**ACADEMIC ADVISING THESES**

**Section A**

PROQUEST THESES & DISSERTATIONS (PQDT) *subscribed UWI resource*

**The Experiences of Graduating Community College Students with Full Range (Prescriptive ad/or Developmental) Academic Advising**

**Author:**Johnson, Maryam

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2019. 27544002.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=n2ZotMeKcG0Bi72jZbyNb2ve-0OiEH_wve6YwoIDbW4eWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2312893086%3faccountid%3d45039)

**Abstract:**

The purpose of this basic qualitative study was to identify, describe, and explore from graduating students’ perspectives, their experiences with prescriptive and/or developmental academic advising in a community college setting. The researcher used an interview process to collect data for this study. The interview process comprised semistructured, open-ended questions created by the researcher that encouraged the participants to explain their individual experiences with full range (prescriptive and/or developmental) academic advising. Data triangulation was used for data collection and involved one-hour participant interviews and two member checks, including a participant review of the transcribed interviews. The analysis procedure in combination with the constant comparative method allowed the researcher to develop themes and connections among participants’ responses based on the transformational learning theory. The participants in this study were 18 years of age or above, graduates of a community college, or community college students with no more than nine hours needed for completion. According to the results of the study, participants reported that most of the experiences they had with full range academic advising were meaningful and helpful. The participants also reported that their community college journey was enhanced by their encounters with their academic advisors when they felt as though the advisor genuinely cared about assisting them with their college course choices. The findings showed that prescriptive academic advising is preferred when the participant first begins their program of study in community college, and developmental academic advising is preferred when the participant becomes more comfortable in their community college courses and surroundings; some students preferred both types of advising from start to finish.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=oWQsqzayasMbExU9aR3YiuN4NZz8VXAHFeMYxvaDO7AeWWQq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bExperiences%2bof%2bGraduating%2bCommunity%2bCollege%2bStudents%2bwith%2bFull%2bRange%2b%2528Prescriptive%2bad%252For%2bDevelopmental%2529%2bAcademic%2bAdvising%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dJohnson%252C%2bMaryam%26isbn%3d9781392463093%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Adult education; Higher education; Community college education

**Classification:**0516: Adult education; 0745: Higher education; 0275: Community college education

**Identifier / keyword:**Academic advising Academic advising in higher education Community college academic advising Developmental advising Prescriptive advising

**Number of pages:**134

**Publication year:**2019

**Degree date:**2019

**School code:**1351

**Source:**DAI-A 81/5(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**9781392463093

**Advisor:**Hughes, Gail

**Committee member:**Conley, Enid; Larson, Mark

**University/institution:**Capella University

**Department:**School of Education

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**27544002

**ProQuest document ID:**2312893086

**Document URL:**[https://search.proquest.com/docview/2312893086?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=n2ZotMeKcG0Bi72jZbyNb2ve-0OiEH_wve6YwoIDbW4eWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2312893086%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Academic Advising Experiences of Nontraditional Single Parent African American Females**

**Author:**Davis, Nicole J.

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2019. 27542587.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=aeavHW-3xOU4A0nXSCH3Gp6yad19Nf843U1M050DLjweWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2309528995%3faccountid%3d45039)

**Abstract:**

Despite increasing numbers of African American females entering higher education, numbers of graduates from this population continue to decline. Community colleges serve a large number of African American female students and a high percentage of low income, academically underprepared, nontraditional, and minority students, who historically have low graduation rates. Institutions struggle to find ways to increase retention and graduation rates and must evaluate the support programs on their campuses. The purpose of this qualitative research study was to explore academic advisement experiences of African American female single-parent transfer students and the meaning they ascribed to those experiences at a large community college in a Southeastern state. Ten African American female single-parent transfer students contributed to semistructured interviews regarding their experiences and the factors that influenced their persistence to complete a degree program and transfer to a four-year institution. Findings from the interviews revealed four common themes: (a) participation and frequency of advising services, (b) motivation, (c) equity of services, and (d) advisor affirmation. An analysis of the data comprehensively revealed that academic advising is an important support structure for nontraditional African American female single-parent transfer students and allows them to meet their educational goal of transferring to a four-year institution.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=3RUAS55RlhNoD_fvzV1vhslsOcXTROT4dWmIdGmQJOMeWWQq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2bAdvising%2bExperiences%2bof%2bNontraditional%2bSingle%2bParent%2bAfrican%2bAmerican%2bFemales%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dDavis%252C%2bNicole%2bJ.%26isbn%3d9781392410202%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Adult education; Educational evaluation; Higher education

**Classification:**0516: Adult education; 0443: Educational evaluation; 0745: Higher education

**Identifier / keyword:**Academic advising African American Female Nontraditional Parents Policy

**Publication title:**ProQuest Dissertations and Theses

**Number of pages:**131

**Publication year:**2019

**Publication date:**2019

**Section:**1351

**Publisher:**ProQuest Dissertations Publishing

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**9781392410202

**Advisor:**Sanford, Mary

**Committee member:**Jacobs, Howard; McNeil, Teronda

**School:**Capella University

**Department:**School of Education

**School location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language of publication:**English

**Document type:**Dissertation/Thesis

**Publication / order number:**27542587

**ProQuest document ID:**2309528995

**Document URL:**[https://search.proquest.com/docview/2309528995?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=aeavHW-3xOU4A0nXSCH3Gp6yad19Nf843U1M050DLjweWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2309528995%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Last updated:**2019-11-01

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Equity Mindedness in Academic Advising**

**Author:**Watson, Latoya

**Publication info:**University of Delaware, ProQuest Dissertations Publishing, 2019. 22592121.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=WdfUCEC_yoUL6NDdO4mon-tYKAksUgsT-AvA0C1zwJIeWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2307785591%3faccountid%3d45039)

**Abstract:**

This Educational Leadership Portfolio documents my efforts to improve student success outcomes in the Associate in Arts Program (AAP) at the University of Delaware using equity-minded, proactive advising. The status quo in higher education is to focus efforts on deficits and the implementation of compensatory programs for students deemed at risk of not completing the degree. In contrast, in my work with AAP students, I implemented an equity-minded approach to advising.

The first improvement goal was to improve the frequency and quality of academic advising interactions. The second improvement goal was to improve credit completion, which is an intermediate measure for graduation rates. To accomplish these two improvement goals, I implemented three improvement strategies. My first improvement strategy was to establish proactive advising policies and procedures. The second improvement strategy focused on advising curricula administered via First Year Seminar, Sophomore Seminar and Transition Seminar. The third improvement strategy was a Finish in Two policy, in which students were advised to earn a minimum of 30 credits each academic year to encourage on-time graduation.

Collectively, the outcomes for the improvement goals and strategies inform recommendations for program improvements. Credit completion and frequency of advising improved. To further impact student success outcomes, AAP needs to improve the quality of advising. Based upon the findings, there are three opportunities for programmatic improvements: 1) improved faculty advisor training and support, 2) accessible curriculum guides for students and advisors with explicit explanation of the Finish in Two policy, and 3) a streamlined First Year Seminar curriculum.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=1W6hu1PXQmAF9Lvv2rSPb-olFKDneMCDBLCmb9TM6vYeWWQq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dEquity%2bMindedness%2bin%2bAcademic%2bAdvising%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWatson%252C%2bLatoya%26isbn%3d9781687974785%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; College administration; School counseling

**Classification:**0449: Educational leadership; 0446: Higher Education Administration; 0519: School counseling

**Identifier / keyword:**Academic advising Critical race theory Education equity Equity mindedness Higher education Proactive advising

**Number of pages:**395

**Publication year:**2019

**Degree date:**2019

**School code:**0060

**Source:**DAI-A 81/4(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**9781687974785

**Advisor:**Wong, Carol

**Committee member:**Doren, Douglas J.; Palmer, Laurie; Rolon-Dow, Rosalie

**University/institution:**University of Delaware

**Department:**School of Education

**University location:**United States -- Delaware

**Degree:**D.Ed.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**22592121

**ProQuest document ID:**2307785591

**Document URL:**[https://search.proquest.com/docview/2307785591?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=WdfUCEC_yoUL6NDdO4mon-tYKAksUgsT-AvA0C1zwJIeWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2307785591%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Machine Learning Based Recommendations to Aid Educational Planning and Academic Advising through the Virtual Academic Advisor System**

**Author:**Vijjapu, Sri Venkata Bhavani Likitha

**Publication info:**University of Washington, ProQuest Dissertations Publishing, 2019. 13900055.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=rySh0FWiaCXW8nkgjPMN5DZonTfOCo759oewPiSWMT8eWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2288107716%3faccountid%3d45039)

**Abstract:**

The process of educational planning and academic advising are critical for supporting student retention rate and on-time graduation. Faculty-based advising has been widely adopted by several community colleges because it results in a better advising experience for a student. However, due to lack of resources, outdated technologies, and growing diverse student population, the process increases the workload on already overwhelmed faculty. The role of technology in different areas of education sector is being slowly adopted, for instance, to provide various services such as online classes, registration services, and classwork maintenance. Despite these advancements, it is not being used for the purpose of academic advising. In this thesis, we discuss how machine learning (ML) and other technologies can be used to assist with faculty-based academic advising in higher education planning. The Virtual Academic Advisor (VAA) is an initial software solution to address this problem. Various ML-based techniques such as supervised learning, natural text processing, collaborative filtering, and sequence classification are explored to provide new functionality for the VAA. Collaborative filtering is used to give a recommendation of study plans based on a set of input parameters. Sequence Classification is used to predict possible suitable college majors, based on the course work designated for a student. In addition, we propose a strategy to generate synthetic data, necessary because it is nearly impossible to collect copious amount of real observations necessary for properly training ML-based modules. These various approaches will be integrated into the VAA system, to help faculty with the advising process, saving time for more meaningful conversations with students, and providing students with the ability to explore different educational paths.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=04ZGv445qC-xEqegejBuFiM2ZwxtOGMupEHqdTZNYFweWWQq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dMachine%2bLearning%2bBased%2bRecommendations%2bto%2bAid%2bEducational%2bPlanning%2band%2bAcademic%2bAdvising%2bthrough%2bthe%2bVirtual%2bAcademic%2bAdvisor%2bSystem%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dVijjapu%252C%2bSri%2bVenkata%2bBhavani%2bLikitha%26isbn%3d9781085694636%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Computer science; Information science; Educational technology

**Classification:**0984: Computer science; 0723: Information science; 0710: Educational technology

**Identifier / keyword:**Academic advising Collaborative filtering Educational planning Recommendation engine Sequence classification Synthetic data generation

**Number of pages:**100

**Publication year:**2019

**Degree date:**2019

**School code:**0250

**Source:**MAI 81/2(E), Masters Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**9781085694636

**Advisor:**Parsons, Erika

**Committee member:**Dupuis, Marc; Kim, Wooyoung

**University/institution:**University of Washington

**Department:**Computer Science and Engineering

**University location:**United States -- Washington

**Degree:**Master's

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**13900055

**ProQuest document ID:**2288107716

**Document URL:**[https://search.proquest.com/docview/2288107716?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=rySh0FWiaCXW8nkgjPMN5DZonTfOCo759oewPiSWMT8eWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2288107716%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Academic Advising in The Twitterfirst Century: A Phenomenological Study**

**Author:**Schultz, Shawn C.

**Publication info:**Illinois State University, ProQuest Dissertations Publishing, 2019. 13807253.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=FOvNA8EYHVcJ0A6BxBk3am5xPSj87djd-ExzlVdC954eWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2284993876%3faccountid%3d45039)

**Abstract:**

Technology has altered the landscape of higher education and traditional academic advising practices. The majority of studies focusing on technology in academic advising have investigated the broad use, applicability, and adoption of technology; however, scholarly inquiry examining the lived experiences of academic advisors who adopt technology-mediated approaches remains limited. Using qualitative interview data from 30 four-year public and private college primary-role advisors affiliated with NACADA: The Global Community for Academic Advising (NACADA) allied organizations, this qualitative transcendental phenomenological study examines advisors’ perceptions of technology use in advising. More specifically, the purpose of this study was to examine advisors’ perceptions of technology use in order to contribute to the understanding of how institutions and academic advising programs utilize technology to improve student learning outcomes for academic advising. This study supports the view that technology is necessary but not sufficient for transformative change, and the findings demonstrate that technology can incite institutional change, but only under certain circumstances where the institutional climate allows for a greater likelihood of adoption to occur. Furthermore, the findings revealed a need for academic advisors to use advising and learning technologies to cultivate and address higher order reasoning skills and learning outcomes with students. The discussion of results focused on connections to current literature, as well as implications for practice, policy, and future research.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=DJOwSmluqMqgTh2IoPQy6fJWfPHIFXFowYhEs71AR-UeWWQq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2bAdvising%2bin%2bThe%2bTwitterfirst%2bCentury%253A%2bA%2bPhenomenological%2bStudy%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSchultz%252C%2bShawn%2bC.%26isbn%3d%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational technology; Higher education; Educational administration

**Classification:**0710: Educational technology; 0745: Higher education; 0446: Higher Education Administration

**Identifier / keyword:**Academic Advising Higher Education Lived Experiences NACADA Student Learning Outcomes Technology Technology-mediated Adoption

**Number of pages:**259

**Publication year:**2019

**Degree date:**2019

**School code:**0092

**Source:**DAI-A 81/2(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**Advisor:**McCluskey-Titus, Phyllis A.

**Committee member:**Troxel, Wendy G.; Steele, George E.; Nur-Awaleh, Mohamed A.; Palmer, James C.

**University/institution:**Illinois State University

**Department:**Department of Educational Administration and Foundations: Educational Administration

**University location:**United States -- Illinois

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**13807253

**ProQuest document ID:**2284993876

**Document URL:**[https://search.proquest.com/docview/2284993876?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=FOvNA8EYHVcJ0A6BxBk3am5xPSj87djd-ExzlVdC954eWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2284993876%3faccountid%3d45039)

**Copyright:**Data base copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Advising as Literacy: A Cultural Capital Approach to Academic Advising in an Hispanic Serving Institution**

**Author:**Smith, Heather Ann

**Publication info:**The University of Texas at El Paso, ProQuest Dissertations Publishing, 2019. 13884331.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ZgYnRanB9PLZA0iJRhfjoA0hVoSDb1iltstWhKj1PeIeWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2277490547%3faccountid%3d45039)

**Abstract:**

This dissertation examines academic advising through the lenses of cultural capital and sociocultural literacy. I reframe advising as a literacy practice that facilitates opportunities for students to access and acquire the navigational and cultural capital required to navigate the complex structures of higher education. I describe an advising as literacy model that was designed specifically for and has been implemented at the University of Texas at El Paso (UTEP), a large, four-year, Research I Hispanic-Serving Institution (HSI) situated on the US-Mexico border, whose student demographic reflects the bi-national region from which UTEP draws the majority of its students.

The advising as literacy model was designed to provide all UTEP students personalized, seamless advising through an integrated structure of support that facilitates the development of academic, financial and social literacies from admission through graduation. I explain preliminary results of this model based on the early participation and first term retention results, discuss the limitations of the advising as literacy project, including that no single advising model is appropriate for all institutions, and then discuss broader implications and for how to potentially adjust the model at other institutions.

The findings in this dissertation emphasize the impact that an advising model can have when aligned with the values, mission, and culture of the institution and through a theoretical framework based on the characteristics of the student demographic, put into organic practice a holistic approach to facilitating the literacy students need to navigate higher education and persist to graduation.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=JWtPJbLbb39mjypo77sdrvDnZIfPyB3-j1CJz7skEOAeWWQq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAdvising%2bas%2bLiteracy%253A%2bA%2bCultural%2bCapital%2bApproach%2bto%2bAcademic%2bAdvising%2bin%2ban%2bHispanic%2bServing%2bInstitution%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSmith%252C%2bHeather%2bAnn%26isbn%3d9781085600583%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education; Hispanic American studies; School counseling

**Classification:**0745: Higher education; 0519: School counseling; 0737: Hispanic American studies

**Identifier / keyword:**Academic Advising Capital Literacy Student Success

**Number of pages:**97

**Publication year:**2019

**Degree date:**2019

**School code:**0459

**Source:**DAI-A 81/2(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**9781085600583

**Advisor:**Mangelsdorf, Kate

**Committee member:**Dura, Lucia; Mathew, Roy

**University/institution:**The University of Texas at El Paso

**Department:**English Rhetoric & Composition

**University location:**United States -- Texas

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**13884331

**ProQuest document ID:**2277490547

**Document URL:**[https://search.proquest.com/docview/2277490547?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ZgYnRanB9PLZA0iJRhfjoA0hVoSDb1iltstWhKj1PeIeWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2277490547%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Transition into Higher Education: The Structure and Practice of Academic Advising**

**Author:**Yunusova, Vafa

**Publication info:**Michigan State University, ProQuest Dissertations Publishing, 2019. 13900183.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=6T9wFKtqmunbugVybo0PEDFyH9vL4LOYoNA-o2Ni4O0eWWQq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2275903438%3faccountid%3d45039)

**Abstract:**

Research suggests that academic advising has great significance for students’ personal, academic, and social lives in the U.S., and advisors impact first-year students’ social integrations and retention. Although the ratio of advisor to student remains low, scholars assert that if advising programs succeed, they increase the number of graduates. For these reasons, researchers emphasize positive influence of academic advising on students’ persistence, skill acquisition, development, aspirations, and satisfaction with both academic and career decisions.

As a result, it is a general wisdom within the U.S. that universities must offer academic programs, services, and academic advisor assistance that will enforce student success, retention, and completion. However, previous research has not been abundantly concentrated on exploring how academic advisors and supervisors acknowledge their roles with regard to their knowledge, competencies and qualifications; skills and abilities; the importance of the contribution they may make in student transition into higher education.

In Azerbaijan the education system is centralized, and the higher education system remains essentially not much changed since its inception. Four-year institutions do not provide undergraduate students, including freshmen, with academic advising. Students oftentimes struggle during the first year because of missing academic support. Students are not ready for the space and community; they do not know where to go to get support or help of any kind. Instruction alone does not help students grow in the ways that will help them to be successful. Through the dissertation, I argue that academic advising is a missing social structure that needs to be established in higher education institutions in Azerbaijan.

Using constructivist and interpretivist frameworks, I have conducted a qualitative exploratory and descriptive interview-based study to understand the organization and delivery of academic advising in a four-year public institution in the U.S..

I found there were not any fixed or long-established ways to advise first-year students, except Academic Orientation Programs and First-year seminars. This research happened to occur right in the middle of a year of significant change in advising at DSU. A few years ago, the organizational change happened in the College of IT, Technology, and Machinery. Loosely coordinated and decentralized advising practice in the college transitioned and moved under the Undergraduate Studies Office. There was a big shift in the structure to make academic advising delivery somewhat consistent and centrally coordinated and overseen at DSU.

The academic specialists’ evaluation and assessment of advising delivery were not completely centralized and unified across DSU’s campus. There were not fixed or established benchmarks either. The evaluation forms and templates differed from college to college, even departments. Recently, a new rewarding component was incorporated into the assessment process. The leadership tended to conduct centralized student surveys and analyze the data for the future to be used as the base for changes by a task-force. The departments individually launched student surveys to measure student satisfaction on academic advisors’ performance. Professional development activities, academic advising training programs, and delivery of advising were aligned with NACADA core competency areas. In addition, recently launched a brand-new Advisor Portal was not used by all academic advisors as it was supposed to be.

Based on these data, I have also developed an advising model to be embedded in higher education institutions in Azerbaijan. I am certain that academic advising will help undergraduates, particularly freshmen, gain clarity of expectations and get ready to achieve academic, personal, and career goals.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=qVpGamHTZ0xw9udgpH8pfcquayWKQ2NAkTH6oFvvnKx4u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dTransition%2binto%2bHigher%2bEducation%253A%2bThe%2bStructure%2band%2bPractice%2bof%2bAcademic%2bAdvising%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dYunusova%252C%2bVafa%26isbn%3d9781085620543%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational administration; Higher education; School counseling

**Classification:**0514: Educational administration; 0745: Higher education; 0519: School counseling

**Identifier / keyword:**Academic advising practice Academic advising structure Adapted advising model Advising styles Capacity building Azerbaijan

**Number of pages:**256

**Publication year:**2019

**Degree date:**2019

**School code:**0128

**Source:**DAI-A 81/2(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**9781085620 543

**Advisor:**Cooper Stein, Kristy

**Committee member:**Printy, Susan; Smith, BetsAnn; Wawrzynski, Matthew

**University/institution:**Michigan State University

**Department:**K-12 Educational Administration - Doctor of Philosophy

**University location:**United States -- Michigan

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**13900183

**ProQuest document ID:**2275903438

**Document URL:**[https://search.proquest.com/docview/2275903438?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=4K_6P6xqGLFHwLerviJefAllRSrqJ0ofx2MT6V3iD7t4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2275903438%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Asynchronous Advising via Video: A Qualitative Study of Exploratory Undergraduates' Perceptions of Universal Design in Academic Advising**

**Author:**Phelps, J. Tyler

**Publication info:**Saint Louis University, ProQuest Dissertations Publishing, 2019. 13885536.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=8gLL1ArgpN7kklXLAKXBSqaZ_b8LCHZTlnt1ZrsmAGB4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2247140948%3faccountid%3d45039)

**Abstract:**

As college and universities continue to explore online learning environments, practitioners must remain cognizant of meeting students' individual needs. American higher education has demonstrated that with increased accessibility comes increased diversity. As a result, institutions must be proactive and intentional with the delivery of individualized student programming and services. Guided by Bronfenbrenner and Morris's (1998) Process-Person-Context-Time (PPCT) Model, this study examines how students perceive the delivery of asynchronous academic advising via video.

