

Annotated Bibliography of Recent Research Related to Academic Advising

Blandt, C. W. (2002). Towards a Psychodynamic Understanding of Binge Drinking Behavior in First-Semester College Freshmen. *Journal of College Student Development*, 43(6), 775–91.

With little progress toward finding a solution, administrators daily face student alcohol abuse on college campuses. Blandt explored the use of a psychodynamic model to understand binge-drinking behavior in first-semester college students.

The research sample consisted of 377 first-semester traditional-age (18–19 years old) freshmen attending full-time a small, private, independent university in the northeast. Forty-eight percent of the sample consisted of men. Participants were recruited from a mandatory development seminar class.

Participants completed instruments that measured affect regulation, self-esteem, object relations, and binge drinking. The Toronto Alexithymia Scale (Taylor, Ryan, & Bagby, 1985) assesses the general dimension of alexithymia, a cognitive-affective disturbance. The Rosenberg Self-Esteem Scale (Rosenberg, 1965) measures self-esteem. The Bell Object Relations and Reality Testing Inventory (BORRTI, Form O) (Bell, 1991) assesses personality dimensions associated with the capacity for interpersonal relatedness. Binge-drinking behavior was measured with selected items from the Personal Alcohol Use Section of the College Alcohol Survey. Brandt used a MANOVA to assess the mean differences among the drinking categories on multiple dependent measures and performed separate univariate analyses for each criterion variable for men and women respectively.

Brandt found significant differences in drinking behavior between freshman men and women. Women frequent binge drinkers had insecure-attachment (IA) scores on the BORRTI that were significantly higher than those of the men identified as frequent binge drinkers. Brandt suggested that the high IA score of female binge drinkers may reflect an intense but conflicted relationship to alcohol. For women, the desire to attach to people and form relationships may be reflected in an attachment to alcohol. Female binge drinkers also reported lower self-esteem than all other female groups. In this study, drinking patterns were associated with selected ego functions for women college students but not for men.

Brandt suggested that programming and coun-

seling efforts that deal with alcohol awareness and prevention may be best approached from a gender-sensitive perspective. Future researchers should consider gender-specific correlates and meanings of alcohol and abuse.

Daddona, M. F., & Cooper, D. L. (2002). Comparison of Freshman Perceived Need Prior To and After Participation in an Orientation Program. *NASPA Journal*, 39(4), 300–18.

Daddona and Cooper sought to a) compare the perceived needs of incoming freshmen prior to beginning a week-long orientation with their perceived need after completing the orientation and b) determine if program and opportunities addressed the needs of the incoming college freshmen. The population consisted of the first-semester freshman class from a 2-year, private, liberal arts college in the southeast. The college is affiliated with a 4-year private institution where the majority of the students transfer upon completion of their 2-year program. The students were 17–19 years old and had enrolled full-time in college immediately after finishing high school.

A new instrument, The Freshman Survey, was designed to measure the perception of need. The instrument contains four scales with items related to personal/emotional, social, academic, and career needs. The researchers ranked means to determine post-orientation pressing needs. The researchers used independent *t* tests to determine pre- and post-orientation differences.

Freshmen indicated high pre- and post-orientation needs on the academic and career scales. Females indicated higher pre-orientation needs than did males on the personal/emotional, social, and career scales. According to the Freshman Survey, African Americans students had higher pre-orientation social and academic needs than did Asian/Pacific Islander students, who had higher scores than did white students.

Daddona and Cooper discussed implications for instrument uses. While students appear to want to adjust to campus and make friends, their underlying concerns consistently relate to academics and careers. However, the authors argue that orientation programs need to maintain a mix of academic and social components; they can provide a segue to additional programming students will need as they start attending classes.

Lightsey, O. R., & Hulsey, C.D. (2002). Impulsivity, Coping, Stress, and Problem Gambling Among University Students. *Journal of Counseling Psychology, 49*(2), 202–11.

Using a stress-coping model with a university population, Lightsey and Hulsey explored the relationship between impulsivity and gambling. A stress-coping model has been applied successfully to alcohol abuse and has the potential to be used effectively with other addictive behaviors.

