it did those who did not hold globally oriented positions. Seventy-four percent of the global-career alumni indicated that the study abroad experience ignited interest in the career they pursued, 84% claimed that it allowed them to acquire a skill set that influenced their career path, 57% linked study abroad to an internship that shaped career choices, and 18% of the global-career alumni reported changing career plans as a result of the experience. For nonglobal-career alumni these numbers were lower: ignited interest in career direction pursued (48%), acquired skill set (69%), resulting intern experience (41%), and changed career plans (7%).

In addition to academic, linguistic, and career impact, results indicate a relationship between study abroad and interpersonal and intercultural factors. While the levels were higher for global-career alumni, between group differences were not statistically significant in most cases. The majority for both groups, 66% and 55% respectively, reported that study abroad opened up an interest or passion for another language and/or culture and that it influenced them (69% and 60%, respectively) to explore other cultures. Slightly more than one fifth of the global-career alumni maintained contact with the people with whom they lived in the host country and more than one fifth maintained contact with friends from their host countries. For the nonglobal-career alumni, these figures were between 15 and 20%.

While the study abroad experience, in general, influenced career plans, an association was found between the pursuit of globally oriented careers and specific program features. Participants whose IES program was conducted in the foreign language and those enrolled in programs of longer duration (year long vs. semester long or summer programs) were more likely to be involved in global careers. The likelihood of having a global career was also higher for participants who studied at a university in the host country and for those who participated in internships or field experiences

while abroad. Those who lived with host families tended to choose global careers more often than their counterparts who resided in apartments with other American students while studying abroad.

Because of the strong relationship between study abroad, career choices, and the number of respondents who chose some form of global career, Norris and Gillespie believe that the IES findings are useful resources for advising students on specific program elements to select when planning study abroad. They suggest that study abroad advising be extended to include students' plans for graduate school and a career. They also recommend that students with international or intercultural career aspirations be encouraged to select longer study-abroad programs, choose programs with internship opportunities, lodge with nationals from the host country, and study in programs conducted in another language. Norris and Gillespie's recommendations for further research include assessing students' pre- and post-study abroad career aspirations, comparing persons employed in global careers who have had and who have not had study abroad experience, and following the career paths of the same cohorts over time.

Smith, W. L., & Zhang, P. (2009). Students' perceptions and experiences with key factors during the transition from high school to college. *College Student Journal*, 43(2), 643–57.

A number of factors may influence how well students make the transition from high school to college. To determine perceived helpfulness of individuals and programming in facilitating the transition to college and to ascertain the activities that support the process, Smith and Zhang surveyed 574 students enrolled in eight different sections of Introduction to Sociology at a medium-sized public doctoral research institution in the Southeast. Specifically, the researchers asked students to assess the perceived helpfulness of a first-year seminar (GSU 1210) and a college orientation program (SOAR) as well as college academic advisors, professors, parents and guardians, friends, high school counselors, and high school teachers. They also asked how the activities employed in the seminar or the orientation program and the efforts by the above-mentioned individuals facilitated the transition. They gathered data via a 53-question survey that included, in addition to items about perceived helpfulness and activities, basic demographic information including self-reported GPA (which served as the primary dependent variable), time students spent studying and working, attitudes toward learn-

ing, and the degree to which students believed high school prepared them for college.

With regard to helping behaviors, students reported that mothers provide the greatest amount and are the most helpful resource in the transition process. Following mothers, high school teachers, fathers, friends, and high school guidance counselors were reported to be the most helpful. College academic advisors and professors were the least helpful. Nevertheless responses varied by race and gender. For instance, Black students were more likely than White students to report high school guidance counselors, SOAR, and GSU 1210 as more helpful, whereas White students reported receiving more help from their fathers. By contrast, Smith and Zhang found few differences along racial lines for reported helpfulness of high school teachers, college academic advisors, or professors. Female students reported more helping behaviors and greater degrees of helpfulness for nearly all categories than did males. The only behaviors for which males reported higher rates than females was nonacademic assistance from fathers.

Helping behaviors and activities resulting in a positive impact on GPA included the number

of times mothers, professors, high-school guidance counselors, and GSU 1210 helped with school-related problems, the number of times high school counselors and friends discussed preparing for college, and the number of times the SOAR program presented useful information. Furthermore, students whose fathers had college degrees reported higher GPAs than first-generation students or students whose mother was the only parent to have gone to college. By contrast, lower GPAs were associated with the number of times academic advisors discussed useful information and the number of times friends and high school counselors helped with nonacademic problems. The authors caution, however, that this does not necessarily negatively reflect on advisors, high school counselors, or friends. Rather, academically disadvantaged students may be more likely to seek this type of help and receive the most benefits from it. In fact, one of the authors' primary conclusions is that high schools and colleges should work together to ensure that college-bound students, particularly those who are disadvantaged, receive the assistance they need to successfully transition to college.

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The bibliography is compiled by Jessie Carduner and Barbara Miller.