The findings from this study demonstrate a universal design approach to advising services could be a feasible method to connect with undergraduate populations. Specifically, participants perceived asynchronous advising via video as a convenient channel for delivering advising information. In addition, students acknowledged the comfort of face-to-face synchronous communication with advising professionals. Findings from this research study contribute to the knowledge base of technology in academic advising and how students perceive Universal Design (UD) approaches in higher education.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=vNLtx5On0IS-Ki5kyQOAftQRb5KizDOjmNQHysUZ2414u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAsynchronous%2bAdvising%2bvia%2bVideo%253A%2bA%2bQualitative%2bStudy%2bof%2bExploratory%2bUndergraduates%2527%2bPerceptions%2bof%2bUniversal%2bDesign%2bin%2bAcademic%2bAdvising%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dPhelps%252C%2bJ.%2bTyler%26isbn%3d978-1-392-28620-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational technology; Higher education

**Classification:**0710: Educational technology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Asynchronous communication Universal design

**Number of pages:**115

**Publication year:**2019

**Degree date:**2019

**School code:**0193

**Source:**DAI-A 80/11(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-392-28620-3

**Advisor:**Myers, Karen

**Committee member:**Pousson, Mark; Winfrey Freeburg, Beth

**University/institution:**Saint Louis University

**Department:**Higher Education Admin

**University location:**United States -- Missouri

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**13885536

**ProQuest document ID:**2247140948

**Document URL:**[https://search.proquest.com/docview/2247140948?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=8gLL1ArgpN7kklXLAKXBSqaZ_b8LCHZTlnt1ZrsmAGB4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2247140948%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Assessing Academic Advising Learning Outcomes, Academic Self-Efficacy, and Satisfaction**

**Author:**Golk, Kimberly L.

**Publication info:**University of St. Francis, ProQuest Dissertations Publishing, 2018. 10978549.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=dFYLYDumRHN_AbEHXW0Syzt_eYAX3C7Rfk23cOEcfMp4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2138296768%3faccountid%3d45039)

**Abstract:**

Educational experiences are shaped through basic information that encourage learning through engaging dialogue and higher levels of thinking. Academic advising has evolved from a service to an instructional indicator of student success and retention. Anecdotal statements of student success do not sufficiently support the learning that occurs because of academic advising. Academic advising sessions allow students to comprehend and understand the learning they are undertaking at the college or university in the same manner as students learn academic subjects in the classroom. This study, conducted at a large Midwestern community college, collected data from 52 students using the Academic Advising Inventory published by Winston and Sandor (2002 a) to research the impact of students preparing for their academic advising session by reviewing advising learning outcomes prior to meeting with an advisor and academic self-efficacy as reported by the student. A posttest-only control group, quasi-experimental design using quantitative research revealed that prepared students reported greater proficiency in mastering student learning outcomes than those who were not prepared with the greatest impact seen in the first semester. The results supported that students who were prepared for their advising session reported higher levels of behaviors linked to academic self-efficacy. This study also researched satisfaction with academic advising among prepared and unprepared students, finding both populations reported satisfaction regarding general advising, availability of advisors and the amount of time spent. However, prepared students reported less satisfaction with the accuracy of information received. Assessment in advising is complex and when done well, will give institutions the ability to make data informed decisions for student learning.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=ygbgLa_sG_c_ziAHwUAY3iv7CVwrOkj5RWJusLGxrvN4u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAssessing%2bAcademic%2bAdvising%2bLearning%2bOutcomes%252C%2bAcademic%2bSelf-Efficacy%252C%2band%2bSatisfaction%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dGolk%252C%2bKimberly%2bL.%26isbn%3d978-0-438-66759-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Educational leadership

**Classification:**0446: Higher Education Administration; 0449: Educational leadership

**Identifier / keyword:**Education Academic advising Advising syllabus Assessment Community college Learning outcomes

**Number of pages:**123

**Publication year:**2018

**Degree date:**2018

**School code:**1675

**Source:**DAI-A 80/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-66759-4

**Advisor:**Demas, J ean

**Committee member:**Pain, Keith

**University/institution:**University of St. Francis

**Department:**Education

**University location:**United States -- Illinois

**Degree:**D.Ed.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10978549

**ProQuest document ID:**2138296768

**Document URL:**[https://search.proquest.com/docview/2138296768?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=dFYLYDumRHN_AbEHXW0Syzt_eYAX3C7Rfk23cOEcfMp4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2138296768%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The Impact of Virtual Academic Advising Services on Student Success and Academic Advising Satisfaction in Distance Education**

**Author:**Madi-McCarthy, Sundus

**Publication info:**University of St. Francis, ProQuest Dissertations Publishing, 2018. 10977191.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=NWuHluIQTSu_o5I5P6AKF4TnM5ky-J9yLCDzoOp--5Z4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2137557228%3faccountid%3d45039)

**Abstract:**

Online student success and retention is a growing concern in online programs offered in higher education. As online enrollment continues to increase, online student success has seen little improvement. Colleges that are beginning to expand their online degree programs need to ensure that services are available to the growing population of online students. Student support services such as Academic Advising could impact students’ success and increase their likelihood of persisting in their degree program. It is important for post-secondary institutions to review the support services vital for online student success. This quasi-experimental study examined students enrolled in two or more online courses at a large south suburban community college. Students were provided the opportunity to work with an academic advisor online via chat, email, phone, or virtual WebEx sessions. The success and completion rates of these students were tracked and compared to the overall online student population as defined in this study. The results reflected a significant difference in the success rates of the student sample, favoring virtual advising. Online students, in the self-selected sample group, had the opportunity to provide additional feedback through the Online Advising Survey (OAS) which focused on the students’ perception of the virtual academic advising services and the valuable role of online advising. Students who utilized virtual advising services reported higher levels of satisfaction with their advising experience. Also, online students rated the effectiveness, outcomes and benefits favorably on the Likert-like scale. The results of this study presented valuable insight into online student success at the community college and how students value the use of online advising services.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=slMvDKXuN_UngfpK0Zx9Zg9sJ3mfszwetf6FlwpDcJ14u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bImpact%2bof%2bVirtual%2bAcademic%2bAdvising%2bServices%2bon%2bStudent%2bSuccess%2band%2bAcademic%2bAdvising%2bSatisfaction%2bin%2bDistance%2bEducation%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMadi-McCarthy%252C%2bSundus%26isbn%3d978-0-438-65382-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; School counseling; Educational technology; Higher education

**Classification:**0449: Educational leadership; 0519: School counseling; 0710: Educational technology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Community college Distance education Online Student success Virtual advising

**Number of pages:**152

**Publication year:**2018

**Degree date:**2018

**School code:**1675

**Source:**DAI-A 80/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-65382-5

**Advisor:**Demas, Jean   Pain, Keith

**University/institution:**University of St. Francis

**Department:**Education

**University location:**United States -- Illinois

**Degree:**D.Ed.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10977191

**ProQuest document ID:**2137557228

**Document URL:**[https://search.proquest.com/docview/2137557228?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=NWuHluIQTSu_o5I5P6AKF4TnM5ky-J9yLCDzoOp--5Z4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2137557228%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Academic Advising and Online Doctoral Student Persistence from Coursework to Independent Research: An Exploratory Multi-Case Study**

**Author:**Fiore, Todd D.

**Publication info:**The University of the Rockies, ProQuest Dissertations Publishing, 2018. 10977403.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=aziaTTPuHV17Q_-EwJUa5TPugJvP5jBbrReJnvF_pZx4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2135405979%3faccountid%3d45039)

**Abstract:**

Approximately 50% of doctoral students do not complete their degrees. Attrition for limited-residency and online doctoral programs is 10% to 20% higher than traditional programs. The experiences of online doctoral students are not well understood. The purpose of this qualitative exploratory multiple-case study was to understand online doctoral students’ perceptions about the role of academic advisement in transitioning from coursework to independent research in three cases: enrolled and unenrolled ABD students and graduates from an online doctoral program. Interviews with 18 participants revealed six major themes to answer the central research question and subquestions pertaining to the role of academic advising on their persistence, the nature and efficacy of advising, and potential improvements. The major themes identified within and across the cases are as follows: faculty advising is paramount, lack of process advisement, inconsistent advisement, peer advising is powerful, persistence comes from within, and doctoral research feels lonely. Not being properly prepared to make the transition from coursework to independent research may affect online doctoral students’ persistence in the research phase through graduation.

The findings support previous research and theory and inform future research and practice. Understanding students’ perceptions about the role of academic advisement in transitioning from graduate coursework to research-based doctoral study could help to reduce attrition rates for online doctoral students by promoting more effective advising. Leaders of doctoral programs could use this deeper understanding of online doctoral students’ advising needs to improve advising and increase student persistence.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=Ngcz9xEO861Ld46oy8eZsFquXxHzXxp1o-BJ9iePobF4u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2bAdvising%2band%2bOnline%2bDoctoral%2bStudent%2bPersistence%2bfrom%2bCoursework%2bto%2bIndependent%2bResearch%253A%2bAn%2bExploratory%2bMulti-Case%2bStudy%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dFiore%252C%2bTodd%2bD.%26isbn%3d978-0-438-63725-2%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Educational technology; Higher education

**Classification:**0519: School counseling; 0710: Educational technology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Doctoral transition to independent research Faculty advising Online doctoral students Student advising Student persistence

**Number of pages:**177

**Publication year:**2018

**Degree date:**2018

**School code:**0556

**Source:**DAI-A 80/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-63725-2

**Advisor:**Heitner, Keri L.

**Committee member:**Shaw, Melanie

**University/institution:**The University of the Rockies

**Department:**Organizational Leadership

**University location:**United States -- Colorado

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10977403

**ProQuest document ID:**2135405979

**Document URL:**[https://search.proquest.com/docview/2135405979?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=aziaTTPuHV17Q_-EwJUa5TPugJvP5jBbrReJnvF_pZx4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2135405979%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Mentoring and Academic Advising Experiences of Female Ph.D. Students with Children: A Qualitative Study**

**Author:**Ferree, Alyssa

**Publication info:**University of San Francisco, ProQuest Dissertations Publishing, 2018. 10843124.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=wU-qxcG-mtkjjl7uP8X8nXEska0Nb2k1SGHkgCzcKpN4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2124999319%3faccountid%3d45039)

**Abstract:**

Ph.D. student mothers often face challenges when balancing their academic obligations and family responsibilities. For students with children, there is a correlation between increased family obligations and decreased productivity (Brus, 2006; Maher, Ford, & Thompson, 2004; Lynch, 2008), but academic, social, and financial support can positively impact satisfaction and progress in the Ph.D. program. Faculty advisors play a crucial role in the Ph.D. experience and can positively or negatively impact a student’s experience and productivity. The purpose of this study was to explore the academic advising and mentoring experiences of female Ph.D. students with children.

This qualitative study included ten participants from social science, science, and engineering degrees. Information was gathered through semi-structured interviews with female Ph.D. students with children ages ten and under. Questions explored the expectations students had of their faculty advisors, what academic advising and mentoring behaviors assisted students’ ability to balance family and academia, and what academic advising and mentoring behaviors hindered students’ ability to balance family and academia. Tronto’s (1993) elements of an ethic of care guided emergent themes from the data analysis.

The study results indicated that students’ expectations of their advisors change as they progress through the Ph.D. program. Expectations focused on financial support, communication, professional development, and recognition that students also have personal lives and responsibilities. Advising factors that impacted student experiences included advisor fit, role conflict, and department culture. Interview responses indicated that the majority of student participants were satisfied with their advising relationship, but a few respondents did experience harmful behaviors. Students who were satisfied with their mentoring experience were more likely to have advisors that displayed all of Tronto’s (1993) elements of an ethic of care.

The study concluded that faculty advisors play a significant role in Ph.D. student socialization, how students experience their Ph.D. program, and a student’s academic and professional success. The data provided insight to the positive and negative impacts faculty advisors may have on the experiences of female Ph.D. students with children.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=WiWXa4pm29A05JeaIzjgTuIPeWzcIhYmIQpuz_YaGpp4u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dMentoring%2band%2bAcademic%2bAdvising%2bExperiences%2bof%2bFemale%2bPh.D.%2bStudents%2bwith%2bChildren%253A%2bA%2bQualitative%2bStudy%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dFerree%252C%2bAlyssa%26isbn%3d978-0-438-49632-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Womens studies

**Classification:**0446: Higher Education Administration; 0453: Womens studies

**Identifier / keyword:**Social sciences Education Parenting Ph.d. advising Ph.d. mentoring

**Number of pages:**132

**Publication year:**2018

**Degree date:**2018

**School code:**6019

**Source:**DAI-A 80/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-49632-3

**Advisor:**Mitchell, Patricia

**Committee member:**Taylor, Betty; Zerquera, D esiree

**University/institution:**University of San Francisco

**Department:**Education

**University location:**United States -- California

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10843124

**ProQuest document ID:**2124999319

**Document URL:**[https://search.proquest.com/docview/2124999319?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=wU-qxcG-mtkjjl7uP8X8nXEska0Nb2k1SGHkgCzcKpN4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2124999319%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Students' Experiences of Mattering in Academic Advising Settings**

**Author:**Latopolski, Keely Sember

**Publication info:**The University of Alabama, ProQuest Dissertations Publishing, 2018. 10838595.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=GR8eV-rzq6_8_OR3SprFyf2E_UKu0q3BRQYXIOCbSG94u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2121013200%3faccountid%3d45039)

**Abstract:**

Mattering is defined as feelings of significance and importance (Rosenberg & McCullough, 1981). Mattering can be enacted through feeling dependent on others and sharing in celebrations of achievement or periods of frustration. Moments of mattering can mediate the complex challenges that college students face through the duration of their academic career. Academic advisors act as facilitators of these moments of mattering for students; especially at institutions where students are required to meet with advisors prior to course registration. As undergraduate students are confronted with academic, social, and personal stressors that require assistance, they can turn to academic advisors for trusted support as they navigate through their academic and personal journeys.

The purpose of this qualitative study was to explore how students experience moments of mattering in academic advising settings. Using a constructivist post-phenomenological approach, I interviewed 15 participants, three times each, for a total of 45 interviews. Data was analyzed through a post-phenomenological lens and a priori theme development. The findings suggest that students experienced moments of mattering in small nuanced interactions with their academic advisor. More specifically, spoke to the individualized attention, recognition, and affirmation academic advisors provided them with during meetings together. Taken together, these concepts generated feelings of mattering for the students who participated in this study. Further, students’ felt that mattering to themselves, first, was an important factor in how they described mattering to others.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=BqCqBo_DdUk6I68g_C0Hsnd6iNmvtyqsSsWtsRinID14u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dStudents%2527%2bExperiences%2bof%2bMattering%2bin%2bAcademic%2bAdvising%2bSettings%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dLatopolski%252C%2bKeely%2bSember%26isbn%3d978-0-438-44340-2%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Education; Higher education

**Classification:**0446: Higher Education Administration; 0515: Education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Higher education Mattering Post secondary

**Number of pages:**160

**Publication year:**2018

**Degree date:**2018

**School code:**0004

**Source:**DAI-A 80/02(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-44340-2

**Advisor:**Major, Claire H.

**Committee member:**Garvey, Jason C.; Guyotte, Kelly W.; Heggem, David J.; Holley, Karri A.

**University/institution:**The University of Alabama

**Department:**Educational Leadership, Policy, and Technology Studies

**University location:**United States -- Alabama

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10838595

**ProQuest document ID:**2121013200

**Document URL:**[https://search.proquest.com/docview/2121013200?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=GR8eV-rzq6_8_OR3SprFyf2E_UKu0q3BRQYXIOCbSG94u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2121013200%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**An Analysis of Advising Programs at Three Universities Using Crockett's Academic Advising Audit**

**Author:**Shockey, Manon L.

**Publication info:**Tarleton State University, ProQuest Dissertations Publishing, 2018. 10839244.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=C1-TDzn7AGM0D9ABY8VtPR3Gfi5JqwV8a0HRo6ct5sN4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2101680501%3faccountid%3d45039)

**Abstract:**

Academic advising has been researched and linked to student retention and completion in numerous studies. New state initiatives, legislative funding pressure, and financial aid changes have increased pressure on accurate, timely, and intrusive advising to increase timely graduation and student success. As academic advising played a vital role in student success, questions arose pertaining to best practices and organization for advising programs. The purpose of this study was to evaluate academic advising programs at three regional universities in a university system using Crockett’s Academic Advising Audit. The study sought to determine individual program strengths, areas for improvement, development of individualized action plans, and identification of common advising protocols for the university system to adopt and recommend for academic advising programs.

A qualitative case study of institutional advising programs was implemented using Crockett’s Academic Advising Audit. This survey instrument was used in data collection and in the identification of advising program characteristics, strengths, weaknesses, and commonalities. The survey instrument allowed collection of general advising program demographics, advising in departments or units, centralized advising, and institutional effectiveness perceptions. The completion of the audits was followed with interviews that enriched qualitative data and evaluated the survey results based on Crockett’s audit guidelines. The data was analyzed and organized for themes, strengths, weaknesses, and best practices for a preliminary model were developed.

The study showed differences between institutions within the same university system that included academic advising program hierarchy, policy, and services within a centralized advising center and in the academic colleges. Evaluation of the campus academic advising programs, individually and in comparison, yielded three themes: communication, dedication, and consistency. These themes were evaluated and used in conjunction with Crockett’s Academic Advising Audit, to develop recommendations for the individual universities and system, best practices, and a preliminary academic advising program model. This study identified key components for academic advising program success and model development. These components were: coordinated, consistent, and dedicated leadership; focus on the student’s development and needs; consistent processes and practices across campus that were easily communicated and understood; and a collaborative culture of academic advising university wide.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=8486vmRsn9bA-jqJ3d2fvDdvMW70gADeB72eoQH1ea14u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAn%2bAnalysis%2bof%2bAdvising%2bPrograms%2bat%2bThree%2bUniversities%2bUsing%2bCrockett%2527s%2bAcademic%2bAdvising%2bAudit%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dShockey%252C%2bManon%2bL.%26isbn%3d978-0-438-32125-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational evaluation; Educational leadership; Educational administration; School counseling; Higher education

**Classification:**0443: Educational evaluation; 0449: Educational leadership; 0514: Educational administration; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Higher education Program evaluation

**Number of pages:**113

**Publication year:**2018

**Degree date:**2018

**School code:**1081

**Source:**DAI-A 80/01(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0 -438-32125-0

**Advisor:**Beach, Don M.

**Committee member:**Freed, Rusty; Leach, Lesley F.

**University/institution:**Tarleton State University

**Department:**Educational Leadership & Policy Studies

**University location:**United States -- Texas

**Degree:**D.Ed.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10839244

**ProQuest document ID:**2101680501

**Document URL:**[https://search.proquest.com/docview/2101680501?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=C1-TDzn7AGM0D9ABY8VtPR3Gfi5JqwV8a0HRo6ct5sN4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2101680501%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Understanding Community College Students' Expectations for Academic Advising**

**Author:**Chirdon-Jones, Michael

**Publication info:**University of Pittsburgh, ProQuest Dissertations Publishing, 2018. 10984355.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=vFUsmiuKlq5HjLiXax9L1gaQ3wehRmmIRRHTptsH9Ul4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2095097251%3faccountid%3d45039)

**Abstract:**

Studies show a link between students’ expectations for advising and their level of satisfaction with advising depending on whether or not their expectations have been met. Previous studies have found that students whose expectations were in alignment with the advising they received reported high levels of satisfaction with their experiences. Most studies on this topic have surveyed students about their expectations for developmental or prescriptive advising. While this approach has yielded useful information about the link between students' expectations for advising and their level of satisfaction with it, the reliance on the developmental and prescriptive frameworks limits what is known about students' actual expectations for the advising process. In this inquiry, I interviewed 17 community college students to determine what they expect from advising and how their experiences with advising have or have not matched their expectations. The findings suggest that students value advisors who are knowledgeable and provide a personalized advising experience. Students often do not know what to expect when coming to advising for the first time, and some of them are nervous before their first appointment. The findings suggest students are reassured when advisors explain the purpose behind the courses they are taking and help them pick courses that are connected to their long-term goals. Students feel like they are receiving personalized advising when advisors ask them about their goals and interests, are patient, and avoid an overly formal or business-like approach to advising. In conclusion, I made recommendations for practice that were supported by the findings of this inquiry and identified avenues for future research on this topic.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=NMo7Roi2QhFCLgMZoe17UWhdaAhfyWaBs0pVlXvQcFl4u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dUnderstanding%2bCommunity%2bCollege%2bStudents%2527%2bExpectations%2bfor%2bAcademic%2bAdvising%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dChirdon-Jones%252C%2bMichael%26isbn%3d978-0-438-36414-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Higher Education Administration; Health education

**Classification:**0275: Community college education; 0446: Higher Education Administration; 0680: Health education

**Identifier / keyword:**Education academic advising

**Number of pages:**113

**Publication year:**2018

**Degree date:**2018

**School code:**0178

**Source:**DAI-A 79/12(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-36414-1

**Advisor:**Garcia, Gina

**Committee member:**Gunzenhauser, Michael; Liddle, Helena

**University/institution:**University of Pittsburgh

**Department:**Administrative and Policy Studies

**University location:**United States -- Pennsylvania

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10984355

**ProQuest document ID:**2095097251

**Document URL:**[https://search.proquest.com/docview/2095097251?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=vFUsmiuKlq5HjLiXax9L1gaQ3wehRmmIRRHTptsH9Ul4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2095097251%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**A Qualitative Inquiry into the Roles and Practices of Academic Advising in Facilitating Students' Understanding of General Education**

**Author:**Lee, Ivan-Scott

**Publication info:**Northeastern University, ProQuest Dissertations Publishing, 2018. 10837571.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=loRZ-Sj0Lmdwbx2Kezn224OR0Kgk6qX_AcdAcJ-YwWp4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2092265377%3faccountid%3d45039)