Participants included 207 graduate and undergraduate students (94 men, 106 women, and 7 who did not indicate gender) from a large, public southern university. The mean age for the sample was 24.7 years, and the ethnic breakdown was 25% African American, 67% Caucasian, and 5% Hispanic, Asian, or other ethnicity. Students were recruited to participate in classes required of all degree-seeking students as well as in classes that were required for specific majors. The final sample consisted of 6% freshmen, 19% sophomores, 31% juniors, 27% seniors, and 15% graduate students. Measures of gambling, impulsivity, life events, and coping were distributed along with a demographic questionnaire. Students completed questionnaires in class and received no class credit for participating. Five students were eliminated from the study because they provided incomplete data. The total sample size was 202.

The researchers used a MANOVA with gambling, impulsiveness, stress, and coping as the dependent variables. They found that 15% of the sample scored in the problem-gambling range and 5% scored in the pathological-gambling range. The mean incidences of gambling among male and female participants were significantly different. Only 3% of the women reported problem gambling or pathological gambling, but 33% of the men reported to have problem or pathological gambling behaviors. Sixty-six percent of the females indicated no gambling behaviors. The authors suggested that the high gambling rates among men in the sample may be related to the overall rise in gambling nationwide and the easy access to both regional casino and Internet gambling. They suggested that low rates among women in the sample may be related to a socialization factor: Young southern women may have been discouraged from risk-taking or gambling behavior.

In the male cohort, impulsivity and coping (task and emotion coping) were strong predictors of gambling. Participants who used a problem-solving coping approach to stress and who reported less impulsiveness were much less likely to report gam-

bling. In an anticipated result, the researchers found that neither stress nor the Stress $\times$ Coping interaction accounted for significant variance in gambling among men. However, among those men who reported low impulsiveness, stress was a significant predictor of gambling.

Lightsey and Hulsey cautioned against generalizing the results of this study to noncollege populations. They recommended future research examining the interaction between coping styles and gambling in larger samples.

Moeck, P. G. (2002). Academic Dishonesty: Cheating Among Community College Students. *Community College Journal of Research and Practice, 26*(6), 479–91.

Moeck stated that cheating is a universal issue that poses a serious concern to all members of the education family. Cheating has a renewed and special meaning for those in community colleges now because the faculty is shifting from a teaching- to learning-centered focus. While one can find an abundance of literature on academic dishonesty at universities, literature involving only community colleges is relatively rare. The issue, the author argues, needs higher visibility among community college faculty members, administrators, and staff.

Moeck defined and identified attitudes and situations that encourage academic dishonesty in community colleges. Student attitudes range widely, and often students who cheat do not perceive it as dishonorable. Dishonest academic behavior has increased since the mid-1990 because greater access to technology, especially free access to Web sites, has made cheating and plagiarism relatively easy and inexpensive. Moeck addressed access by including an inventory of sources about paper mills and a listing of cyber-cheating prevention and investigation software programs.

Moeck also discussed strategies for prevention of academic dishonesty, offered suggestions on how to discourage the practice, and advanced recommendations for dealing with cheating. For the author, the best defense against cheating is for faculty to go on the offense: a) develop a multicultural classroom climate of comfort and open communication; b) solicit student feedback; c) institute “no fault quizzes”; d) assign short writing assignments; e) develop a sensitivity for recognizing student stress; and f) articulate explicit policies for excuses, written papers, and exams. The author concluded that while individual efforts are essential, all the members of the community college family must address the issue of academic dishonesty and take

a responsible role based on the belief that cheating is theft; plagiarism is forgery; and collusion and complicity are conspiracy.

Schwitzer, A. M., & Rodriguez, L. E. (2002). Understanding and Responding to Eating Disorders Among College Women During the First-College Year. *Journal of the First-Year Experience*, 14(1), 41–63.

Gender-related health, mental health, adjustment, and student development concerns are receiving increased attention on college and university campuses. Eating disorders represent a major concern among college women. Anorexia and bulimia are the two major eating disorders, and they occur with some regularity on college campuses. However, moderate problems with regular binge eating, an overemphasis on exercise, and occasional purging are by far the most common eating-related concerns on college campuses. Distressing or dysfunctional over-concern about body image and self-esteem, usually with day-to-day stress problems and occasional moderate depression, are other noted issues. Many women experienced these eating-related problems in high school.

By examining the college adjustment demands and developmental tasks unique to women, the authors extend a developing model of eating disorders. They posed two general research questions. First, what areas of young adult development are of specific concern to college women experiencing eating-related problems? Second, what areas of college adjustment are of special concern to college women?