**Abstract:**

This qualitative study explored the roles and practices of academic advising in general education through the lens of the academic advising practitioners. General education in this study was defined as the degree component that is shared by all students, regardless of their majors pursued, in an undergraduate program. Participants in this study were all academic advising practitioners who provided students with academic advising and guidance on general education requirements. This study captured the voices and explored the perspectives of the advising practitioners regarding their role in helping students understand general education through individual interviews. This study uncovered three key findings: 1) academic advisors serve in multiple and robust roles in general education advising; 2) academic advisors face challenges that preclude them from conducting in-depth and academically-centered advising discussions; and 3) general education-focused advising professional development is needed to help advisors engage students in more intentional advising conversations. The rich, descriptive data collected from interviewing with academic advising practitioners provided insights into the roles, challenges, and opportunities of academic advising in facilitating students’ understanding of general education.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=rw77HIH1UDliPy-z8RvOQ-XdwnjxV3w0n9bvDyYr5SJ4u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dA%2bQualitative%2bInquiry%2binto%2bthe%2bRoles%2band%2bPractices%2bof%2bAcademic%2bAdvising%2bin%2bFacilitating%2bStudents%2527%2bUnderstanding%2bof%2bGeneral%2bEducation%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dLee%252C%2bIvan-Scott%26isbn%3d978-0-438-27772-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Higher education

**Classification:**0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising General education Higher education Learning-centered

**Number of pages:**126

**Publication year:**2018

**Degree date:**2018

**School code:**0160

**Source:**DAI-A 79/12(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-27772-4

**Advisor:**Ewell, Sara

**Committee member:**Bobb, June; U nger, Chris

**University/institution:**Northeastern University

**Department:**Education

**University location:**United States -- Massachusetts

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10837571

**ProQuest document ID:**2092265377

**Document URL:**[https://search.proquest.com/docview/2092265377?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=loRZ-Sj0Lmdwbx2Kezn224OR0Kgk6qX_AcdAcJ-YwWp4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2092265377%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Promoting and Establishing an Effective Campus-wide Academic Advising System**

**Author:**Kerr, Katie E.

**Publication info:**The University of Nebraska - Lincoln, ProQuest Dissertations Publishing, 2018. 10838724.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=U2rGkXXaKthch4JVV24g3pSyCS-Yok5qL49RtAtb-0h4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2088071268%3faccountid%3d45039)

**Abstract:**

This study explored the role of directors of campus-wide academic advising programs and their contributions to promoting and establishing effective campus-wide academic advising systems. Specifically, directors of campus-wide academic advising addressed how they engaged academic units within a unified campus-wide advising system. This included an exploration of how academic advising organizational structures in higher education institutions and leadership styles of directors of campus-wide advising contributed to the effectiveness of their work. Three themes materialized from this study: (a) emergence of the position of director of campus-wide advising, (b) advising organizational structure and culture, and (c) leadership strategies of directors of campus-wide advising. The results can assist provost offices in gaining more knowledge about the work of directors of campus-wide advising and what resources they need to overcome barriers in their work. The results can also assist directors of campus-wide advising with advocating for advising structures needed to best assist students and academic advisors with relationship building. Recommendations for how to further engage in research around the role of directors of campus-wide advising are provided.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=_FpizpznrZzGD8BSfm1WU_EkwVNWJbf7hk8t4AjTPYd4u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dPromoting%2band%2bEstablishing%2ban%2bEffective%2bCampus-wide%2bAcademic%2bAdvising%2bSystem%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dKerr%252C%2bKatie%2bE.%26isbn%3d978-0-438-19334-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; Educational administration

**Classification:**0449: Educational leadership; 0514: Educational administration

**Identifier / keyword:**Education Academic advising Academic advising administrator Campus-wide advising Director of academic advising Director of campus-wide academic advising Higher education

**Number of pages:**181

**Publication year:**2018

**Degree date:**2018

**School code:**0138

**Source:**DAI-A 79/12(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-19334-5

**Advisor:**LaCost, Barbara Y.

**Committee member:**Grady, Marilyn; Mann, Kent; Sanger, Dixie

**University/institution:**The University of Nebraska - Lincoln

**Department:**Educational Administration

**University location:**United States -- Nebraska

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10838724

**ProQuest document ID:**2088071268

**Document URL:**[https://search.proquest.com/docview/2088071268?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=U2rGkXXaKthch4JVV24g3pSyCS-Yok5qL49RtAtb-0h4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2088071268%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Antecedents of Trust in Academic Advising Relationships**

**Author:**Ohrt, Elizabeth Kalinowski

**Publication info:**George Mason University, ProQuest Dissertations Publishing, 2018. 10812622.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=m3LzkMaX24T26sURBNvBndNB3ZL9snH3WklyU8XFvIx4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2071901288%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to explore and analyze the construct of trust within the advisee/advisor relationship, identifying any differences when comparing continuing-generation and first-generation student populations as well as perceived advising approach. In the spring of 2017, students at a four-year, mid-Atlantic university completed the Advisor Trust Survey. The survey included elements from four different inventories including Butler’s (1991) Conditions of Trust Inventory and Winston and Sandors’ (1984a) Academic Advising Inventory. Multilevel modeling was used to analyze the data with students clustered by advisor. A majority of respondents trusted their advisor causing some negative skew in the data, which necessitated log transformations to conduct analyses. A second dataset was also created, called the “non-trustor” dataset, to understand more about those students who did not trust their advisor as much as their peers. Parameter estimates for the full dataset indicated that promise fulfillment (.20, p < .001), competence (.16, p < .001), receptivity (.16, p < .001), integrity (.15, p < .001) and loyalty (.10, p < .001) all were top contributors to perceptions of trust, along with propensity to trust (.08, p < .001) and advising approach (.05, p < .05). Students perceiving a more developmental advising approach see their advisors as more trustworthy. First-generation students do not differ from continuing-generation students in terms of conditions of trust for this dataset. The non-trustor dataset had slightly different outcomes, the most significant being that first-generation student status moderates the relationship between fairness and trust.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=ZQ5_galrllLzT5aPIYvw9rVug-2EpPkprxuXLZDYcIx4u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAntecedents%2bof%2bTrust%2bin%2bAcademic%2bAdvising%2bRelationships%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dOhrt%252C%2bElizabeth%2bKalinowski%26isbn%3d978-0-438-11509-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education

**Classification:**0745: Higher education

**Identifier / keyword:**Education Academic advisor Advising Advising approach Conditions of trust First-generation Trust

**Number of pages:**225

**Publication year:**2018

**Degree date:**2018

**School code:**0883

**Source:**DAI-A 79/11(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-11509-5

**Advisor:**Lester, Jaime

**Committee member:**Brown-Leonard, Jeannie; Miller, Angela

**University/institution:**George Mason University

**Department:**Higher Education Concentration

**University location:**United States -- Virginia

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10812622

**ProQuest document ID:**2071901288

**Document URL:**[https://search.proquest.com/docview/2071901288?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=m3LzkMaX24T26sURBNvBndNB3ZL9snH3WklyU8XFvIx4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2071901288%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The Community of Inquiry Framework and Academic Advising: Online Student Perceptions**

**Author:**Stermer, Laura Louise Duncan

**Publication info:**Kansas State University, ProQuest Dissertations Publishing, 2018. 10792728.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=DUFUk8EW0g5iNkBQ-7Zd_KEI5JBczgRE3_vMonbZ-DB4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2068528771%3faccountid%3d45039)

**Abstract:**

Perceptions of online undergraduate students on academic advising experiences were informed by the community of inquiry (COI) theoretical framework and categorized by a modified COI survey. The COI framework focused on students’ perceptions of their online learning environment, and acknowledged both the organizational (structural), transactional (collaborative view of teaching and learning), and social (isolation versus connected) challenges within online education. Indicators of COI included a decision-making process, open communication, shared personal meaning, and focused discussion. Thirty-four Likert-style survey items were used to measure student perceptions of three constructs within the COI framework: teaching presence, social presence, and cognitive presence. Cognitive presence included several stages: a sense of puzzlement, information exchange, connecting ideas, and resolution. Surveys were completed by online degree-seeking undergraduate students (*N* = 374, *n* = 87, response rate 23.3%) enrolled in spring one 2018 at a research one, land-grant institution. The analysis explored if COI was perceived in academic advising experiences. Perception of COI was categorized through self-reported preference of communication technologies (phone/TDD and web conferencing), demographic factors, and importance ranks on each COI item. Participants reported COI items as important, with variances between *somewhat important and very important*. Participants confirmed their perception of COI within academic advising with survey and open-ended comments. Analysis of data was conducted using a comparison of descriptive statistics, non-parametric tests, and qualitative coding of open-ended comments. Results of the data analysis revealed no significant differences (desirable) between advising technology (phone and web conferencing) and perception of COI. Descriptive characteristics revealed an increase in social presence with increased time with advisor and increased experience in completed online courses. This academic advising COI study found social presence was the highest perceived presence. Analysis of comments revealed themes confirming the rank of presence in the following order: social presence, teaching presence, and cognitive. The discussion of results focused on connections to current literature, as well as implications for future research and practice. Also, the new academic advising COI instrument (modified from original) offered a valid assessment tool for online advising, with the potential for use with a variety of advisor types, models, and institutions.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=lGouY8leSifhs4o-PMqAD5Eu1Nw-FyXxamDfnFghou54u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bCommunity%2bof%2bInquiry%2bFramework%2band%2bAcademic%2bAdvising%253A%2bOnline%2bStudent%2bPerceptions%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dStermer%252C%2bLaura%2bLouise%2bDuncan%26isbn%3d978-0-438-12355-7%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Adult education; Educational technology

**Classification:**0446: Higher Education Administration; 0516: Adult education; 0710: Educational technology

**Identifier / keyword:**Education Academic advising Assessment Community of inquiry Higher education Online learning Online students

**Number of pages:**275

**Publication year:**2018

**Degree date:**2018

**School code:**0100

**Source:**DAI-A 79/11(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-12355-7

**Advisor:**Fishback, Sarah J.

**Committee member:**Burrack, Frederick; Carroll, Doris; Polson, Cheryl; Thompson, David

**University/institution:**Kansas State University

**Department:**Department of Educational Leadership

**University location:**United States -- Kansas

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10792728

**ProQuest document ID:**2068528771

**Document URL:**[https://search.proquest.com/docview/2068528771?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=DUFUk8EW0g5iNkBQ-7Zd_KEI5JBczgRE3_vMonbZ-DB4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2068528771%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Implementing Academic Analytics and the Impact to Academic Advising**

**Author:**Coffin, Abigail D.

**Publication info:**University of Kansas, ProQuest Dissertations Publishing, 2018. 10815386.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=m3nbH2h5o4CfMYi6je9ZGPO8oTX9QgL0-IWOEJ8xvnF4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2068030951%3faccountid%3d45039)

**Abstract:**

Institutions are facing pressure to improve retention and graduation rates. Because of the positive impact that academic advising can have on these metrics and the growing use of academic analytics in higher education, spending on Integrated Planning and Advising Services (IPAS) is higher than ever before. IPAS tools promise to streamline advising efforts, alert advisors of students at risk of dropping out, nudge students to engage in and out of the classroom, predict which students will be successful in rigorous courses and majors, and ultimately, improve retention rates. With vendors rapidly entering and expanding the IPAS market, institutions are encouraged to get in the game, or risk losing their share of the market.

For this study, comparative case study methods were used to understand why two public, 4-year, doctoral degree-granting institutions implemented the Education Advisory Board’s Student Success Management System (EAB SSMS), the steps followed during implementation, the impact implementation of such a system plays on advising work, and the perception of impact to any existing advising approach or philosophy.

The study concludes that strategic planning that included increasing student success metrics led to the implementation of the SSMS. Creating buy-in, communication with advising leaders and front-line advisors, and making decisions about how the use of the tool would be required or encouraged affected individual campus’ implementations. Each institution demonstrated that gaps in advising tool functionality was addressed by the EAB SSMS and that advisors with less experience and those who demonstrated more flexibility in approach and with technology were most successful in adjusting to the implementation of the tool. The institutions differed in the approach that was in place for academic advising, and use of the tool did not make any substantive change to the advising approach in place.

Four additional conclusions are offered from the study: (1) Despite a proliferation of advising tools, gaps in function still exist, (2) Resistance to change impacts implementation, even if the outcome is desired, (3) Centralization plays a significant role in the success of the tool implementation and (4) Absence of a developmental advising approach may lead to more prescriptive advising actions. The findings of this study can assist administrators in setting expectations for a successful implementation of an IPAS tool and guide advising directors on impacts to expect through an implementation process.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=lVXNZiU0urTICHpmIJUrjzbmSYfOAVfSgWVXzoimarR4u2Yq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dImplementing%2bAcademic%2bAnalytics%2band%2bthe%2bImpact%2bto%2bAcademic%2bAdvising%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dCoffin%252C%2bAbigail%2bD.%26isbn%3d978-0-438-10739-7%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration

**Classification:**0446: Higher Education Administration

**Identifier / keyword:**Education Academic advising Academic analytics Advisor Case study Higher education Predictive analytics

**Number of pages:**134

**Publication year:**2018

**Degree date:**2018

**School code:**0099

**Source:**DAI-A 79/11(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-10739-7

**Advisor:**Twombly, Susan

**Committee member:**Parker, Eugene; Roney, Marlesa; Storkel, Holly; Wolf-Wendel, Lisa

**University/institution:**University of Kansas

**Department:**Educational Leadership and Policy Studies

**University location:**United States -- Kansas

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10815386

**ProQuest document ID:**2068030951

**Document URL:**[https://search.proquest.com/docview/2068030951?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=m3nbH2h5o4CfMYi6je9ZGPO8oTX9QgL0-IWOEJ8xvnF4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2068030951%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**International Students' Experiences With Academic Advising at a Mid-Western Public Research University**

**Author:**Saha, Neete

**Publication info:**Kent State University, ProQuest Dissertations Publishing, 2018. 10871607.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=hmD_c9vwbqx3T5cbVODoQRbjwsWh_fhyRfvvtU7hWiZ4u2Yq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2059239073%3faccountid%3d45039)

**Abstract:**

International students’ experiences with academic advising is worth studying because the number of international students is growing significantly in the United States of America (USA) even though studies show that, upon arrival, international students experience cultural, social, academic, and psychological issues including homesickness, anxiety, depression, and loneliness (Saha & Karpinski, 2016; Tseng & Newton, 2002). In 2016/2017, 1,078,822 international students enrolled in American colleges and universities to pursue higher education (Institute of International Education [IIE], 2017). Despite the growing number of international students in the USA, research has been limited in the areas of academic advising and international students. Thus, with the increasing number of international students coming to study in the USA, it is imperative for American colleges and universities to be aware of their issues and needs.

The purpose of this interpretive qualitative study was to understand and describe undergraduate international students’ experiences with academic advising. My primary research question was: What are undergraduate international students’ experiences with academic advising? Thirteen students from Asia, the Middle East, South America, and Africa participated in this study, and their country of origins included India, China, Malaysia, the Philippines, Saudi Arabia, Oman, Bahrain, Bolivia, Brazil, Tanzania, and Somalia. The data analysis for this exploratory study was guided by the constant comparative method of analysis. Although a couple of the participants expressed dissatisfaction with advising, the majority of the participants were satisfied with academic advising. Overall, most participants appreciated the service and saw a need for academic advisors for international students.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=q-ct2sgAknFiERVuUmowhWE6rWixVlRCapFHwyHgpM3SHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dInternational%2bStudents%2527%2bExperiences%2bWith%2bAcademic%2bAdvising%2bat%2ba%2bMid-Western%2bPublic%2bResearch%2bUniversity%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSaha%252C%2bNeete%26isbn%3d978-0-438-09390-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education

**Classification:**0745: Higher education

**Identifier / keyword:**Education Academic advising Higher education International students

**Number of pages:**217

**Publication year:**2018

**Degree date:**2018

**School code:**0101

**Source:**DAI-A 79/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-09390-4

**Committee member:**Kretovics, Mark

**University/institution:**Kent State University

**Department:**College and Graduate School of Education, Health and Human Services / School of Foundations, Leadership and Administration

**University location:**United States -- Ohio

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10871607

**ProQuest document ID:**2059239073

**Document URL:**[https://search.proquest.com/docview/2059239073?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=5aahu8oDe-gs-aUgF4OsQ0HciqR_QTX2i-vUMO_Wb1bSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2059239073%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Utilizing Academic Advising to Cultivate Adaptability in Students Changing Majors within the Education Field**

**Author:**Fong, Raquel

**Publication info:**Arizona State University, ProQuest Dissertations Publishing, 2018. 10810953.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=g-qwiFvQCo65F5EtxIejWb-NOYIXdAyPtozyeWkcF6HSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2046787764%3faccountid%3d45039)

**Abstract:**

In college, students are continuously learning and maturing, prompting transitions, as they grow to enhance their academic, vocational, and personal development. As such, institutions of higher education must also consider how to support students in these transitions. At the Teachers College at Southwestern University, 59% (*N*=86) of students in Educational Studies, a non-certification major, transitioned from teacher certification majors. In an ecology that centralizes students pursuing teacher certification, students majoring in Educational Studies do not receive the adequate support, particularly in addressing their concerns and curiosities regarding their future career trajectories.

This qualitative study drew on Bronfenbrenner’s ecological models of human development and Moos’ ecology model as the theoretical underpinnings to examine how students cultivated adaptability amidst the transition of changing majors. On the forefront of support as students change majors, this study utilized academic advising to highlight a career advising program designed with an ecological approach to reimagine academic advising support in proactive and responsive ways.

Findings from a grounded theory approach suggested students adapted through a network of support, network of information, and network of self-concept. The career advising program designed to draw upon multiple systems in one’s ecology capitalized on the reciprocal dynamic between an individual and their ecology. Cultivating adaptability addresses economical, societal, and personal goals and needs, economical, societal, and personal needs.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=OBsEd4GxufgfjufL27afFq842dkorYozAXGO_sUDX2rSHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dUtilizing%2bAcademic%2bAdvising%2bto%2bCultivate%2bAdaptability%2bin%2bStudents%2bChanging%2bMajors%2bwithin%2bthe%2bEducation%2bField%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dFong%252C%2bRaquel%26isbn%3d978-0-355-95200-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Education; Higher education

**Classification:**0446: Higher Education Administration; 0515: Education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Adaptability Ecology Higher education Social climate Transition

**Number of pages:**215

**Publication year:**2018

**Degree date:**2018

**School code:**0010

**Source:**DAI-A 79/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-95200-1

**Advisor:**Liou, Daniel Dinn-You

**Committee member:**Dawes, Mary; Koro-Ljungberg, Mirka

**University/institution:**Arizona State University

**Department:**Leadership and Innovation

**University location:**United States -- Arizona

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10810953

**ProQuest document ID:**2046787764

**Document URL:**[https://search.proquest.com/docview/2046787764?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=g-qwiFvQCo65F5EtxIejWb-NOYIXdAyPtozyeWkcF6HSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2046787764%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Validation Theory Into Practice: Asset-based Academic Advising with First-generation Latina Engineering College Students**

**Author:**Coronella, Tamara

**Publication info:**Arizona State University, ProQuest Dissertations Publishing, 2018. 10808629.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=U8wuJa6qbpgTIHjQhUd8qn4vSsD3Mm0YW6XUzgO4YJ_SHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2043395668%3faccountid%3d45039)

**Abstract:**

To meet the increasing demands for more STEM graduates, United States (U.S.) higher education institutions need to support the retention of minoritized populations, such as first-generation Latinas studying engineering. The theories influencing this study included critical race theory, the theory of validation, and community cultural wealth. Current advising practices, when viewed through a critical race theory lens, reinforce deficit viewpoints about students and reinforce color-blind ideologies. As such, current practices will fail to support first-generation Latina student persistence in engineering. A 10-week long study was conducted on validating advising practices. The advisors for the study were purposefully selected while the students were selected via a stratified sampling approach. Validating advising practices were designed to elicit student stories and explored the ways in which advisors validated or invalidated the students. Qualitative data were collected from interviews and reflections. Thematic analysis was conducted to study the influence of the validating advising practices. Results indicate each advisor acted as a different type of validating “agent” executing her practices described along a continuum of validating to invalidating practices. The students described their advisors’ practices along a continuum of prescriptive to developmental to transformational advising. While advisors began the study expressing deficit viewpoints of first-generation Latinas, the students shared multiple forms of navigational, social, aspirational, and informational capital. Those advisors who employed developmental and transformational practices recognized and drew upon those assets during their deployment of validating advising practices, thus leading to validation within the advising interactions.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=8KtfVS5q3KNR_Sof4XQrHogyns0lKglYaRbeQIBxETPSHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dValidation%2bTheory%2bInto%2bPractice%253A%2bAsset-based%2bAcademic%2bAdvising%2bwith%2bFirst-generation%2bLatina%2bEngineering%2bCollege%2bStudents%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dCoronella%252C%2bTamara%26isbn%3d978-0-355-94960-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; Higher education

**Classification:**0449: Educational leadership; 0745: Higher education

**Identifier / keyword:**Education Academic advising First-generation Higher education Latina Persistence STEM

**Number of pages:**202

**Publication year:**2018

**Degree date:**2018

**School code:**0010

**Source:**DAI-A 79/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-94960-5

**Advisor:**Liou, Daniel D.

**Committee member:**Bertrand, Melanie; Ganesh, Tirupalavanam

**University/institution:**Arizona State University

**Department:**Educational Leadership and Policy Studies

**University location:**United States -- Arizona

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10808629

**ProQuest document ID:**2043395668

**Document URL:**[https://search.proquest.com/docview/2043395668?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=U8wuJa6qbpgTIHjQhUd8qn4vSsD3Mm0YW6XUzgO4YJ_SHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2043395668%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The Impact of Developmental Academic Advising on First-Year Satisfaction and Persistence**

**Author:**Reyes, Reginald

**Publication info:**University of South Alabama, ProQuest Dissertations Publishing, 2018. 10786914.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=j6vOVcYqx9W4i0i_VJk5VdgMkHr92-Pe_nur4p7ceWHSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2033547669%3faccountid%3d45039)

**Abstract:**

The purpose of this dissertation was to determine the impact of developmental academic advising on first year students’ intent to return, satisfaction with advising, and overall experiences with the advising process. The evolution of academic advising from prescriptive methods to the widely-accepted developmental strategies has resulted in a student-centered focus for academic support services. The quality and availability of academic support services including academic advising are essential in determining educational quality. Academic advisors play a significant role in terms of impacting levels of student engagement, specifically among first year students. Their responsibilities are not limited to advising, but also include mentoring and academic support. The study utilized a mixed-methods concurrent research design where data was collected simultaneously via an online survey method. Tinto’s Student Integration Model (1975) served as the theoretical framework to explain the level of social and academic integration. Quantitative data collection was accomplished with the Academic Advising Inventory by Winston and Sandor (1984a). The instrument measures include several scales related to developmental-prescriptive advising, advisor–advisee relationships, and advising satisfaction. Qualitative data collection was collected through the use of open-ended survey questions. The research indicated high-levels of satisfaction with developmental advising practices. Developmental strategies were also found to impact first-year intent to return.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=3q_Ulap_9l0wnWsByXKaJCwXNpsyw_D4IbOFnxY4BVLSHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bImpact%2bof%2bDevelopmental%2bAcademic%2bAdvising%2bon%2bFirst-Year%2bSatisfaction%2band%2bPersistence%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dReyes%252C%2bReginald%26isbn%3d978-0-355-84523-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Higher education

**Classification:**0446: Higher Education Administration; 0745: Higher education

**Identifier / keyword:**Education Academic Advising Developmental

**Number of pages:**154

**Publication year:**2018

**Degree date:**2018

**School code:**0491

**Source:**DAI-A 79/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-84523-5

**Advisor:**Styron, Ronald A., Jr.

**Committee member:**Fisher III, Samuel H.; Johnson, Rochelle W.; Morton, Benterah C.

**University/institution:**University of South Alabama

**Department:**College of Education

**University location:**United States -- Alabama

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10786914

**ProQuest document ID:**2033547669

**Document URL:**[https://search.proquest.com/docview/2033547669?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=j6vOVcYqx9W4i0i_VJk5VdgMkHr92-Pe_nur4p7ceWHSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2033547669%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Integrating Developmental Academic Advising into College Mental Health Counseling Services: A Phenomenological Study**

**Author:**Rauch, Sharon

**Publication info:**Northeastern University, ProQuest Dissertations Publishing, 2018. 10751058.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=PiC3vBXEZxlA8tVq96zNsw3xuz1MJ6j_DffwEklgsDzSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2030386251%3faccountid%3d45039)

**Abstract:**

The purpose of this phenomenological study was to a) understand the role of campus counselors who serve as both academic advisors and mental health professionals in a counseling center that intentionally combines advising and counseling and b) how combining counseling and advising affects academic success of students with mental health issues. This study focused on the lived perceptions and experiences of six mental health professionals employed at a community college in Pennsylvania. The findings from this study produced three themes. The first theme, Integrating Academic Advising into Mental Health Counseling Enhances Overall Treatment Approaches of Students Who Have Mental Health Concerns, described how creating academic plans and goals establishes a trusting relationship and empowers students to develop interpersonal skills. The second theme, Integrating Academic Advising into Mental Health Counseling Is Advantageous Because Mental Health Issues Affect Academic Performance, identified the most common mental health and academic challenges. The third theme, Incorporating Academic Advising into Mental Health Counseling is Advantageous for Addressing Academic and Emotional Concerns by Implementing Short-term Solutions-Focused Treatment During Academic Terms revealed how their holistic treatment approach addressed immediate concerns and set clear, attainable short and long-term goals. This study establishes the need for campus mental health professionals to identify symptoms of both personal and academic stressors how academic advising can be included in their treatment options to help them achieve academic success.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=xRIz3vWLfz_lQTv0Hx5rFcHj-mpNf2C8axOgldFJF8vSHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dIntegrating%2bDevelopmental%2bAcademic%2bAdvising%2binto%2bCollege%2bMental%2bHealth%2bCounseling%2bServices%253A%2bA%2bPhenomenological%2bStudy%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dRauch%252C%2bSharon%26isbn%3d978-0-355-81097-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Mental health; Higher Education Administration; School counseling

**Classification:**0275: Community college education; 0347: Mental health; 0446: Higher Education Administration; 0519: School counseling

**Identifier / keyword:**Health and environmental sciences Education Campus counselors Menatl health professionals

**Number of pages:**120

**Publication year:**2018

**Degree date:**2018

**School code:**0160

**Source:**DAI-A 79/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-81097-4

**Advisor:**Bair, Carolyn R.   McNabb, Joseph W.

**Committee member:**Gordon, Donette P.

**University/institution:**Northeastern University

**Department:**School of Education

**University location:**United States -- Massachusetts

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10751058

**ProQuest document ID:**2030386251

**Document URL:**[https://search.proquest.com/docview/2030386251?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=PiC3vBXEZxlA8tVq96zNsw3xuz1MJ6j_DffwEklgsDzSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2030386251%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**An Examination of First Generation College Student Persistence Using Developmental Academic Advising**

**Author:**Peeters, Andrea M.

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2018. 10745398.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=HQ2DQetXGU9sZ3GQZkcua7WXHUSyR5Loh_zn3rn18lLSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2016065555%3faccountid%3d45039)

**Abstract:**

Despite an increase in the number of first-generation college (FGC) students enrolling in four-year colleges and universities, there continues to be a decrease in the number of FGC students who are graduating with undergraduate degrees. While 59% of all students who enroll in four-year colleges and universities graduate, 89% percent of low-income FGC students do not receive an undergraduate degree in six years and a quarter of those students do not persist past their freshman year. Research demonstrates that one of the more consistent elements of a student’s experience during college is academic advising and that the type of advising a student receives could be a determining factor on whether a student decides to persist through college. This qualitative research study explored, examined, and described the experiences FGC students had with developmental academic advising during their freshman year and how these experiences contributed to the student’s decision to persist to his or her second year. The sample size consisted of 11 FGC female sophomores who had attended college at the research site during their freshman year and had experienced a variety of advising interventions. Some advising had been delivered by staff advisors, some by faculty advisors, and some through an external coaching program that was funded through a five-year grant program. Only females responded to the invitation to participate in the study. Data collection was conducted using semi structured interviews and field notes which were taken during the interviews. Data were transcribed, analyzed, and coded into themes. The themes that emerged from the data included a positive response to developmental academic advising through an external coaching program, an appreciation for faulty advising and support, and, a disconnect between students and staff advisors and between students and the established student cliques on campus. It was found that FGC students who had meaningful experiences with faculty advisors or coaches reported that those experiences contributed to their persistence to their second year of college.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=X2iXrxsLXbWt6iXJ47UlY1H6RefITMh0htejj_BGemLSHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAn%2bExamination%2bof%2bFirst%2bGeneration%2bCollege%2bStudent%2bPersistence%2bUsing%2bDevelopmental%2bAcademic%2bAdvising%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dPeeters%252C%2bAndrea%2bM.%26isbn%3d978-0-355-65304-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Education; School counseling; Higher education

**Classification:**0515: Education; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising College First generation Persistence Retention

**Number of pages:**114

**Publication year:**2018

**Degree date:**2018

**School code:**1351

**Source:**DAI-A 79/07(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-65304-5

**Advisor:**Howell, Cynthia

**Committee member:**Black, Joshua; Skaruppa, Cindy

**University/institution:**Capella University

**Department:**Education

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10745398

**ProQuest document ID:**2016065555

**Document URL:**[https://search.proquest.com/docview/2016065555?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=HQ2DQetXGU9sZ3GQZkcua7WXHUSyR5Loh_zn3rn18lLSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2016065555%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Effective Academic Advising for Teaching Credential Students**

**Author:**Ammirato, Mackenzie

**Publication info:**Biola University, ProQuest Dissertations Publishing, 2017. 10688151.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=AuGFYnPGl8xbvh8imdFMVAblzTCLTkOYTt7Bte_a9PLSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2234198635%3faccountid%3d45039)

**Abstract:**

This investigation studied academic advising for students pursuing a teaching credential, analyzing what this population of students needs from academic advisors. Although the reviewed literature demonstrated a variety of studies on specific student populations, few or no previous studies have investigated students who are preparing to be teachers. In the present study, 55 education students from the same institution completed a questionnaire focusing on academic advising needs. The results indicated that education students most strongly valued career counseling and schedule availability from their academic advisor. Even though there were few significant differences between education students at the beginning and end of their program, there were many differences between students pursuing a Multiple Subject and Single Subject Teaching Credential. Overall, education students preferred faculty advisors over staff advisors, and although they did not rate faith integration low, they rated other services higher. Further research is warranted to study the apparently different advising needs between students pursuing a Multiple Subject and Single Subject Teaching Credential.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=KPuLGmYPxEBwzQJ2JZqIJmIO3WQpLu65Af4V98kt0D3SHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dEffective%2bAcademic%2bAdvising%2bfor%2bTeaching%2bCredential%2bStudents%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dAmmirato%252C%2bMackenzie%26isbn%3d978-1-392-15402-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Higher education

**Classification:**0446: Higher Education Administration; 0745: Higher education

**Identifier / keyword:**Education Academic advising Teaching credential

**Number of pages:**64

**Publication year:**2017

**Degree date:**2017

**School code:**0841

**Source:**MAI 58/05M(E), Masters Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-392-15402-1

**Advisor:**Block, Nicholas C.

**University/institution:**Biola University

**Department:**Education

**University location:**United States -- California

**Degree:**M.Ed.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10688151

**ProQuest document ID:**2234198635

**Document URL:**[https://search.proquest.com/docview/2234198635?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=AuGFYnPGl8xbvh8imdFMVAblzTCLTkOYTt7Bte_a9PLSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2234198635%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The Professionalization of Academic Advising**

**Author:**McGill, Craig Michael

**Publication info:**Florida International University, ProQuest Dissertations Publishing, 2017. 10931604.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=bfZ2WlJNKD9rYes2IUZ_09C7OcDxKhB3093bC_IHXJzSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2103129827%3faccountid%3d45039)

**Abstract:**

The purpose of this collected papers dissertation was to better understand the professionalization of academic advising. Advising can claim several features of widely-agreed upon professional components, but the question of whether academic advising constitutes a “profession” has caused much debate. Three primary obstacles stand in its way: advising is misunderstood and lacks a consistent unifying definition; there has not been a substantial literature to define the content and methodologies of the field; and there is insufficient empirical research demonstrating its effectiveness. Two studies were conducted.

Study #1 was a structured literature review of higher education, student affairs, and academic advising to understand how these fields have conceptualized their professional status, especially with respect to clearly defining disciplinary boundaries given significant overlap with one another, and having insufficient knowledge bases. Findings were organized by field and revealed three themes in each. Obstacles for higher education concerned the diversity and rigor of its scholarship, the (mis)conception of being a singular field, and confounding the field with the industry of higher education. Themes that emerged from the student affairs literature were scholarship, professional preparation and development, and community. For academic advising, obstacles were scholarship, expansion of graduate programs, and community. Implications for the professionalization for these three fields are: loose boundaries separating the fields, interconnectedness between educational programs, practitioner’s credential lacks currency, inconsistent language used in fields, autonomy, and demonstrating effectiveness.

Study #2, a phenomenological ethnography, sought to further clarify defining functions of academic advising and to elucidate how further definition of the scope of academic advising will help professionalize the field. To acquire a description of the essence of academic advising, approaches from phenomenological and ethnographic methodologies were used. The analysis revealed that through academic advising, students learn and develop, make meaning, and connect with a caring institutional representative.

The findings from this dissertation will help inform NACADA: the Global Community for Academic Advising, to help move academic advising toward professionalization, further develop academic advisors and position them to be better scholars, to educate our constituents, and to add to the body of literature on professionalization in any field.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=_DcXqpMlu9Ms0Hj_jyEBYDbt9G18Wv6J7mnBWLe6mmrSHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bProfessionalization%2bof%2bAcademic%2bAdvising%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMcGill%252C%2bCraig%2bMichael%26isbn%3d978-0-438-32331-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Adult education; Continuing education; Higher education

**Classification:**0516: Adult education; 0651: Continuing education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Profession Professionalization

**Number of pages:**163

**Publication year:**2017

**Degree date:**2017

**School code:**1023

**Source:**DAI-A 80/01(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-32331-5

**Advisor:**Rocco, Tonette S.

**Committee member:**Goonen, Norma M.; Lipartito, Kenneth; Reio, Thomas G.

**University/institution:**Florida International University

**Department:**Adult Education and Human Resource Development

**University location:**United States -- Florida

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10931604

**ProQuest document ID:**2103129827

**Document URL:**[https://search.proquest.com/docview/2103129827?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=bfZ2WlJNKD9rYes2IUZ_09C7OcDxKhB3093bC_IHXJzSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2103129827%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Styled Advising: Determining Online Graduate Students' Preferred Academic Advising Attributes**

**Author:**Harker Martella, Lindsay Nicole

**Publication info:**Robert Morris University, ProQuest Dissertations Publishing, 2017. 10758503.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=NmAGBSXgTluu4NVU7Q6FSKGUffSVwjq2FzoQ96gOq9DSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2013215319%3faccountid%3d45039)

**Abstract:**

Student persistence problems have arisen in the past 30 years due to the rapid growth of online higher education degree programs in the United States. Current literature has studied online undergraduate student persistence in-depth, but there has been little research to uncover the issues facing online graduate students. Given that online degree-seeking students do not physically attend classes on-campus, they tend to lack a strong connection or sense of the belonging to the institutions they attend. This sense of belonging, or a lack thereof, has led researchers to explore methods for creating this sense of belonging within online higher education students. A student service that has helped to build connections, foster strong relationships, and open lines of communication is academic advising. Thus, academic advising may be a method for developing this sense of belonging within online higher education students, particularly online graduate students. The purpose of this descriptive study was to determine the academic advising experiences and preferences of online graduate students at four western Pennsylvania higher education institutions. The researcher created the Academic Advisor Attribute Questionnaire (AAAQ) for online graduate advising data collection to determine what students preferred compared to what they were actually receiving. Results of this research indicated three major findings stating that the participants in this study place more importance on their advising preferences than their advising experiences and that they prefer an advising experience similar to online undergraduates that is more prescriptive and content-driven. Statistically significant results indicated that when comparing the four participating universities, there was an institutional difference.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=EWB5pdagmj0tEZSjIrvjNzbAFEypdRzkHKZQhxZOzQ_SHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dStyled%2bAdvising%253A%2bDetermining%2bOnline%2bGraduate%2bStudents%2527%2bPreferred%2bAcademic%2bAdvising%2bAttributes%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHarker%2bMartella%252C%2bLindsay%2bNicole%26isbn%3d978-0-355-62219-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Adult education; Educational technology; Higher education

**Classification:**0516: Adult education; 0710: Educational technology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Persistance Prescriptive Sense of belonging

**Number of pages:**181

**Publication year:**2017

**Degree date:**2017

**School code:**1447

**Source:**DAI-A 79/07(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-62219-5

**Advisor:**Tannehill, Darcy B.

**University/institution:**Robert Morris University

**University location:**United States -- Pennsylvania

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10758503

**ProQuest document ID:**2013215319

**Document URL:**[https://search.proquest.com/docview/2013215319?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=NmAGBSXgTluu4NVU7Q6FSKGUffSVwjq2FzoQ96gOq9DSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2013215319%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Teacher Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica**

**Author:**Llewellyn, Joan

**Publication info:**Temple University, ProQuest Dissertations Publishing, 2017. 10690661.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=eNE9kSswKHyGgNoZargP346Pjd1n49hHIcJ7IyLoorHSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2002569124%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to explore the perspectives of academic advising at a tertiary institution in Jamaica and how it has influenced teacher-efficacy and instructional attentiveness among student teachers. The participants included twelve student teachers and four lecturers who have been intimately involved in academic advising. The student teachers selected have been engaged in academic advising for two to four years while the lecturers have been advising for ten to sixteen years.

This qualitative study explored how academic advising is related to teacher efficacy and instructional attentiveness among a set of second to fourth year student teachers at a teacher training college in Jamaica. All participants were actively receiving and giving academic advising in a government-owned teacher training institution. The primary source of data was unstructured interviews with student teachers and lecturers. Data were acquired over a two-month period by means of unstructured interviews and field notes. These tools afforded the opportunity to extend the conversations and generate meaning from the responses thereby providing rich descriptive notes of the phenomenon. Data were prepared using triangulation matrices, data coding and the Constant Comparison Approach to generate categories showing patterns and relationships of meaning.

The findings on the perspectives of the study participants indicate academic advising has significantly influenced teacher-efficacy among the student teachers as their level of confidence increased, appreciation of teamwork blossomed, instructional competency broadened and misbehaviors controlled. Additionally, their valuing of self and acceptance of other personalities grew immensely which positively affected their relationship with various tiers of staff in the learning environment. The interview data garnered from student teachers indicate that instructional attentiveness improved through the use of multiple teaching methods which included authentic assessment, field experience and student-centered learning. Other factors that boosted instructional attentiveness were good relationships with advisors who were understanding of their differences and commended simple efforts. As a result of the academic advising received, there are several implications for practice and policy which need to be addressed in order to help student teachers to identify their strengths and weaknesses, remain on task, avoid drop out and maintain equilibrium between academic and social experiences as they navigate their way through college.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=lghWs4-PwS56TAnkA_rBYkc2qoQYuLF3nEamjeYmGfzSHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dTeacher%2bEfficacy%2band%2bInstructional%2bAttentiveness%253A%2bExploring%2bPerspectives%2bof%2bAcademic%2bAdvising%2bat%2ba%2bTertiary%2bInstitution%2bin%2bJamaica%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dLlewellyn%252C%2bJoan%26isbn%3d978-0-355-58853-8%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Caribbean Studies; Education; School counseling; Higher education

**Classification:**0432: Caribbean Studies; 0515: Education; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Social sciences Education Academic adivising Academic advisor Instructional attentiveness Psychosocial development Self-efficacy Teacher efficacy

**Publication title:**ProQuest Dissertations and Theses

**Number of pages:**205

**Publication year:**2017

**Publication date:**2017

**Section:**0225

**Publisher:**ProQuest Dissertations Publishing

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-58853-8

**Advisor:**Davis, James E.   Ducette, Joseph

**Committee member:**Tucker, Gregory

**School:**Temple University

**Department:**Educational Leadership

**School location:**United States -- Pennsylvania

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language of publication:**English

**Document type:**Dissertation/Thesis

**Publication / order number:**10690661

**ProQuest document ID:**2002569124

**Document URL:**[https://search.proquest.com/docview/2002569124?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=eNE9kSswKHyGgNoZargP346Pjd1n49hHIcJ7IyLoorHSHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2002569124%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQ uest does not claim copyright in the individual underlying works.

**Last updated:**2019-10-18

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Academic Advising and College Stressors in a Large, Urban University**

**Author:**O’Connor, Rubab Jafry

**Publication info:**University of Pittsburgh, ProQuest Dissertations Publishing, 2017. 10666722.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Y0WOjuAVlwfaU6DNkafaCA61wwE0ml-aEkmIc-h7aZ3SHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1985808575%3faccountid%3d45039)

**Abstract:**

The purpose of this research study was to understand college stressors among undergraduate business students and to propose recommendations for an innovative academic advising program to help students deal with college stressors associated with their academic, extra-curricular, social, career, and personal lives. Guiding questions for the study included (a) How do academic advisors describe the college stressors in undergraduates’ daily lives? (b) To what extent do academic advisors feel equipped with advising strategies to help students deal with college stressors? and (c) What kinds of training and other resources do advisors suggest for improving their capacity to address students’ stressors? To collect data, the study relied on the qualitative method of one-on-one interviews with six academic advisors of a business school in a large urban university located in the Northeast. The study was guided by Crookston’s (1971) notion of ‘developmental advising’.