Women with eating-related concerns tend to experience a specific set of college adjustment concerns including problematic perfectionism associated with academic and personal adjustment. They also have issues in managing health-consequence dysfunctional behavior, stress associated with eating problems, and social support. They also tend to share a history of psychological issues and specific family dynamics related to divorce, family members with eating disorders, role in family (often enacting “perfect” model), and communications and relationships with parents. Implications for intervention with first-year students are presented. To intervene, educators must rely heavily on providing information to increase understanding and to change behaviors; the authors suggest orientations, first-year seminars, and residence hall programs as good forums to begin such efforts.

Strauss, L. C., & Volkwein, J. F. (2002). Comparing Student Performance and Growth in 2- and 4-Year Institutions. *Research in Higher Education*, 43(2), 133–61.

Concern about the student outcomes of college has become quite intense in the past decade. The authors examined the organizational characteristics of 51 higher educational institutions in relationship to student performance and growth. They utilized four types of theoretical positions that explain the relationship between students and their colleges that influence student outcomes: student precollege characteristics, student-institution fit, campus climate, and organization characteristic models.

They collected data from 51 participating institutions in the State University of New York System from the 1996–97 academic year. A student survey instrument was also developed and administered. Student cumulative grade-point averages (GPAs) and self-reported intellectual growth were the dependent variables. Independent variables included student precollege characteristics, structural/organizational characteristics of institutions, financial aid/need, goal clarity and encouragement, academic experiences and interactions with agents of socialization, institutional environment /climate, student effort and involvement, and institutional commitment.

The authors found that measures of organizational mission, size, wealth, complexity, and selectivity are statistically represented by the 2-year versus 4-year college mission. They indicate that 2-year and 4-year campuses exert significantly different influences on undergraduates’ GPAs and self-reported intellectual growth.

The authors also used both OLS regression and HLM to examine these influences. High school percentile rank and college classroom experience are better predictors of cumulative GPA at 4-year institutions, while student effort is a better predictor of GPA at 2-year institutions. Whereas the most important predictor of cumulative GPA includes precollege measures such as high school percentile rank and SAT score, the most influential predictors of student intellectual growth are campus experiences including classroom vitality, peer support as well as student effort, commitment, and involvement. Controlling for all other variables, the researchers found that students at 2-year institutions receive higher grades, and students at 4-year campuses experience more growth. The results of this study support the contention that college GPA should not be used as a single measure of college performance, and whenever possible other measures should be identified.

Summers, J. J., Svinicki, M. D., Gorin, J. S., & Sullivan, P. A. (2002). Student Feelings of Connection to the Campus and Openness to Diversity and Challenge at a Large Research University: Evidence of Progress? *Innovative Higher Education*, 27(1), 53–64.

The authors explore students' feelings of connection to the campus and openness to diversity at a large research university. Due to legislative changes in affirmative action–driven admission policies, the university under study is restricted in recruiting minority students. Therefore, the authors hypothesize that students at this university would show lower feelings of connectedness to the campus and less openness to diversity than others have reported.

The participants, 3,900 students at the University of Texas at Austin, were enrolled in liberal arts, nursing, engineering, natural science, education, fine arts, and business during fall and spring semesters in 1998–99 and 1999–2000. Participants completed the following instruments within the first month of the semester: a modified version of the Social Connectedness Scale or Campus Connected Scale and The Openness to Diversity and Challenge Scale. Researchers used one-way ANOVAs followed by the Sheffe post hoc test to determine any significant differences among gender, ethnicity, class rank, and course discipline for both measures.

The researchers found that students felt connected to the campus. Female students reported more connected feelings than did males, and the researchers found no significant differences among ethnic groups. Students enrolled in a computer programming class in the fall of 1999 indicated the lowest overall mean for campus connectedness. With regard to the second measure, openness to diversity and challenge, the researchers found significant differences with regard to gender and ethnicity. Females felt more comfortable working with others who had different backgrounds than themselves and being challenged about their experiences than were males. Post hoc comparisons across groups indicated that those in the Caucasian (non-Hispanic) group had significantly lower mean scores on this measure than did African American and Native American students.

The authors were surprised by the relatively high scores on the two measures included in the study, especially in light of previous research (Pascarella & Terenzini, 1991; Wilder et al., 1986) in which authors reported that students feel disconnected at large institutions. Summers et al. sug-

gest that future researchers target the temper of students.