The major findings of the study were that (a) College stressors (grades, major selection, careers, competitive nature of students, peer pressure, freshmen transition, time management, homesickness and parental pressures) and students struggle with those, (b) Academic advisors are uniquely positioned and well-equipped with skills to help students to deal with stressors, and (c) The advising model put in place by the Executive Director of the business school at the university of study does not allow advisors to help students deal with stressors. Using these findings, the researcher formulated a set of recommendations to improve academic advising. These included (a) Make developmental advising an organizational priority, (b) Restructure the organization to reflect the commitment to developmental advising, (c) Introduce programs and activities that can help students develop as whole persons and excel personally, professionally and academically, and (d) Implement Five C’s of academic advising in recruitment of academic advisors.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=vco0fZ-t0t1zXYWwL6zi29CuVr83KL2ZmtFSj43OfNTSHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2bAdvising%2band%2bCollege%2bStressors%2bin%2ba%2bLarge%252C%2bUrban%2bUniversity%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dO%25E2%2580%2599Connor%252C%2bRubab%2bJafry%26isbn%3d978-0-355-33264-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Business administration; Management; Education

**Classification:**0310: Business administration; 0454: Management; 0515: Education

**Identifier / keyword:**Social sciences Education Academic advising Advising and stress College stressors Higher education Stress a business students Stress among college students

**Number of pages:**90

**Publication year:**2017

**Degree date:**2017

**School code:**0178

**Source:**DAI-A 79/04(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-33264-3

**Advisor:**Weidman, John C.

**Committee member:**Cofield, Milton; Lovorn, Michael

**University/institution:**University of Pittsburgh

**Department:**Administrative and Policy Studies

**University location:**United States -- Pennsylvania

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10666722

**ProQuest document ID:**1985808575

**Document URL:**[https://search.proquest.com/docview/1985808575?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Y0WOjuAVlwfaU6DNkafaCA61wwE0ml-aEkmIc-h7aZ3SHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1985808575%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Perceptions of Academic Advising and Student Retention**

**Author:**Soden, Stacy Renaee

**Publication info:**Lindenwood University, ProQuest Dissertations Publishing, 2017. 10637689.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=60ewJnoiH1Cbg0wyurWLynBOeOUdfIzBpTfmcCK9ZJ3SHWkq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1965444887%3faccountid%3d45039)

**Abstract:**

The purpose of this research study was to examine student and academic advisors' perceptions of advisement techniques to determine the connection between academic advising strategies and student retention. If student retention rates are not addressed, higher education institutions are at risk of losing students, which is costly to the institution and the student (Himes, 2014). Most college students are in a state of change and need academic advice to achieve success during a college transition (Tinto, 2012). Academic advisors can assist students in finding the right career for students' specific strengths. This qualitative study utilized Tinto's (2012) theories of student departure and retention to provide an understanding of how student retention rates can be based on a lack of positive institutional relationships between students and academic advisors. A higher education institution must establish conditions within its own system to promote positive student experiences and outcomes (Vianden & Barlow, 2015). Four research questions guided this study. Focus groups and interviews were used to collect data from students and academic advisors. Students and academic advisors discussed academic advising experiences, student satisfaction, and information needed to achieve successful advising sessions. Themes emerged relating to developing relationships, personalized advising sessions, and a consistent campus. Tinto (2012) stated students need individualized academic and social support to properly transition into college. Findings of the study indicated progressive academic advisement strategies have a positive impact on student retention.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=8t_8RXdJTOfLiCc86w_AHLcQ3E_b9E2MNSFL3SRdJUzSHWkq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dPerceptions%2bof%2bAcademic%2bAdvising%2band%2bStudent%2bRetention%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSoden%252C%2bStacy%2bRenaee%26isbn%3d978-0-355-36473-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational administration; Higher education

**Classification:**0514: Educational administration; 0745: Higher education

**Identifier / keyword:**Education Academic advising Student retention Student satisfaction

**Publication title:**ProQuest Dissertations and Theses

**Number of pages:**139

**Publication year:**2017

**Publication date:**2017

**Section:**0573

**Publisher:**ProQuest Dissertations Publishing

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-36473-6

**Advisor:**Bishop, Rhonda

**Committee member:**DeVore, Sherry; Hayter, Doug

**School:**Lindenwood University

**Department:**Education

**School location:**United States -- Missouri

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language of publication:**English

**Document type:**Dissertation/Thesis

**Publication / order number:**10637689

**ProQuest document ID:**1965444887

**Document URL:**[https://search.proquest.com/docview/1965444887?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=G7OHapoJfdqiap-DGchvbVZKec2SQ9ASqZEl_bWbIdIsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1965444887%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Last updated:**2019-10-18

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Academic Advising and Gender Communication**

**Author:**Nemeth, Sean

**Publication info:**Brandman University, ProQuest Dissertations Publishing, 2017. 10633475.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=8jF7ZhiAzRT9Rr4tAtV3f872lf7GIGA4lmUefSUjPB0sgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1958951572%3faccountid%3d45039)

**Abstract:**

**Purpose:** The purpose of this correlational study was to identify whether there are differences in student satisfaction scores in academic advisement gender pairings in an undergraduate university setting.

**Methodology:** This study was a descriptive correlational research study utilizing archival survey data. The collected data consisted of numeric scale survey responses from 6 iterations of the annual advising assessment survey. This study examined the relationship between student-advisor gender pairing and the numeric satisfaction score provided by the student. This study was a correlational research study with 2 variables (gender of student, gender of advisor). Students *T*-test and analysis of variance (ANOVA) were performed.

**Findings:** Examination of from more than 4,000 student survey responses indicated a variety of findings. First, the data suggest that there is no difference in rated satisfaction based only on the gender of the advisor. Additionally, there is no difference in rated satisfaction based only on the gender of the student. The school that housed the student’s program of study was not a major factor in determining the satisfaction of the student with academic advising. Finally, male students have a slight preference toward a female advisor, while female students rate both male and female advisors about the same.

**Conclusions:** The study supported the conclusions that male undergraduate students have a preference for working with female academic advisors. A warm and relational advising style is even more important for males when it comes to their level of satisfaction with their advisor. Female students do not have a preference for working with an advisor of a specific gender.

**Recommendations:** Further research is recommended to determine whether this difference was a result of direct bias of the gender, general preference, or differences in typical advising approach utilized. Researchers should consider whether satisfaction differences exist based on the traits that show maleness and femaleness of advisors, regardless of specific gender. This study focused on professional academic advisors. Future researchers should examine whether similar preferences exist within faculty or peer advising models.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=og3V50gdUdaw5Sw2bidBKOAoWEodmRNaj7vse0GkeS8sgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2bAdvising%2band%2bGender%2bCommunication%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dNemeth%252C%2bSean%26isbn%3d978-0-355-24741-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Educational administration; Adult education

**Classification:**0446: Higher Education Administration; 0514: Educational administration; 0516: Adult education

**Identifier / keyword:**Education Academic advising Advising Developmental advising Gender Gender communication

**Number of pages:**127

**Publication year:**2017

**Degree date:**2017

**School code:**1772

**Source:**DAI-A 79/02(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-24741-1

**Advisor:**Moodian, Michael

**Committee member:**Habley, Wes; Larick, Keith

**University/institution:**Brandman University

**Department:**Education

**University location:**United States -- California

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10633475

**ProQuest document ID:**1958951572

**Document URL:**[https://search.proquest.com/docview/1958951572?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=8jF7ZhiAzRT9Rr4tAtV3f872lf7GIGA4lmUefSUjPB0sgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1958951572%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The Role of Academic Advising in the Experiences of Undocumented Latina College Students**

**Author:**Franchi-Alfaro, Jessica

**Publication info:**University of Miami, ProQuest Dissertations Publishing, 2017. 10617524.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=qS3TKjVNmUX0WzzD48ys-uN633J5vQfCA2P3Q84cVeksgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1957414238%3faccountid%3d45039)

**Abstract:**

This study explored the role of academic advising in the experiences of undocumented Latina college students. The study is predicated on Astin's (1984) theory of student involvement, which discusses academic and social involvement as an important antecedent in the psychosocial and academic development of college students, and its influence on student persistence, retention, and completion. Academic advising as a college process contributes to students' academic and psychosocial involvement on college campuses from both an academic and social perspective as provided for in the theory.

A total of seven interviews were conducted to shed greater understanding on the experiences of undocumented Latina college students within the academic advising process as well as the types of advising experiences sought by this student population. Using thematic and content analysis, 13 categories were identified and consolidated into three primary themes. The following three major themes emerged as general findings from these analyses: (1) challenges with accessing information, (2) difficulty establishing academic advising relationship, and (3) access and support. A series of recommendations for both institutional leaders and academic advisors within the university are considered and discussed at length.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=-w_-cCnRmNChPdOUnjhz2HRjM9Q7WVL0PLczoW2boxssgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bRole%2bof%2bAcademic%2bAdvising%2bin%2bthe%2bExperiences%2bof%2bUndocumented%2bLatina%2bCollege%2bStudents%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dFranchi-Alfaro%252C%2bJessica%26isbn%3d978-0-355-24003-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Hispanic American studies; Higher education

**Classification:**0519: School counseling; 0737: Hispanic American studies; 0745: Higher education

**Identifier / keyword:**Social sciences Education Academic advising Advising latina college students Latina college students Latinas Undocumented Undocumented latina college students

**Number of pages:**118

**Publication year:**2017

**Degree date:**2017

**School code:**0125

**Source:**DAI-A 79/01(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-24003-0

**Advisor:**III, Pedro Villarreal

**Committee member:**Bejarano, Anabel; Birman, Dina; Stacks, Don; Weinblatt, Brian

**University/institution:**University of Miami

**Department:**Higher Education Leadership

**University location:**United States -- Florida

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10617524

**ProQuest document ID:**1957414238

**Document URL:**[https://search.proquest.com/docview/1957414238?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=qS3TKjVNmUX0WzzD48ys-uN633J5vQfCA2P3Q84cVeksgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1957414238%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Undocumented Students in Higher Education: A Case Study Exploring Street-Level Bureaucracy in Academic Advising**

**Author:**Howard, Fai R.

**Publication info:**Virginia Commonwealth University, ProQuest Dissertations Publishing, 2017. 10618390.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=NH9ziqF32HSeydw7N33QgTk8vGbJ-V5wpwSKni6-ILIsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1955177203%3faccountid%3d45039)

**Abstract:**

Immigration is arguably among the most divisive global and national issues at present. In the U.S., undocumented persons (the DREAMers) who arrived to the U.S. as children have been the central focus of legislation and debate. As of 2013, the undocumented population has increased from less than a million in 1980, then reaching 12.2 million in 2006, to an estimated population of 11.3 million (Passel, Cohn, Krogstand, & Gonzalez-Barerra, 2014) just a few short years ago. For the numerous undocumented students who have excelled academically and socially, and make positive contributions to their communities, the goal of obtaining a college degree is naturally the next step after high school. While undocumented students face intractable challenges in the areas of residency/citizenship, the college admission process, and financing their education, many still find their way on college campuses seeking degree completion.

Academic advisors are uniquely positioned to support the persistence and graduation of students, especially undocumented students. Therefore, this research examined perspectives and behaviors of advisors concerning their interactions with undocumented students in public universities utilizing the framework of Michael Lipsky’s (1980) understanding of street-level bureaucracy to determine the discretionary behaviors exercised by academic advisors who advise undocumented students. Study participants included college advisors located in the middle southern and western regions of the United States, where undocumented populations are highest.

A qualitative methodology with a case study research design was used in this phenomenological guided research to determine two major study findings: (a) academic advisors are exercising discretionary behavior in advising undocumented students and general population students and (b) the academic advising needs of undocumented students differ from other students. This study has contributed to public administration and higher education advising literature by providing insight into how advisors understand their roles, implement policy, and participate in divergence to meet the needs of students.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=ef0PLodTeTvwkn6utJqucTpVDQvZFSnd2-6DSF6E1pcsgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dUndocumented%2bStudents%2bin%2bHigher%2bEducation%253A%2bA%2bCase%2bStudy%2bExploring%2bStreet-Level%2bBureaucracy%2bin%2bAcademic%2bAdvising%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHoward%252C%2bFai%2bR.%26isbn%3d978-0-355-17662-9%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Public administration

**Classification:**0617: Public administration

**Identifier / keyword:**Social sciences Academic advising Divergence Front-line worker Higher education Street-level bureaucracy Undocumented students

**Number of pages:**257

**Publication year:**2017

**Degree date:**2017

**School code:**2383

**Source:**DAI-A 79/01(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-17662-9

**Advisor:**Liebert, Saltanat

**Committee member:**Gooden, Susan T.; Stratton, Anne; Sykes, Seth

**University/institution:**Virginia Commonwealth University

**Department:**Public Policy and Administration

**University location:**United States -- Virginia

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10618390

**ProQuest document ID:**1955177203

**Document URL:**[https://search.proquest.com/docview/1955177203?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=NH9ziqF32HSeydw7N33QgTk8vGbJ-V5wpwSKni6-ILIsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1955177203%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**A Phenomenological Study on Academic Advising: Perspectives of Community College Faculty**

**Author:**O'Connor, Dianna M.

**Publication info:**Drexel University, ProQuest Dissertations Publishing, 2017. 10601012.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=FQ70vZExXbZP-qPMQv2kBTM8eO_y-8Zt0q77WpqUzlIsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1931037507%3faccountid%3d45039)

**Abstract:**

Retention and student graduation rates are a major concern for community colleges nationwide. As student dropout rates continue to climb and graduation figures languish, many studies have been conducted to investigate the causes of student attrition. Numerous reports have found faculty advising to be a contributing factor in student retention, however much of the research has been compiled from the student point of view (Braxton & Mundy, 2002 & McArthur, 2005). Although a connection between student persistence and advising has been established, there is a need for further research from a faculty perspective in order to create a successful program and to improve retention, and ultimately, graduation rates. The purpose of this phenomenological study is to explore, describe, and understand the academic advising experience of full-time faculty at a community college. The research questions will focus on how community college faculty perceive their role in academic advising and explore their perspectives on the connection between academic advising and student retention. The interpretive/constructivist research paradigm will use qualitative data to describe and understand community college faculty perspectives regarding student retention and academic advising.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=Nmbtedp4kCbAmO1NVGFs0q8OPeZkgy0VzvQAaKUcwuAsgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dA%2bPhenomenological%2bStudy%2bon%2bAcademic%2bAdvising%253A%2bPerspectives%2bof%2bCommunity%2bCollege%2bFaculty%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dO%2527Connor%252C%2bDianna%2bM.%26isbn%3d978-0-355-11140-8%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Education; Higher education

**Classification:**0275: Community college education; 0515: Education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Community college Faculty advising Retention

**Number of pages:**168

**Publication year:**2017

**Degree date:**2017

**School code:**0065

**Source:**DAI-A 78/12(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-11140-8

**Advisor:**Vorndran, Christine

**Committee member:**Allen, Ayana; Tomko, Andrew

**University/institution:**Drexel University

**Department:**Educational Leadership and Management

**University location:**United States -- Pennsylvania

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10601012

**ProQuest document ID:**1931037507

**Document URL:**[https://search.proquest.com/docview/1931037507?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=FQ70vZExXbZP-qPMQv2kBTM8eO_y-8Zt0q77WpqUzlIsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1931037507%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Advisor Perspectives on the Relationship between Professional Values and the Practice of Academic Advising**

**Author:**Morgan, John Pharo, III

**Publication info:**University of South Florida, ProQuest Dissertations Publishing, 2017. 10265946.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=4Sm-14U6TIMUJHNdW5lEf3FKgmIYnCHdx8nQYu_q800sgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1900944777%3faccountid%3d45039)

**Abstract:**

Professional academic advisors play an important role in higher education—especially at large, research institutions where their use is more prevalent. This study explored professional advisor perspectives about the impact of the NACADA Statement of Core Values (SCV) on the practice of academic advising. This study explores advisor perceptions about the impact of the SCV on advising practice.

An in-depth, qualitative interview conducted via e-mail was used to discover advisor perceptions about the SCV in relation to advising practice. The interviews addressed advisor perceptions about the impact of the SCV in regard to (a) academic advising in general, (b) their own day-to-day practice of advising, and (c) specific functions commonly associated with academic advising.

Ten professional academic advisors at a large research institution within the Florida State University System took part. The results demonstrate that the NACADA Statement of Core Values (SCV) is important to advising practice—especially those values relating to the fundamental relationship between advisors and the students they serve. The participating academic advisors expressed strong support for the SCV overall while also indicating limited prior knowledge or training. Several themes were apparent in the interview responses, including: the provision of accurate information, the students’ responsibility in the advising interaction, the importance of lifelong learning, and advising as a form of teaching.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=-cARfSTKpwChXfvSKTW81OQAvzXJDOhlk_3irdiFUMYsgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAdvisor%2bPerspectives%2bon%2bthe%2bRelationship%2bbetween%2bProfessional%2bValues%2band%2bthe%2bPractice%2bof%2bAcademic%2bAdvising%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMorgan%252C%2bJohn%2bPharo%252C%2bIII%26isbn%3d978-1-369-76453-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education

**Classification:**0745: Higher education

**Identifier / keyword:**Education Academic advising Professional values

**Number of pages:**158

**Publication year:**2017

**Degree date:**2017

**School code:**0206

**Source:**DAI-A 78/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-76453-6

**Advisor:**Young, William

**Committee member:**Closson, Rosemary; Miller, Thomas; Sullins, W. Robert

**University/institution:**University of South Florida

**Department:**Leadership, Counseling, Adult, Career, and Higher Education

**University location:**United States -- Florida

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10265946

**ProQuest document ID:**1900944777

**Document URL:**[https://search.proquest.com/docview/1900944777?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=4Sm-14U6TIMUJHNdW5lEf3FKgmIYnCHdx8nQYu_q800sgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1900944777%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Academic advising relationship and the Latino community college student**

**Author:**Alvarado, Daniel

**Publication info:**Wingate University, ProQuest Dissertations Publishing, 2017. 10265848.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=7dDeyRT0M37CzrmChc8rso0Gph-qNj78UzKgVqsO4bgsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1889558207%3faccountid%3d45039)

**Abstract:**

Disparities exist among Latinos in educational attainment. These disparities are magnified when comparing their access, persistence, and degree attainment to their Caucasian and Asian American counterparts. The purpose of this quantitative study is to discover the impact of cultural competence among academic advising professionals as it relates to Latino student advisees and to examine the effects on student persistence, degree completion, and academic advising experience. Surveys and review of relevant documents will be used to gain an understanding of how community college academic advising professionals perceive the challenges of advising Latino students. The study will also examine Latino students’ perceived advisor/advisee relationships. The researcher will attempt to examine academic advising relationships, the institution's advising model, advisors’ cultural competence, and the effects on persistence and the students' advising experience for the purpose of learning about one another's perspectives. This study will investigate Latino community college student persistence and degree completion within North Carolina's 58 community colleges. The researcher will utilize Tinto’s Interactionalist Theory (1975) as the theoretical framework by which to quantitatively examine issues pertaining to the perspective of Latino community college students and their experiences with academic advisors (Baxton, 2000). The results yielded that minority academic advisors’ cultural competency scores were higher than their non-minority counterparts. Although minority academic advisors had higher scores, Latino community college students had an overall satisfaction rate of their advising experience regardless of the ethnicity of their advisors.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=CK-uvwEpCmDst-z0oHVKDhumEdURlkQ2XS7A7Oi_yXAsgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2badvising%2brelationship%2band%2bthe%2bLatino%2bcommunity%2bcollege%2bstudent%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dAlvarado%252C%2bDaniel%26isbn%3d978-1-369-70711-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Higher Education Administration

**Classification:**0275: Community college education; 0446: Higher Education Administration

**Identifier / keyword:**Education Academic advising Completion Cultural competence Latino students Student persistence

**Number of pages:**128

**Publication year:**2017

**Degree date:**2017

**School code:**1650

**Source:**DAI-A 78/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-70711-3

**Advisor:**Staat, Darrel

**Committee member:**Overman, Jan; Sepich, Kimberly

**University/institution:**Wingate University

**Department:**Educational Leadership

**University location:**United States -- North Carolina

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10265848

**ProQuest document ID:**1889558207

**Document URL:**[https://search.proquest.com/docview/1889558207?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=7dDeyRT0M37CzrmChc8rso0Gph-qNj78UzKgVqsO4bgsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1889558207%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Perceptions and Attitudes of Students in an Online Allied Health Program Regarding Academic Advising Methods**

**Author:**Hicks, Joel Matthew

**Publication info:**Grambling State University, ProQuest Dissertations Publishing, 2016. 10250875.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=MUgDwBDuQO7ObRab6SldV3I0JDNLnwC_bdGmZle-3VwsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1931104440%3faccountid%3d45039)

**Abstract:**

Academic advising has been found to be an important component in satisfaction and retention among online and distance students. This quantitative study examined the perceptions of both online and allied health students in an allied health program regarding academic advising methods. These perceptions were then examined to determine if there was a relationship to the students’ overall satisfaction and retention. To determine student perceptions, a convenience sample of both online and face-to-face students from two allied health programs in Louisiana was used. The students were given the Academic Advising Inventory (AAI), which was used to evaluate their perceptions regarding academic advising.

The review of the literature found that there are two primary models of academic advising: prescriptive and developmental. The literature indicated that different types of students prefer different advising models (Belchier, 1999; Gravel, 2012; Jeschke, Johnson, & Williams, 2001; Kelley & Lynch, 1991; LaPadula, 2003; Luna & Medina, 2007). There are limited findings, however, regarding the preferences of online students. Further, there is no literature describing the preferences of online students in an allied health program.

This research study investigated student preferences regarding advising in an allied health program. This research study also investigated whether those preferences regarding advising had any effects on the overall satisfaction and persistence of students within an allied health program. Finally, this research study investigated if there were significant differences between the type of advising received between online and face-to-face students in the two programs.

Based on the data analysis, it was first found that students who experienced developmental advising had higher satisfaction than students who had prescriptive advising. Second, students who experienced developmental advising were more likely to persist in the allied health program than students who had received prescriptive advising. Third, students who experienced advising closely matched to their preferred advising style were more likely to be satisfied than students who experienced a wide gap between actual and preferred academic advising. Finally, it was found that face-to-face students were much more likely to receive developmental advising than online students in the same allied health program.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=Evzzdq3RUln1L4Zph8aAfsaPMiug6pNHR7gNxS5loW8sgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aHealth%2b%2526%2bMedical%2bCollection%26atitle%3d%26title%3dPerceptions%2band%2bAttitudes%2bof%2bStudents%2bin%2ban%2bOnline%2bAllied%2bHealth%2bProgram%2bRegarding%2bAcademic%2bAdvising%2bMethods%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHicks%252C%2bJoel%2bMatthew%26isbn%3d978-0-355-09323-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Education; Health sciences; Health education; Educational technology

**Classification:**0515: Education; 0566: Health sciences; 0680: Health education; 0710: Educational technology

**Identifier / keyword:**Health and environmental sciences Education Advising Allied health Online

**Publication title:**ProQuest Dissertations and Theses

**Number of pages:**101

**Publication year:**2016

**Publication date:**2016

**Section:**1195

**Publisher:**ProQuest Dissertations Publishing

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-09323-0

**Advisor:**Williams, Daphne E.

**Committee member:**Aaron, Laura C.; Farmer, Vernon L.; Wanjohi, Reubenson

**School:**Grambling State University

**Department:**Educational Leadership

**School location:**United States -- Louisiana

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language of publication:**English

**Document type:**Dissertation/Thesis

**Publication / order number:**10250875

**ProQuest document ID:**1931104440

**Document URL:**[https://search.proquest.com/docview/1931104440?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=MUgDwBDuQO7ObRab6SldV3I0JDNLnwC_bdGmZle-3VwsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1931104440%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Last updated:**2019-10-18

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**A Qualitative Case Study on Intrusive Academic Advising**

**Author:**Wilder, Marcey B.

**Publication info:**Northcentral University, ProQuest Dissertations Publishing, 2016. 10254631.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=OfgIkxX8q8Rm7k9q5MuEYeRHpw6n5A2-9H4BXq4iAA4sgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1873009630%3faccountid%3d45039)

**Abstract:**

Academic advising is an important construct for student success and retention in higher education. The efficacy of current academic advising approaches has been challenged; intentional and practical methods are needed. Using a more proactive or intrusive advising model may be just the tool institutions need to help students succeed, and increasing retention rates. The purpose of this qualitative case study was to investigate, from a student perspective, the quality of academic advising in aiding the student to persist to a baccalaureate degree. The research method was a qualitative case study approach using synchronous communication interviews. The participants were a random sample of six college students who had at least one year of advising experience in a four-year institution. The results were mostly positive; however, suggestions lean toward a more intrusive or proactive approach for some students.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=-xT1VKZgRbAKMU1lb_kr9-yziNtmfS7GyE5pKrpjyzYsgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dA%2bQualitative%2bCase%2bStudy%2bon%2bIntrusive%2bAcademic%2bAdvising%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWilder%252C%2bMarcey%2bB.%26isbn%3d978-1-369-55093-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Education

**Classification:**0515: Education

**Identifier / keyword:**Education Academic advising Intrusive advising Proactive advising Student perspective

**Number of pages:**111

**Publication year:**2016

**Degree date:**2016

**School code:**1443

**Source:**DAI-A 78/07(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-55093-1

**Advisor:**Pucci, Thomas G.

**Committee member:**White, Gary

**University/institution:**Northcentral University

**Department:**School of Education

**University location:**United States -- Arizona

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10254631

**ProQuest document ID:**1873009630

**Document URL:**[https://search.proquest.com/docview/1873009630?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=OfgIkxX8q8Rm7k9q5MuEYeRHpw6n5A2-9H4BXq4iAA4sgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1873009630%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Academic advising practices that support retention rates in two-year colleges in the southeastern United States**

**Author:**Schultz, Kara

**Publication info:**Northeastern University, ProQuest Dissertations Publishing, 2016. 10194954.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=HGL6E3DXANzEXLCqzisyzDHggYoPUQU6JiEqxcZLmissgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1861963336%3faccountid%3d45039)

**Abstract:**

The academic advising practices of two-year colleges with high retention rates was examined using general inductive qualitative study. Participants were all mangers or deans who oversaw the advising practice at their college. The colleges interviewed were all located in the Southeastern United States. The study uncovered five key findings: (a) early identification and intervention of high-risk students; (b) increased communication with students, particularly at significant dates for enrollment; (c) implementation of support coaches; (d) training of faculty and staff who serve as advisors; and (e) mandatory advising sessions for students. The findings validated the importance of academic advising in improving and sustaining retention rates. Implementing these practices in other two-year colleges may help improve institution retention rates and student success.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=K_jQ0F3UsQCjR8ELiDeyCwcnY_qApb5gxAtmuOTQx0UsgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAcademic%2badvising%2bpractices%2bthat%2bsupport%2bretention%2brates%2bin%2btwo-year%2bcolleges%2bin%2bthe%2bsoutheastern%2bUnited%2bStates%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSchultz%252C%2bKara%26isbn%3d978-1-369-54257-8%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Educational psychology; Higher education

**Classification:**0275: Community college education; 0525: Educational psychology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Qualitative study Retention rates Two-year colleges

**Number of pages:**103

**Publication year:**2016

**Degree date:**2016

**School code:**0160

**Source:**DAI-A 78/06(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-54257-8

**Advisor:**Unger, Chris

**Committee member:**Bair, Carolyn; Rice, Nelljean

**University/institution:**Northeastern University

**Department:**School of Education

**University location:**United States -- Massachusetts

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10194954

**ProQuest document ID:**1861963336

**Document URL:**[https://search.proquest.com/docview/1861963336?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=HGL6E3DXANzEXLCqzisyzDHggYoPUQU6JiEqxcZLmissgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1861963336%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Effective academic advising and African American firstyear students: A qualitative study**

**Author:**Floyd-Peoples, Bennie

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2016. 10195960.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=l8IavrhHoLnTD74a40Kbqtj-QcWq-oxGRNtNMrgjEwYsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1845860595%3faccountid%3d45039)

**Abstract:**

Abstract Research suggests that the retention of first-year African American students is a continuous concern for institutions of higher learning, especially Historically Black Colleges and Universities (HBCUs). Of benefit to any institution of higher education, then, is to understand why some first-year and first-generation African American students persist to the second year and why some students leave college early. At the center of the success of first-year students is academic advising. The purpose of this basic qualitative study was to illuminate the advisement practices academic advisors have found most effective when advising African American freshmen. The theoretical framework for the study was comprised of Astin’s involvement theory and Rendon’s validation theory. The population for the study consisted of eight HBCU advisors and three advisors from Predominately White Institutions (PWIs), whom the researcher recruited through purposive sampling. To collect data, the researcher conducted face-to-face, semi-structured interviews with these academic advisors. The researcher coded and analyzed the data using NVivo 11, and through this analysis, understanding of advising perceptions and practices emerged. Participants reported that advising practices were shaped to some degree by institutional environment and external factors, and that an emphasis on the development of students and improving self-efficacy was important to effective advising practice. Such an emphasis results in student-centered advising approaches. Future researchers may wish to employ quantitative designs and larger samples to allow for the generalizing of results to the broader population of university advisors.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=eIIncR8o6fPyIQxXPKtx0W-2VFr5Re35yhRbrL-zYk4sgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dEffective%2bacademic%2badvising%2band%2bAfrican%2bAmerican%2bfirstyear%2bstudents%253A%2bA%2bqualitative%2bstudy%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dFloyd-Peoples%252C%2bBennie%26isbn%3d978-1-369-32158-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**African American Studies; Higher Education Administration; School counseling; Higher education

**Classification:**0296: African American Studies; 0446: Higher Education Administration; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Social sciences Education Academic advising African American students First-generation students First-year student Higher education Validation theory academic advising

**Number of pages:**134

**Publication year:**2016

**Degree date:**2016

**School code:**1351

**Source:**DAI-A 78/04(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-32158-6

**Advisor:**Baworowsky, John

**Committee member:**Lang, Lucille; Skaruppa, Cindy

**University/institution:**Capella University

**Department:**School of Education

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10195960

**ProQuest document ID:**1845860595

**Document URL:**[https://search.proquest.com/docview/1845860595?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=l8IavrhHoLnTD74a40Kbqtj-QcWq-oxGRNtNMrgjEwYsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1845860595%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Bridging theory and practice of academic advising: A case study at two community colleges**

**Author:**Hernandez, Cathleen Anne

**Publication info:**Northern Arizona University, ProQuest Dissertations Publishing, 2016. 10159266.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=PIXQDQ2AR3JtF1zxLztLZQ69rT9ZZipwn4RGyzzxKbIsgGsq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1840889433%3faccountid%3d45039)

**Abstract:**

Academic advising is often the first point of contact for community college students and has been described as the cornerstone of student retention. Research indicates that high quality advising can impact student retention in a positive manner (Drake, 2011; Pascarella and Terenzini, 1991). Today, academic advising is portrayed as a process of teaching. Advising practitioners are called upon to understand and apply a broad array of human development and student learning theories in order to meet the needs of an increasingly diverse student population. Despite this, there is little evidence that substantiates the extent to which academic advisors understand or apply these theories during daily practice. This study investigates, from the academic advisor perspective, how theory is understood and applied in the community college setting.

The research design for this study was qualitative utilizing a descriptive case study methodology. Through this method, the researcher sought to determine the perception and experiences of advising staff regarding the delivery of academic advising framed upon theory in the community college setting.

The findings offer insight to the knowledge of academic advisors regarding human development and student learning theories in relation to academic advising practices. It was concluded that academic advisors possess limited knowledge of theories or how to apply them in practice. Despite this, the findings suggested that theoretical perspectives were applied in practices as an outcome of training and lived experiences. Academic advisors discussed practices from the lens of prescribed academic advising approaches and were trained how to engage students from the perspective of the advising approach. This suggested that, contrary to expectations, theoretical perspectives did influence advising practices; although it was accomplished unknowingly by the academic advisor.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=PxSGtiPBqP1FBySMSMz-hVD9kici6CCmw4sjT-dMlM0sgGsq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dBridging%2btheory%2band%2bpractice%2bof%2bacademic%2badvising%253A%2bA%2bcase%2bstudy%2bat%2btwo%2bcommunity%2bcolleges%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHernandez%252C%2bCathleen%2bAnne%26isbn%3d978-1-369-14254-9%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Educational leadership; Adult education; Higher education

**Classification:**0275: Community college education; 0449: Educational leadership; 0516: Adult education; 0745: Higher education

**Identifier / keyword:**Education Academic Advising Advisor Developmental Learning Theory

**Number of pages:**141

**Publication year:**2016

**Degree date:**2016

**School code:**0391

**Source:**DAI-A 78/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-14254-9

**Advisor:**Delecki, Walter

**Committee member:**Eadens, Daniel; Ghanatabadi, Jolyne; Kater, Sue; Swaba, Joseph

**University/institution:**Northern Arizona University

**Department:**Educational Leadership

**University location:**United States -- Arizona

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10159266

**ProQuest document ID:**1840889433

**Document URL:**[https://search.proquest.com/docview/1840889433?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=IJ5p8c_rizppSAvr6wSyaULenffjCjQ0lgs7h7TctZmG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1840889433%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**The Relationship Between Community College Academic Advising and Time to Degree Completion**

**Author:**Pongracz, Brenda Wepfer

**Publication info:**Walden University, ProQuest Dissertations Publishing, 2016. 10180908.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=K9Qh0mE8AuULYUJS9-vlAmV0EiN67YPzSOnPc7XgJdKG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1835091683%3faccountid%3d45039)

**Abstract:**

Increasing student on-time completion is a challenge for many higher education institutions. In the community college chosen for this study, only 5.2% of its first-time-in-college, full-time students graduated within 3 years with a 2-year degree. The purpose of this study was to explore the relationship between participation in the college’s academic advising program and students’ time-to-degree completion, based on the pre- and post-entry attributes outlined in Tinto’s institutional departure theory. A non-experimental, correlational, quantitative research method with multiple regression analysis was applied, using a convenience sample of 190 graduating students from the institution’s 2011 Integrated Postsecondary Education Data System (IPEDS) cohort. Specifically, the quantitative design employed bivariate correlation analysis to select applicable pre- and post-entry characteristics and then regression analysis to determine the degree to which academic advising predicted time-to-degree completion based on characteristics. The regression analysis indicated that the variables of first-generation, intent to transfer, use of services, club participation, and financial aid eligibility significantly impacted student time to degree completion. The data analysis also indicated that students who did not see an academic advisor graduated faster than those who did. These findings led to a white paper recommending implementation of a tiered academic advising approach, development of specific advising outcomes, and increased data collection to improve the advising structure at the institution. By working to increase the IPEDS graduation rate, the institution can provide opportunities for students to increase their employment and earnings potential, improving the overall quality of life for students, their families, and the community, thus promoting positive social change.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=re7UYSCkox98OyqDyro1NyBo7eHQd8j5LGhiP-UyouaG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bRelationship%2bBetween%2bCommunity%2bCollege%2bAcademic%2bAdvising%2band%2bTime%2bto%2bDegree%2bCompletion%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dPongracz%252C%2bBrenda%2bWepfer%26isbn%3d978-1-369-29560-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School administration

**Classification:**0514: School administration

**Identifier / keyword:**Education Advising Completion Graduation

**Number of pages:**224

**Publication year:**2016

**Degree date:**2016

**School code:**0543

**Source:**DAI-A 78/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-29560-3

**Advisor:**McCook, William

**Committee member:**Hammett, Richard; Parent, Sydney

**University/institution:**Walden University

**Department:**Education

**University location:**United States -- Minnesota

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10180908

**ProQuest document ID:**1835091683

**Document URL:**[https://search.proquest.com/docview/1835091683?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=K9Qh0mE8AuULYUJS9-vlAmV0EiN67YPzSOnPc7XgJdKG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1835091683%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Building an evaluation model of academic advising's impact on progression, persistence, and retention within university settings**

**Author:**Roy, Abhik

**Publication info:**Western Michigan University, ProQuest Dissertations Publishing, 2016. 10172551.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=2KxU9Tif9-FBtcPlatlDi4TQwhs9uiMSKm0R2DbkTCeG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1827742371%3faccountid%3d45039)

**Abstract:**

Academic advising is at a point in its maturation as a field of study where anecdotal evidence is no longer sufficient to inform the measure of effectiveness. As the area becomes more research-based, advising’s measurable impact should be based on an evaluative framework; no such structure currently exists. In this study, three methods were used to investigate this problem and ultimately to create a model and checklist. Firstly, a descriptive study was used to examine if there is an understanding of what evaluation is within the advising community, one where assessment has been the dominant practice. Secondly, a quasi-experimental design was utilized to determine if the practice of advising has any effect on student progression and retention. Thirdly, using results from the first two studies, a Delphi study was used to create a checklist for evaluating academic advising. Results indicated that academic advisors tended to associate the idea of evaluation with assessment. Additionally, there was an indication that academic advising affected student success when viewed through the lens of progression toward degree completion. Finally, a preliminary model and evaluative checklist were constructed.

In summation, academic advising is very much at its infancy as a field of study. If evaluative standards are to be accepted within the community, acceptable measures and methods must be employed when judging the practice. This research provides the advising population with a basic framework to evaluate their programs or units using language and criteria derived from the three studies.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=kyy9IHaWpR5bF1yuIinXkFKfsf4QRcSSserootL3Ie-G4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dBuilding%2ban%2bevaluation%2bmodel%2bof%2bacademic%2badvising%2527s%2bimpact%2bon%2bprogression%252C%2bpersistence%252C%2band%2bretention%2bwithin%2buniversity%2bsettings%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dRoy%252C%2bAbhik%26isbn%3d978-1-369-27308-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational evaluation; Higher Education Administration; Higher education

**Classification:**0443: Educational evaluation; 0446: Higher Education Administration; 0745: Higher education

**Identifier / keyword:**Education Academic advising Evaluation Student retention

**Number of pages:**172

**Publication year:**2016

**Degree date:**2016

**School code:**0257

**Source:**DAI-A 78/02(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-27308-3

**Advisor:**Mingus, Tabitha

**University/institution:**Western Michigan University

**Department:**Evaluation

**University location:**United States -- Michigan

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10172551

**ProQuest document ID:**1827742371

**Document URL:**[https://search.proquest.com/docview/1827742371?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=2KxU9Tif9-FBtcPlatlDi4TQwhs9uiMSKm0R2DbkTCeG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1827742371%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Improving Graduate Students' Satisfaction with Academic Advising**

**Author:**Green, Jamie L.

**Publication info:**Walden University, ProQuest Dissertations Publishing, 2016. 10131742.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=3IiVcIAdGvB2x3VVZjJqRJx6cZ8DZ72Qt7rmS2UrBJqG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1800286751%3faccountid%3d45039)

**Abstract:**

Academic advising is associated with increased student retention and academic success. However, advising at an urban graduate school of education in Tennessee has been criticized for limited advisor availability, poor communication, and lack of advising knowledge. The purpose of this qualitative case study was to gain a deeper understanding of the reasons for student satisfaction or dissatisfaction and to identify techniques to improve academic advising. This study was guided by the conceptual frameworks of Kelly’s personal construct theory and Daloz’s psycho-developmental perspective. The research question addressed the perceived role of academic advisors that graduate students associated with academic success. The data were collected using 4 focus groups. Group 1 consisted of 10 graduate students; group 2 included 5 professors; group 3 was comprised of 2 advisors; group 4 consisted of 3 administrators. A thematic analysis was performed on the data, and member checking was used to improve data quality. Findings revealed that students were satisfied with the positive attitude of advisors, but were dissatisfied with advisors’ relational skills and knowledge of college programs. Findings also revealed that students, professors, and administrators were dissatisfied with advisor’s limited availability and lack of training. Based on these research findings, a 3-day professional development workshop for advisors was developed. The workshop included training about techniques to improve advisor communication skills and knowledge of effective advising practices. Implementation of this professional development workshop could bring about positive social change by improving the effectiveness of the advising program and the quality of graduates.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=CqKdtVPtaD3biNtpm4f7JBkXRzJFt4JYA7H5xpNw4-uG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dImproving%2bGraduate%2bStudents%2527%2bSatisfaction%2bwith%2bAcademic%2bAdvising%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dGreen%252C%2bJamie%2bL.%26isbn%3d978-1-339-89513-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Adult education; School counseling; Higher education

**Classification:**0516: Adult education; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Advising Effect Graduate Impact Retention Satisfaction

**Number of pages:**181

**Publication year:**2016

**Degree date:**2016

**School code:**0543

**Source:**DAI-A 77/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-339-89513-0

**Advisor:**Hogan, Robert

**Committee member:**Hollywood, Kathryn; Ionas, Ioan G.

**University/institution:**Walden University

**Department:**Education

**University location:**United States -- Minnesota

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10131742

**ProQuest document ID:**1800286751

**Document URL:**[https://search.proquest.com/docview/1800286751?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=3IiVcIAdGvB2x3VVZjJqRJx6cZ8DZ72Qt7rmS2UrBJqG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1800286751%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Student Perceptions of Academic Advising At Two-Year Colleges**

**Author:**Whitmore, Wayne

**Publication info:**Minnesota State University, Mankato, ProQuest Dissertations Publishing, 2016. 10117541.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=2OjMRLnD1HtiIY8Uihdk__DmDs6olyswX6LUBasbMw2G4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1795084870%3faccountid%3d45039)

**Abstract:**

This research project examined students’ perceptions of academic advising through an online survey method at select two-year colleges within the Minnesota State College and University System. The purpose of this research was to build upon scant existing research relating to student satisfaction with academic advising models utilized by individual colleges. The purpose was to also identify the academic advising model preferred by students. The sample for this research consisted of 177 students enrolled at two-year state community and technical colleges. Outcomes indicated a preference for the developmental model of academic advising. Outcomes also indicated that the developmental model of academic advising was reported to be commonly utilized by the colleges participating in the research.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=B9r5Y0CJjuENNmoDoMvYf7C2oeANwYRuQ8HR2Hw8wDeG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aPsychology%2bDatabase%26atitle%3d%26title%3dStudent%2bPerceptions%2bof%2bAcademic%2bAdvising%2bAt%2bTwo-Year%2bColleges%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWhitmore%252C%2bWayne%26isbn%3d978-1-339-78915-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School administration; Behavioral Sciences; Higher education

**Classification:**0514: School administration; 0602: Behavioral Sciences; 0745: Higher education

**Identifier / keyword:**Psychology Education Academic advising Completion Retention

**Number of pages:**79

**Publication year:**2016

**Degree date:**2016

**School code:**1510

**Source:**DAI-A 77/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-339-78915-6

**Advisor:**Kaufman, Jason A.

**Committee member:**Berry, Timothy Fors, Brian D.; Panahon, Alexandra

**University/institution:**Minnesota State University, Mankato

**Department:**Educational Leadership

**University location:**United States -- Minnesota

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10117541

**ProQuest document ID:**1795084870

**Document URL:**[https://search.proquest.com/docview/1795084870?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=2OjMRLnD1HtiIY8Uihdk__DmDs6olyswX6LUBasbMw2G4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1795084870%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**A qualitative study of faculty perceptions of the strengths and challenges of academic advising at small, Christian universities**

**Author:**Baird, Stephanie Borgert

**Publication info:**Oklahoma State University, ProQuest Dissertations Publishing, 2015. 10091629.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=p4P5TVTRXveqOBIRrUGGABh7qYxgudEa_wZUohLwf1-G4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1779552133%3faccountid%3d45039)

**Abstract:**

As student retention, persistence, and degree completion became "hot topics" in higher education, research on the influence from academic advising models and practices emerged. However, there is little research on faculty advisor perceptions of models, specifically at small, Christian universities. Such information improves academic advising and, in turn, retention, persistence, and degree completion at these institutions. Consequently, the purpose of the study was to explore faculty perceptions of the strengths and challenges of current systems of academic advising at small, Christian universities.

This case study was conducted at three Christian universities and resulted in numerous findings for the individual institutions and as a collective case study. The four findings from the first institution were that faculty advisors knew their institution, industries, and students very well, but were busy with several responsibilities, saw the function and process of academic advising as different from that of enrollment, and were not engaged in general education courses. The first two findings from the second institution were that faculty accessibility and good customer service were vital aspects of effective academic advising and that personal relationships among faculty advisors and advisees contributed to student success. The second two findings were that FERPA slowed down the advising and customer service processes for students and that faculty advisors were busy and had little time or ability to advise students. The three findings at the third institution were that faculty advisors enjoyed interacting with their student advisees and wanted to know them well and help them succeed. They also felt limited by the technological systems that they used to enroll students and had many responsibilities that left little time for academic advising.