Sutton, E. M., & Kimbrough, W. M. (2001). Trends in Black Student Involvement. *NASPA Journal*, 39(1), 30–40.

The authors examine trends in Black student involvement within traditional campus organizations at predominately white campuses. Previous researchers have found that Black students studying on predominately white campuses reported marginal participation within traditional campus organizations and described the campus climate as cool or unwelcoming. Sutton and Kimbrough addressed the current cocurricular experience for members of Black Greek-letter organizations as well as Black non-Greeks at predominately white institutions.

Participants were recruited from members of a national student professional association who agreed to assist with the completion of the study. The facilitators were provided with 100 surveys to be distributed to 50 Black students who were members of Greek-letter organizations and 50 Black students who did not participate in the Greek system. A total of 989 instruments were distributed to Black students at both Black and traditional white institutions in seven southern states. For a return rate of 41%, 405 students completed the instrument. The researchers used The Student Involvement and Leadership Scale, which measures student involvement in numerous organizations both on- and off-campus. The survey also provided general demographic data on gender, academic classification, age, and GPA.

The majority of Black students who participated in this study (85%) perceived themselves as leaders; however, the percentage holding formal positions or offices was considerably less (50%). Results further indicated that minority student organizations remain the primary venue for involvement among Black students, but the participation of minority students within traditional campus organizations has increased at predominately white campuses. Students attending historically Black institutions were more involved in academic clubs and honor societies as well as residence hall government than were those on predominately white campuses. Their peers at predominately white institutions were more involved as resident assistants than any other on-campus post.

The authors concluded that Black students are surviving socially and are involved within multicultural and traditional campus organizations. They

also note that Black students prefer to exhibit leadership skills through service activities within the local community rather than through elected positions. Consequently, if traditional campus organizations are to become more ethnically diverse, advisors and members of these organizations should become more sensitive to leadership styles within ethnic minority cultures. Moreover, campus leadership training programs that incorporate alternative styles of leadership not only raise the consciousness of the majority community but also increase opportunities for African American students to assume leadership positions throughout the entire campus.

Trusty, J. (2002). Effects of High School Course-Taking and Other Variables on Choice of Science and Mathematics College Majors. *Journal of Counseling & Development*, 80(4), 464–74.

Educators nationwide continue to encourage students, especially women, to pursue science and mathematics majors. However, they must begin efforts early to provide the academic preparation necessary for students to enter these fields of study. Trusty examined the effects of taking academically intensive science and mathematics high school courses on choice of science and mathematics majors in college.

Participants for the study included 2,956 women and 2,747 men from the National Education Longitudinal Study of 1988–94: Data Files & Electronic Codebook System (NELS). The sample was nationally representative of U.S. students, and race, geographic region, and status as urban, suburban, or rural were considered in sample selection. The sample included students who attended high school in the United States, were pursuing a bachelor's degree within 2 years after high school, and had chosen a college major. Data were from several NELS: 88 sources during a 6-year time frame (8th–12th grade), which included both student and par-

ent questionnaires as well as information from high school transcripts.

The dependent variable was choice of science and mathematics majors versus other majors. Independent variables included a) background variables (family income, parents' educational levels, occupational prestige, and race-ethnicity), b) early academic performance, c) high school attitudes and behaviors, and d) course-taking behavior. Through logistic regression, Trusty analyzed separate data for men and women.

Trusty found that more men than women completed one or more units in physics (39% men versus 27% women) and slightly more women (61%) than men (56%) completed at least one credit in algebra II. For other courses, percentages were very similar for men and women, except in high school math. Women who took more academically intensive math courses (i.e., trigonometry, pre-calculus, and calculus) were more likely to choose science and math majors. Women taking one high school unit in calculus increased the probability of choosing a science and mathematics major by more than half. For men, physics was the only course that had a significant positive effect on choice of science and mathematics majors. Math self-perceptions and the degree of computer use in high school were the only two variables that impacted men's choice to pursue science and mathematics majors. Neither of these factors affected women's choices of major.

This study supports the contention that the career choice process is different for women and men at least with regard to science and mathematics fields. Students who begin their college careers with limited experiences and backgrounds in mathematics and science significantly reduce the number of academic options available to them. Educators have the key task of reaching out to students in high schools, through recruitment or other means, with a clear message about the importance of mathematics (especially for young women).

The bibliography is compiled by George Steele and Melinda McDonald.