Thus, the two findings for the collective case study consisted of one perceived strength and one perceived challenge. The perceived strength was that faculty advisors knew their students and enjoyed interacting with them, while the perceived challenge was that they were busy with multiple responsibilities and did not have the amount of time they wanted or needed to advise their students.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=qSP3Klx2Dg-inXaIKB0_Hg_37oYWrpn_QT54XjJ4BX-G4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dA%2bqualitative%2bstudy%2bof%2bfaculty%2bperceptions%2bof%2bthe%2bstrengths%2band%2bchallenges%2bof%2bacademic%2badvising%2bat%2bsmall%252C%2bChristian%2buniversities%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dBaird%252C%2bStephanie%2bBorgert%26isbn%3d978-1-339-59710-2%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership

**Classification:**0449: Educational leadership

**Identifier / keyword:**Education Academic Advising Challenges Christian Faculty Strengths Universities

**Number of pages:**139

**Publication year:**2015

**Degree date:**2015

**School code:**0664

**Source:**DAI-A 77/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-339-59710-2

**Advisor:**Kearney, Kerri S.

**Committee member:**Krumm, Bernita; Self, Mary Jo; Wanger, Stephen

**University/institution:**Oklahoma State University

**Department:**Education

**University location:**United States -- Oklahoma

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10091629

**ProQuest document ID:**1779552133

**Document URL:**[https://search.proquest.com/docview/1779552133?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=p4P5TVTRXveqOBIRrUGGABh7qYxgudEa_wZUohLwf1-G4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1779552133%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**A case study of community colleges that require academic advising**

**Author:**Thimblin, Alison L.

**Publication info:**George Mason University, ProQuest Dissertations Publishing, 2015. 10032354.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Tjxb3oqqffhKVFu29YTEUaFbTNB98CbDLnajEzLbPrSG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1773541520%3faccountid%3d45039)

**Abstract:**

As community colleges shift their focus from access to success, academic advising is being recognized as a process that is influential on student success. Interventions including elements of prescriptive, developmental and intrusive advising have been put in place at a number of community colleges, with success measured in terms of retention. Community colleges are faced with resource challenges and many find it difficult to incorporate academic advising successfully. This dissertation is a case study of very large, multi-campus community colleges that require advising, in an effort to describe how the institutions are able to require advising and the challenges the institutions face to make this requirement successful. Data was obtained from interviews, observations, and documents and was analyzed using the organizational theory of Bolman and Deal. The findings are relevant to community colleges.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=sbmnc7SFdpGcRviSo6HRi4-rLYYE2TaGFyQQV9B75SGG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dA%2bcase%2bstudy%2bof%2bcommunity%2bcolleges%2bthat%2brequire%2bacademic%2badvising%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dThimblin%252C%2bAlison%2bL.%26isbn%3d978-1-339-53528-9%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Higher education

**Classification:**0275: Community college education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Advising Required advising Retention Student success

**Number of pages:**205

**Publication year:**2015

**Degree date:**2015

**School code:**0883

**Source:**DAI-A 77/07(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-339-53528-9

**Advisor:**Lester, Jaime

**Committee member:**Arminio, Jan; Reybold, Earle

**University/institution:**George Mason University

**Department:**Community College Education

**University location:**United States -- Virginia

**Degree:**D.A.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10032354

**ProQuest document ID:**1773541520

**Document URL:**[https://search.proquest.com/docview/1773541520?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Tjxb3oqqffhKVFu29YTEUaFbTNB98CbDLnajEzLbPrSG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1773541520%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Change beliefs about online academic advising technology from the perspective of community college employee user groups**

**Author:**Maldonado, Coleen

**Publication info:**University of La Verne, ProQuest Dissertations Publishing, 2015. 3723432.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=JULgr3dezX5EQMuDmqZRSsk5ocijCLrJt4z0S2ut5meG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1728918522%3faccountid%3d45039)

**Abstract:**

**Purpose.** This research study investigated the change beliefs that community college academic counselors, classified staff, department managers, and division administrators held about online academic advising technology.

**Methodology.** Mixed-methods phenomenology research methods were used to investigate employee change beliefs about new technology within a real-world context of a single bounded case study. Qualitative semi-structured interviews were the primary data collection method used. A secondary quantitative component, the Organizational Change Recipients’ Beliefs Scale questionnaire, was included to cross-verify the results of the qualitative data analysis.

**Findings.** Nearly every employee, regardless of their classification group, agreed that change was necessary to meet the new state Student Success and Support Program funding requirements and to modernize the college’s use of online technologies to provide academic advising services. Early and broad counselor involvement in the research, selection, and planning phases led to increased counselor user group buy-in and support. There was widespread praise for college and district leadership and the strategies leaders used to reduce user anxiety about learning new technologies. Areas where there were strong differences of opinion between academic counselors and the other three employee user groups were expectations about the impact on counselor work practices and the level of employee confidence in the college’s ability to maintain the system over the long term. All four employee user groups shared the expectation that when students had access to online academic advising services they would become more involved, engaged, and/or responsible for their own educational success.

**Conclusions.** Based on the research findings and themes post-secondary leaders may want to consider adopting some of the change process principles used at the community college studied. These principles include leaders who value employee feedback and expertise, early and broad user involvement, strategies to reduce user anxiety about new technology, consistent and open communication, and the use of collaborative problem solving strategies.

Recommendations. It is recommended that this research study be replicated to document employee change beliefs beyond the early adoption of new information technology phase to find out if the change principles identified in this research study are sustainable.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=nb3aBRRwGYdnjIZ9V3tAjoIvgpB9YQmLKJ81ZLJQbEuG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dChange%2bbeliefs%2babout%2bonline%2bacademic%2badvising%2btechnology%2bfrom%2bthe%2bperspective%2bof%2bcommunity%2bcollege%2bemployee%2buser%2bgroups%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMaldonado%252C%2bColeen%26isbn%3d978-1-339-06177-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Higher Education Administration; Educational technology

**Classification:**0275: Community college education; 0446: Higher Education Administration; 0710: Educational technology

**Identifier / keyword:**Education Change process Community college counseling Community colleges Educational technology Online academic advising Organizational change

**Number of pages:**264

**Publication year:**2015

**Degree date:**2015

**School code:**0476

**Source:**DAI-A 77/02(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-339-06177-1

**Advisor:**Poling, Barbara J.

**Committee member:**Britton, Todd; Liu, Lu

**University/institution:**University of La Verne

**Department:**Education and Organizational Leadership

**University location:**United States -- California

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3723432

**ProQuest document ID:**1728918522

**Document URL:**[https://search.proquest.com/docview/1728918522?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=JULgr3dezX5EQMuDmqZRSsk5ocijCLrJt4z0S2ut5meG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1728918522%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Adult Learners and Academic Advising: The Experiences at One Massachusetts Community College**

**Author:**Duggan, Adam

**Publication info:**Northeastern University, ProQuest Dissertations Publishing, 2015. 3730749.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=otA7zydOV3dDZZRvaHvJ3krP7CsyFGc3OD-rAkEVFn-G4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1728037478%3faccountid%3d45039)

**Abstract:**

This research explored the nature of academic advising through the experiences of Mount Wachusett Community College advisors with adult learners. This case study originated as an investigation of advisor perceptions of adult learners and their needs during academic advising interactions, specifically early in their transition to college. However, this analysis of one community college advising model revealed a tension between the counseling and teaching and learning paradigms of academic advising within the institution. This case study investigating academic advisors’ perceptions of the needs of their adult students revealed advisors frustrated by the numerous roles they must assume and the necessary skills needed to meet the complex needs of their students within the framework of a progressive, teaching and learning delivery model. Ultimately, this research outlines a model of advising service delivery for adult learners in a community college that blends the counseling and teaching and learning paradigms to meet the complex social/emotional needs of adult learners within the teaching and learning framework supported by the institution.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=H8-e_GWFWH5dtPF-6NdJ-FpG27iEQPEyZWVz3CNmEdiG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAdult%2bLearners%2band%2bAcademic%2bAdvising%253A%2bThe%2bExperiences%2bat%2bOne%2bMassachusetts%2bCommunity%2bCollege%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dDuggan%252C%2bAdam%26isbn%3d978-1-339-17069-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Educational evaluation; Adult education; Higher education

**Classification:**0275: Community college education; 0443: Educational evaluation; 0516: Adult education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Adult learners Community college Massachusetts

**Number of pages:**121

**Publication year:**2015

**Degree date:**2015

**School code:**0160

**Source:**DAI-A 77/02(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-339-17069-5

**Advisor:**Beltz, Lynda

**Committee member:**Clemons, Krystal; Levine, Sara

**University/institution:**Northeastern University

**Department:**School of Education

**University location:**United States -- Massachusetts

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3730749

**ProQuest document ID:**1728037478

**Document URL:**[https://search.proquest.com/docview/1728037478?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=otA7zydOV3dDZZRvaHvJ3krP7CsyFGc3OD-rAkEVFn-G4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1728037478%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Academic advising for student athletes at 2-year institutions**

**Author:**Masenda, Kenneth A.

**Publication info:**Texas A&M University - Commerce, ProQuest Dissertations Publishing, 2015. 3724704.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ntBr2V565G7yjmOs8Egro9Zq2mp55BknBs1i25lcWvCG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1727613199%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to examine the impact of designated academic advising for student athletes. A total of 206 student athletes were sampled amongst four institutions in East Texas, 73% (*n* = 150) with an academic advisor and 27% (*n* = 56) without an academic advisor. Propensity score matching was conducted using Thoemmes' (2012) SPSS syntax. Covariates used to match students included gender, ethnicity, the season of the sport in which they participated (fall, spring, and crossover), and the total hours enrolled in developmental courses. From the original 206 students, 51 pairs of students were matched, equaling a total of 102 students included in the final analyses. All but five of the control students, those without a designated academic advisor, were matched. Conversely, 99 of the treatment students, those with a designated academic advisor, were not matched and were eliminated from the analyses. Descriptive and inferential statistics were calculated using the Statistical Package for Social Sciences (SPSS), version 22.

There were two dependent variables for this study, the GPA and the number of degree credit hours earned. Results of a paired sampled *t* test showed there was no statistically significant difference in GPA and degree credit hours between student athletes who had a designated academic advisor for athletics and those who did not. While there was no statistically significant difference in GPA and degree credit hours between the two groups, there was a small practical significance in GPAs and degree credit hours between the two groups.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=XI-1r6j0tyHd7jGgpn437b6cF8234IpIfhZll9AFclmG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2badvising%2bfor%2bstudent%2bathletes%2bat%2b2-year%2binstitutions%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMasenda%252C%2bKenneth%2bA.%26isbn%3d978-1-339-08319-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; School counseling; Physical education; Higher education

**Classification:**0275: Community college education; 0519: School counseling; 0523: Physical education; 0745: Higher education

**Identifier / keyword:**Education 2-year institutions Academic advising Community college student Education Student athletes

**Number of pages:**136

**Publication year:**2015

**Degree date:**2015

**School code:**1287

**Source:**DAI-A 77/02(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-339-08319-3

**Advisor:**Scott, Joyce A.

**Committee member:**Ross, Henry; Travis, Jon

**University/institution:**Texas A & M University - Commerce

**Department:**EdD Supervision, Curriculum, and Instruction-Higher Education

**University location:**United States -- Texas

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3724704

**ProQuest document ID:**1727613199

**Document URL:**[https://search.proquest.com/docview/1727613199?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ntBr2V565G7yjmOs8Egro9Zq2mp55BknBs1i25lcWvCG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1727613199%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Utilizing Project Management Tools to Develop a New Academic Advising Framework**

**Author:**Olsen, Phillip

**Publication info:**The College of St. Scholastica, ProQuest Dissertations Publishing, 2015. 1591276.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=0___q9gaGDVeLSbkueh_n7JI5V8LpsAQf0i8bmGc5yyG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1697862049%3faccountid%3d45039)

**Abstract:**

This paper investigates the state of higher education and academic advising, and then offers a framework that utilizes project management to improve how students are advised. There is a review of literature that encompasses higher education then demonstrates the ability of project management to be utilized in advisement and coaching, followed by a proposed solution that connects academic advising into such a scenario. Project management tools such as the Activity on Node diagram and the Work Breakdown Structure are highlighted and tailored for an academic program. This paper pushes the role of project management within higher education into a new direction and broadens the skill set of academic advisors. The end result of such a plan develops students in a way that will help them prepare for their academic programs by planning their time more carefully before and during their programs. Future research is recommended to ensure results are congruent with the expected outcomes listed.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=CADbA3LlqohByVDuvBwYK-w6Ig6Nfwqy2F5bNZSbtJSG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dUtilizing%2bProject%2bManagement%2bTools%2bto%2bDevelop%2ba%2bNew%2bAcademic%2bAdvising%2bFramework%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dOlsen%252C%2bPhillip%26isbn%3d978-1-321-82444-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; Management; Higher education

**Classification:**0449: Educational leadership; 0454: Management; 0745: Higher education

**Identifier / keyword:**Social sciences Education Advising Project management

**Number of pages:**38

**Publication year:**2015

**Degree date:**2015

**School code:**0614

**Source:**MAI 54/05M(E), Masters Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-82444-5

**Advisor:**Karch, Donna M.

**Committee member:**Olson, Brandon D.

**University/institution:**The College of St. Scholastica

**Department:**Project Management

**University location:**United States -- Minnesota

**Degree:**M.S.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**1591276

**ProQuest document ID:**1697862049

**Document URL:**[https://search.proquest.com/docview/1697862049?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=0___q9gaGDVeLSbkueh_n7JI5V8LpsAQf0i8bmGc5yyG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1697862049%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Transitions and decisions: Academic advising behaviors of undergraduate transfer students**

**Author:**Tucker, Megan Hanna Latwinas

**Publication info:**George Mason University, ProQuest Dissertations Publishing, 2015. 3706951.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=F1Yg9E5HqK-4b3CgKnxJT9it8AKCL3vc75jGA1FGLIKG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1695806427%3faccountid%3d45039)

**Abstract:**

This study investigates attitudes towards academic advising, barriers to social and academic progress, and the actual academic behaviors used in regards to advising from unique and diverse groups of undergraduate students. Using a convenience sample, one-on-one interviews were conducted and a follow-up questionnaire given to 25 participants who identified as undergraduate transfer students. Following data collection, a thematic analysis was applied in order to extract overarching categories which contained themes and sub-themes. Findings suggest that this group of transfer students are actively thinking about and making decisions related to their academic future. These students saw the benefits of being prepared and being able to manage constant stress. Likewise, the participants that did not have good experiences with advising at their previous institution were much more likely to distrust their new advisors, or seek out information elsewhere. Finally, the participants expressed the desire for changes to the advising structure including catering more to part-time students who have day jobs, creating mentoring programs for transfers, and requiring advising for new students or brand new transfers until they are comfortable and more confident in their progress. This research offers recommendations for department-level and institution-level changes that puts academic advising in the forefront of the students' minds and offers more accessibility to an ever-growing population of transfer students at higher education institutions. These proposed changes hope to create more inviting and appreciative interpersonal communication patterns between advisors and students, and may promote healthy academic behaviors that assist students in successful degree completion.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=wYmvn-UCc7hkBwsvVEYhdOW0cm8llV1fRlsZ49B7NciG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aSocial%2bScience%2bDatabase%26atitle%3d%26title%3dTransitions%2band%2bdecisions%253A%2bAcademic%2badvising%2bbehaviors%2bof%2bundergraduate%2btransfer%2bstudents%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dTucker%252C%2bMegan%2bHanna%2bLatwinas%26isbn%3d978-1-321-81206-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Communication; School administration; Higher education

**Classification:**0459: Communication; 0514: School administration; 0745: Higher education

**Identifier / keyword:**Communication and the arts Education Academic advising Advising behaviors Attitudes Self-efficacy Theory of planned behavior Transfer students

**Number of pages:**165

**Publication year:**2015

**Degree date:**2015

**School code:**0883

**Source:**DAI-A 76/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-81206-0

**Advisor:**Rose, Todd

**Committee member:**Nicotera, Anne; Samaras, Anastasia

**University/institution:**George Mason University

**Department:**Higher Education Concentration

**University location:**United States -- Virginia

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3706951

**ProQuest document ID:**1695806427

**Document URL:**[https://search.proquest.com/docview/1695806427?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=F1Yg9E5HqK-4b3CgKnxJT9it8AKCL3vc75jGA1FGLIKG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1695806427%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & T heses Global

**The influence of advisor-advisee relational fit on the college academic advising experience: A collective case study**

**Author:**Higgins, Elizabeth M.

**Publication info:**Northeastern University, ProQuest Dissertations Publishing, 2015. 3703544.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=29WLh_pdVD5BH4LuRaEEzQXPNGD0xqXXHmRmOfeVbdmG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1689440019%3faccountid%3d45039)

**Abstract:**

Academic advising is viewed as an important aspect of a successful college experience, yet it is difficult to link the relational fit of a dyadic pair to the academic advising experience of students and their advisors. The purpose of this study was to explore how college students and advisors within academic advising relationships perceive their relational fit and how the fit influences the college academic advising experience. Ten faculty-student advising pairs participated in this study. The researcher utilized a collective case study approach to examine the relational nature of bounded pairs in the advising context. Peplau's interpersonal relations theory provided the lens to explore the scaffolding of relational development within a professional practice. The participants revealed that the connectedness between the advising pair was influenced by the development of the relationship over time. The participants perceived that the authenticity of the faculty advisor created the foundation for relational growth and an increase in connectedness between the pair. In addition, the independence of the student partner is the culminating outcome of the relational learning experience. The findings are relevant for institutional leaders, advising practitioners, students, and individuals who study the field of academic advising. Additional research is needed to explore the influence institutional and student type has on the development of relational fit of bounded advising pairs in the academic advising context.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=JJ8U-QSDuOxcXVzSzDUEOQeoAOtYHgbiXOEfe2uRfDOG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2binfluence%2bof%2badvisor-advisee%2brelational%2bfit%2bon%2bthe%2bcollege%2bacademic%2badvising%2bexperience%253A%2bA%2bcollective%2bcase%2bstudy%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHiggins%252C%2bElizabeth%2bM.%26isbn%3d978-1-321-75430-8%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Higher education

**Classification:**0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Advising pairs Advising relationship Collective case study Connectedness Relational fit

**Number of pages:**154

**Publication year:**2015

**Degree date:**2015

**School code:**0160

**Source:**DAI-A 76/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1 -321-75430-8

**Advisor:**Nolan, Kimberly

**Committee member:**Campbell, Susan; McNabb, Joseph

**University/institution:**Northeastern University

**Department:**School of Education

**University location:**United States -- Massachusetts

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3703544

**ProQuest document ID:**1689440019

**Document URL:**[https://search.proquest.com/docview/1689440019?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=29WLh_pdVD5BH4LuRaEEzQXPNGD0xqXXHmRmOfeVbdmG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1689440019%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**An examination of multicultural competency among academic advising professionals**

**Author:**Mizrahi, Kerri-Ann

**Publication info:**St. John's University (New York), School of Education and Human Services, ProQuest Dissertations Publishing, 2015. 3662506.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=LnjTSZnhahzhXOMihpOsyf0p-cf0DWcGCVXU3Bm29p2G4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1664869003%3faccountid%3d45039)

**Abstract:**

The increasing diversity of students attending higher education institutions requires academic advisors to meet the needs of this growing student population. This non-experimental, quantitative, research study examined academic advisors' level of multicultural competency and examined the relationship between academic advisors' multicultural competency and demographic variables.

The sample for this study consisted of 564 members of the National Academic Advising Association (NACADA), a professional academic advising association. Data from the Multicultural Counselor Competency and Training Survey-Revised (MCCTS-R) and a demographic questionnaire were collected and analyzed.

Descriptive analyses were conducted for each item on the MCCTS-R and demographic questionnaire. Four one-way analyses of variance (ANOVA), with follow-up post hoc tests were conducted to examine the differences among the scores on the MCCTS-R by geographic location of the institution, institutional size, gender, level of education, race/ethnicity, and number of years advising experience.

The results of the analyses indicate that academic advisors perceive themselves as being as multicultural competent. Three subscales were also examined and academic advisors perceived themselves as being most competent in the area of multicultural terminology, followed by multicultural awareness, and advisors perceive themselves as being least competent in the area of multicultural knowledge. The study also found that race and ethnicity was a demographic that had a significant effect on overall multicultural competency. A series of ANOVA's were conducted for each of the survey response items to identify the differences between race/ethnic groups.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=byB6WZ3wmBTKueXr9WfNP9IwVMguTX1pDa83idlEiWaG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAn%2bexamination%2bof%2bmulticultural%2bcompetency%2bamong%2bacademic%2badvising%2bprofessionals%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMizrahi%252C%2bKerri-Ann%26isbn%3d978-1-321-63456-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Multicultural Education; Higher education

**Classification:**0446: Higher Education Administration; 0455: Multicultural Education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Academic advisor Higher education Multicultural competency

**Number of pages:**79

**Publication year:**2015

**Degree date:**2015

**School code:**1334

**Source:**DAI-A 76/07(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-63456-3

**Advisor:**Parmar, Rene

**University/institution:**St. John's University (New York), School of Education and Human Services

**University location:**United States -- New York

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3662506

**ProQuest document ID:**1664869003

**Document URL:**[https://search.proquest.com/docview/1664869003?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=LnjTSZnhahzhXOMihpOsyf0p-cf0DWcGCVXU3Bm29p2G4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1664869003%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Academic advising professional characteristics and standards: Do academic advisors follow recognized professional standards in their work?**

**Author:**Shelton, Kiesha R.

**Publication info:**University of North Texas, ProQuest Dissertations Publishing, 2014. 3691193.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Hue5cEMkn2kA03WneZug5WEkgSf-dWjOr2X7RP0wAoOG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1668131421%3faccountid%3d45039)

**Abstract:**

There were two main purposes of this quantitative study. The first purpose was to identify characteristics associated with the selected sample of academic advisors that comprise study. Secondly, the study sought to determine how well work related activities of a selected population of academic advisors correlate with professional characteristics constructs and professional standards constructs of academic advising as a profession.

The study used Habley’s (1986) characteristics of a profession to derive the studies professional characteristic construct, education activities, research activities, and professional development activities as it relates to a selected group of academic advisors work related activities. The studies professional standards construct was derived from five Council for the Advancement of Standards (CAS) professional standards for academic as it relates to a selected group of academic advisors work related activities. The study of 78 out of 210 identified full-time academic advisors at two-and four-year public colleges and universities in the North Texas Region utilized a multidimensional researcher-developed Web survey instrument designed to measure professional standards and characteristic within the field of academic advising.

Study results reinforced current criticism of research and education activities within the field of academic advising showing that the lack of scholarly research and education activities among academic advisors decreases significantly their efforts towards professionalization. Also, professional standards construct results suggest that the utilization of CAS standards for academic advising as an evaluation tool may enhance an academic advisor’s knowledge of professional standards within the field.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=tnb1WC48yHXgGcNbRXwG3q0wIqK9SexfhXYlw9FR80WG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2badvising%2bprofessional%2bcharacteristics%2band%2bstandards%253A%2bDo%2bacademic%2badvisors%2bfollow%2brecognized%2bprofessional%2bstandards%2bin%2btheir%2bwork%253F%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dShelton%252C%2bKiesha%2bR.%26isbn%3d978-1-321-64136-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; School counseling; Higher education

**Classification:**0446: Higher Education Administration; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advisor Professional characteristics Professional standards Professionalization academic advising

**Number of pages:**189

**Publication year:**2014

**Degree date:**2014

**School code:**0158

**Source:**DAI-A 76/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-64136-3

**Advisor:**Bush, V. Barbara

**University/institution:**University of North Texas

**University location:**United States -- Texas

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3691193

**ProQuest document ID:**1668131421

**Document URL:**[https://search.proquest.com/docview/1668131421?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Hue5cEMkn2kA03WneZug5WEkgSf-dWjOr2X7RP0wAoOG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1668131421%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Aggressive academic advising practices: Improving nursing student persistence**

**Author:**Mooring, Quanza E.

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2014. 3680063.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=EW6oKGwSvJ6nQH5DzkkjK-UW8L-QZ9xX3IlqxRRHlQyG4m0q62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1654410059%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to determine if a relationship existed between aggressive academic advising and nursing student persistence. Aggressive academic advising is a proactive, engaged, student-centered advising approach that focuses on quality advisor-advisee interactions. Through a non-experimental, correlational quantitative research design, 109 nursing faculty and advisors for nursing students were surveyed. The study found no correlation between the number of academic advising strategies used and nursing student persistence, but did find a significant relationship between two of thirty academic advising strategies from part II of the Academic Advising Inventory. Implications for nursing education included: A focus on meaningful, quality advisor-advisee interactions, more time spent discussing the meaning of a college education, and advisor guidance on selection and declaration of the academic major or concentration.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=X9OnkyLxTUGVT71ig_dNcDpiXalj66LKYrHUviEEHcGG4m0q62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAggressive%2bacademic%2badvising%2bpractices%253A%2bImproving%2bnursing%2bstudent%2bpersistence%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMooring%252C%2bQuanza%2bE.%26isbn%3d978-1-321-51821-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School administration; Nursing

**Classification:**0514: School administration; 0569: Nursing

**Identifier / keyword:**Health and environmental sciences Education Academic advising Nursing education Persistence

**Number of pages:**123

**Publication year:**2014

**Degree date:**2014

**School code:**1351

**Source:**DAI-A 76/06(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-51821-4

**Advisor:**Bronner, Julia

**Committee member:**Gould, Ed; Wang, Victor

**University/institution:**Capella University

**Department:**School of Education

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3680063

**ProQuest document ID:**1654410059

**Document URL:**[https://search.proquest.com/docview/1654410059?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Eb73vQh5ZIOt1zX_OiVFIprqgkA2ULq0V8blej7NWDrgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1654410059%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**An intelligent natural language conversational system for academic advising**

**Author:**Latorre-Navarro, Edward M.

**Publication info:**University of Florida, ProQuest Dissertations Publishing, 2014. 3647840.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=AtFNLc-U10q3e4zopmSmG7AfC3LwUeZYnzu42745DPrgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1646482093%3faccountid%3d45039)

**Abstract:**

Academic advisors assist students in academic, professional, social and personal matters. Successful advising systems increase student retention, improve graduation rates and help students meet educational goals. Research in academic advising shows a trend of integrating electronic technologies that advisors must adopt to increase their roles in student education, while resources are limited and the proportion of students increases. The main objective of this work is to deploy an expert-based natural language academic advising system, to manage multiple straightforward advising tasks and allow advisors to engage in non-mundane educative tasks.

This system features a conversational agent as the user interface, includes modules for data collection, user data management, an academic advising knowledge base and a web design structure for the implementation platform. This system also includes an expert-based system to manage academic tasks such as course sequence planning, and a method to allow the users to contribute to the academic knowledge base.

The system is operational for several hundred students of the Electrical and Computer Engineering Department of the University of Florida. This works covers the design, development, deployment and evaluation of this system. The students used the system during three experimental phases. For the third phase, the system performed well, obtaining close to 80%, on the traditional language processing measures of precision, recall, accuracy and F1 score. Assessment from the constituencies showed positive and assuring reviews.

The development of this innovative application involves three research contributions to the field. Firstly, a comprehensive literature search and assessment of the academic advising field with recommended solutions based on the latest technological innovations. Secondly, the design of the first-known academic advising multi-task conversational system, using a robust and scalable linguistically inspired algorithm to resolve ambiguous references, suitable for conditions where large corpora of data are not available. The system contains measures for self-evaluation and for upgrading the knowledge base without involvement from the system developers. Thirdly, the implementation and evaluation of the system in a real-world scenario, which shows the viability of the application and initiated the development of a corpus for academic advising, valuable for the language processing and academic research communities.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=9wUaiVb8Cc8FM_5FQOwM15H85UdtawE63M2pJkgHpzTgRHAq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAn%2bintelligent%2bnatural%2blanguage%2bconversational%2bsystem%2bfor%2bacademic%2badvising%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dLatorre-Navarro%252C%2bEdward%2bM.%26isbn%3d978-1-321-42155-2%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Computer Engineering; School counseling; Educational technology; Computer science

**Classification:**0464: Computer Engineering; 0519: School counseling; 0710: Educational technology; 0984: Computer science

**Identifier / keyword:**Applied sciences Education Academic advising Conversational agent Dialog system Natural language processing Natural language understanding University of Florida

**Number of pages:**108

**Publication year:**2014

**Degree date:**2014

**School code:**0070

**Source:**DAI-B 76/05(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-42155-2

**Advisor:**Harris, John Gregory

**Committee member:**Arroyo, Amauri Antonio; Cowles, Heidi Wind; Li, Xiaolin

**University/institution:**University of Florida

**Department:**Electrical and Computer Engineering

**University location:**United States -- Florida

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3647840

**ProQuest document ID:**1646482093

**Document URL:**[https://search.proquest.com/docview/1646482093?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=AtFNLc-U10q3e4zopmSmG7AfC3LwUeZYnzu42745DPrgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1646482093%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The Impact of Academic Advising on the Retention of First-year Students in a Gulf-Arab University**

**Author:**Haghamed, Selma

**Publication info:**The University of Nebraska - Lincoln, ProQuest Dissertations Publishing, 2014. 3666964.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=xv6_2anfZLcD_6xb3t6qtXCra8Vr413cABeffjoRTRzgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1641114129%3faccountid%3d45039)

**Abstract:**

This study investigated academic advising and retention in a Gulf-Arab university. Quantitative and qualitative data were gathered in order to understand how academic advising could have potentially contributed to the improvement of student retention. The focus of the study was on first-year students in the College of Business and Economics and the College of Law in a Gulf-Arab national four-year institution. The study compared the Grade Point Average (GPA) and the number of credit hours in two groups of first-year students: 1) a treatment group of students who utilized academic advising services and (2) the control group of students who did not.

Findings included: 1) Students who participated in the Academic Advising intervention had significantly higher GPAs than those who did not participate. 2) Students who participated in the Academic Advising intervention registered for courses in the semester following their admission in greater numbers. 3) The use of the College Student Inventory (CSI) by academic advisors was perceived to be an effective tool in assessing student attitudes and perceptions. 4) Non-returning students reported job and work responsibilities as a major reason for their dropping out.

Recommendations for improved practice included: building a comprehensive retention plan based on (1) data, (2) attrition factors unique to the institution, (3) institutional mission and strategic objectives, and (4) institutional resources with special emphasis on academic advising. Recommendations for future research included replicating this study with a longitudinal design that tracks the development and persistence of students who receive the academic advising intervention across multiple semesters or until graduation with more control over variables not related to the academic advising intervention.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=A2IYlUjIRAnJJr0xtW8UWmLprnvKcaq9unuSLEM9o4_gRHAq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dThe%2bImpact%2bof%2bAcademic%2bAdvising%2bon%2bthe%2bRetention%2bof%2bFirst-year%2bStudents%2bin%2ba%2bGulf-Arab%2bUniversity%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHaghamed%252C%2bSelma%26isbn%3d978-1-321-40741-9%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; Higher education

**Classification:**0449: Educational leadership; 0745: Higher education

**Identifier / keyword:**Education Attrition College First year students Gulf arab Persistence Retention

**Number of pages:**145

**Publication year:**2014

**Degree date:**2014

**School code:**0138

**Source:**DAI-A 76/04(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-40741-9

**Advisor:**Bryant, Miles

**Committee member:**Brooks, David; Grady, Marilyn; Rumann, Corey

**University/institution:**The University of Nebraska - Lincoln

**Department:**Educational Leadership and Higher Education

**University location:**United States -- Nebraska

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3666964

**ProQuest document ID:**1641114129

**Document URL:**[https://search.proquest.com/docview/1641114129?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=xv6_2anfZLcD_6xb3t6qtXCra8Vr413cABeffjoRTRzgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1641114129%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Expectation versus reality: The impact of academic advising on nontraditional community college students seeking a career change**

**Author:**Welcome, Stacy L.

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2014. 3637275.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Va8FF64uBbWeMNfWECElI4tojs8_YTckuRxT0E8V1M7gRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1616830161%3faccountid%3d45039)

**Abstract:**

Positive academic advising experiences are critical to the academic success of nontraditional community college students seeking a career change. The purpose of this study was to explore the ways academic advisors help nontraditional community college students seeking a career change. The design of this study was a generic qualitative method with an interpretive approach. The study was viewed through the lens of transformative learning theory and developmental advising theory. The ways academic advising helped nontraditional community college students seeking a career change were elicited through face-to-face semistructured interviews using a purposive sample of 10 men and women between the ages of 25 and 65. Inclusion criteria were nontraditional students who had (a) achieved a certificate, associate's degree, or bachelor's degree; (b) a break in schooling of at least 5 years; (c) started a career and a family; (d) reenrolled in community college for additional education; and (e) received academic advising at least once between fall 2012 and spring 2013. This study attempted to answer the following question: What are the ways academic advisors help nontraditional community college students seeking a career change? All gathered data were transferred and input to QSR NVivo 10 qualitative data analysis software to manage and analyze the data for themes. The research findings could have implications for nontraditional students, business and industry, and academic institutions. Analysis of the data produced four themes that explained the experiences of the participants: (a) other support resources, (b) positive experiences with academic advising, (c) negative experiences with academic advising, and (d) expectation versus reality. According to the results, academic advisors can help nontraditional community college students seeking a career change by personalizing the academic advising session to meet the student's needs and factor in the student's previous experiences while advising. Several recommendations were made based on the results of the study and focused on helping improve service, resources, and programs for nontraditional community college students seeking a career change.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=C8GJKjf2zUH_vu8bVIcvBU-30MlIf__Dw2LCqlw5meDgRHAq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dExpectation%2bversus%2breality%253A%2bThe%2bimpact%2bof%2bacademic%2badvising%2bon%2bnontraditional%2bcommunity%2bcollege%2bstudents%2bseeking%2ba%2bcareer%2bchange%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWelcome%252C%2bStacy%2bL.%26isbn%3d978-1-321-19919-2%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Behavioral psychology; Higher Education Administration; Counseling Psychology

**Classification:**0275: Community college education; 0384: Behavioral psychology; 0446: Higher Education Administration; 0603: Counseling Psychology

**Identifier / keyword:**Psychology Education Academic advising Developmental advising theory Generic qualitative Nontraditional community college students QSR NVivo 10 qualitative data analysis Transformative learning theory

**Number of pages:**153

**Publication year:**2014

**Degree date:**2014

**School code:**1351

**Source:**DAI-B 76/02(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-19919-2

**Advisor:**Bell, Edward E.

**Committee member:**Korn, Leslie; Manns, Dinah

**University/institution:**Capella University

**Department:**Harold Abel School of Social and Behavioral Sciences

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3637275

**ProQuest document ID:**1616830161

**Document URL:**[https://search.proquest.com/docview/1616830161?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Va8FF64uBbWeMNfWECElI4tojs8_YTckuRxT0E8V1M7gRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1616830161%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual und erlying works.

**Database:**ProQuest Dissertations & Theses Global

**Associate degree student satisfaction with academic advising**

**Author:**Walleser, Diane K.

**Publication info:**Edgewood College, ProQuest Dissertations Publishing, 2014. 3623576.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=w61a9FYvv8I7sUMX7FGjr9FYfzn-8VH6VHz93Oqpwg3gRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1550897357%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to identify the determinants of student satisfaction with associate degree academic advising satisfaction with Madison Area Technical College students. During spring of 2013 an electronic survey was conducted to collect data from credit students in the college's academic programs. A survey was sent to 14,776 full time and part time, degree-seeking students, and a total of 2,365 responded for a 16% participation rate. Students were surveyed on their perceptions of importance, expectation, and satisfaction of 12 academic advising functions. Students were, also, asked to rate their last advising experience. Very satisfied and satisfied respondents totaled 52% leaving 48% of students less than satisfied with their advising experience. Regressions were run using linear, ordinal, and logistic methods and a variable was created to measure the interaction of importance and expectation by multiplying the response values for each of the advising functions. The importance/expectation variable was a positive predictor of student satisfaction with academic advising. Additional findings showed that Liberal Arts Transfer students were generally less satisfied than their peers in other academic programs and white students were less satisfied than non-white peers. Other variables did not produce statistically significant results.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=DcPuDfVMAtPQ0PntrDPTTytWfXqmYgvB4qqsRc33VgDgRHAq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAssociate%2bdegree%2bstudent%2bsatisfaction%2bwith%2bacademic%2badvising%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWalleser%252C%2bDiane%2bK.%26isbn%3d978-1-303-96123-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Higher Education Administration; Educational leadership; School counseling

**Classification:**0275: Community college education; 0446: Higher Education Administration; 0449: Educational leadership; 0519: School counseling

**Identifier / keyword:**Education Academic advising Associate degree Expectation Expectation disconfirmation Importance Satisfaction Wisconsin

**Number of pages:**130

**Publication year:**2014

**Degree date:**2014

**School code:**1501

**Source:**DAI-A 75/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-96123-6

**Advisor:**Schroeder, Steven H.

**Committee member:**Lang, Bette; Simms, Muriel; Thoreson, Claire

**University/institution:**Edgewood College

**Department:**Education

**University location:**United States -- Wisconsin

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3623576

**ProQuest document ID:**1550897357

**Document URL:**[https://search.proquest.com/docview/1550897357?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=w61a9FYvv8I7sUMX7FGjr9FYfzn-8VH6VHz93Oqpwg3gRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1550897357%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**Pr oQuest Central; ProQuest Dissertations & Theses Global

**A Case Study on the Processes of Academic Advising in a School-Centric Environment**

**Author:**Dickson, Thomas

**Publication info:**Arizona State University, ProQuest Dissertations Publishing, 2014. 3619570.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=DfmL_WYxbeFUVbTWf95A-Be7LlY0swsu2BtzK1f42uTgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1536001411%3faccountid%3d45039)

**Abstract:**

This study examined the processes of academic advisement in a school-centric university environment utilizing the O'Banion Model of Academic Advising (1972) as a baseline for theoretical comparison. The primary research question sought to explore if the O'Banion Model of Academic Advising, a dominant theory of advisement processes, was still representative of and present in contemporary advisement. A qualitative case study methodology was utilized to explore the lived experiences of professional staff academic advisors in the academic advisement process. Eleven professional staff advisors were interviewed for up to 90 minutes each about their lived experience in providing academic advisement services. A structured series of questions were asked about the academic advisors' experiences with the process and their daily advisement activities. The participants were asked how the vision, mission, philosophies, and structures of the institution impacted their role and responsibilities in the advisement process. Mixed results were found over the presence of the O'Banion Model in contemporary advisement. The results revealed significant additional workloads, unique structures, and complex roles as a result of the institution's school-centric philosophy. Role ambiguity and confusion over responsibility for the advisement process were found.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=rTZza2KkUgn8SVq7k1T_PtCW7GQQUx5liXBW5CSsMNTgRHAq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dA%2bCase%2bStudy%2bon%2bthe%2bProcesses%2bof%2bAcademic%2bAdvising%2bin%2ba%2bSchool-Centric%2bEnvironment%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dDickson%252C%2bThomas%26isbn%3d978-1-303-88890-8%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Organizational behavior; Higher education

**Classification:**0446: Higher Education Administration; 0703: Organizational behavior; 0745: Higher education

**Identifier / keyword:**Social sciences Education Academic advisement Academic advising Advising Advising model Advising theory School-centric

**Number of pages:**149

**Publication year:**2014

**Degree date:**2014

**School code:**0010

**Source:**DAI-A 75/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-88890-8

**Advisor:**Wilkinson, Christine

**Committee member:**Avants, Lowell; Sullivan, Linda

**University/institution:**Arizona State University

**Department:**Higher and Postsecondary Education

**University location:**United States -- Arizona

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3619570

**ProQuest document ID:**1536001411

**Document URL:**[https://search.proquest.com/docview/1536001411?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=DfmL_WYxbeFUVbTWf95A-Be7LlY0swsu2BtzK1f42uTgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1536001411%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Academic Advising at a Distance: A Case Study where No Face to Face Interactions Occur**

**Author:**Jacobs, Angela C. R.

**Publication info:**University of Missouri - Columbia, ProQuest Dissertations Publishing, 2013. 13869887.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=kGIKS2EzEQj5tFlhis8Or5yt_GK9fhyCUiWnCQuLze3gRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2201235780%3faccountid%3d45039)

**Abstract:**

The purpose of this case study was to explore the relationship between professional academic advisors and undergraduate college students at a distance where face-to-face meetings did not occur. This case also utilized evidence from a number of advising relationships at the institution to not only illustrate the case of distance advising but also to show different perspectives on the issue. Findings included that distance advising was enacted somewhat differently online than face-to-face due to diverse student populations, technology and the organizational structures of the college. Also policies and practices borrowed from face-to-face operations sometimes disadvantaged students’ needs and abilities to be successful online. Teaching presence, social presence and cognitive presence were also found to be enacted in varying ways online and social capital impacted learning, interactions and relationships of advisors-advisees online as well. Implications for action and future research are also included.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=F1U82wh5XfxCPcWEruPmlouQ6MNZs-c8eO6xYQJ-qeHgRHAq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2bAdvising%2bat%2ba%2bDistance%253A%2bA%2bCase%2bStudy%2bwhere%2bNo%2bFace%2bto%2bFace%2bInteractions%2bOccur%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dJacobs%252C%2bAngela%2bC.%2bR.%26isbn%3d978-1-392-01239-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Education; Higher education

**Classification:**0515: Education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Online education Social capital

**Number of pages:**277

**Publication year:**2013

**Degree date:**2013

**School code:**0133

**Source:**DAI-A 80/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-392-01239-0

**Advisor:**Placier, Peggy

**Committee member:**Barnes, Terry; Brunsma, David; Harper, Cassandra; Pittman, Vann; Placier, Peggy

**University/institution:**University of Missouri - Columbia

**Department:**ELPA

**University location:**United States -- Missouri

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**13869887

**ProQuest document ID:**2201235780

**Document URL:**[https://search.proquest.com/docview/2201235780?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=kGIKS2EzEQj5tFlhis8Or5yt_GK9fhyCUiWnCQuLze3gRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2201235780%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**High-touch and high-tech? Community college advisors' perceptions of integrating technology into quality academic advising**

**Author:**Coughlin, Meredith Baker

**Publication info:**University of Florida, ProQuest Dissertations Publishing, 2013. 3647882.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=jVVvzOFNbd5r4sqB8gr-fiHVaanzfwiBxlfwDcx4RengRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1645427776%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to explore advisors’ perceptions of integrating technology into quality academic advising. Interviews conducted with six community college advisors from across the United States focused on (a) how advisors define and operationalize quality academic advising and (b) how they use technology for quality academic advising.

Initial data analyses followed Moustakas’ (1994) methods for transcendental phenomenological analysis followed by open coding processes as described by Creswell (1998). Findings were presented in two ways. First, the advisor profiles provided in-depth descriptions of each advisor’s experiences including her organizational context, primary responsibilities, beliefs about advising, and technology use in advising. Then the overarching themes within experiences across advisors were provided.

This study found that the high-touch profession of academic advising is being impacted by advisors' and students' reliance on technology resulting in a new component critical to providing quality academic advising: fostering student independence through empowering practices. A discussion of the findings as related to previous research literature, implications for advisors and administrators, and recommendations for future research are included.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=imgkC6wTNar4LqLj2vO9Jtgom1jMe3SpP1GX51qkIKHgRHAq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dHigh-touch%2band%2bhigh-tech%253F%2bCommunity%2bcollege%2badvisors%2527%2bperceptions%2bof%2bintegrating%2btechnology%2binto%2bquality%2bacademic%2badvising%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dCoughlin%252C%2bMeredith%2bBaker%26isbn%3d978-1-321-42239-9%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Higher Education Administration; Educational technology; Higher education

**Classification:**0275: Community college education; 0446: Higher Education Administration; 0710: Educational technology; 0745: Higher education

**Identifier / keyword:**Education Academic advisors Community colleges Student services

**Number of pages:**172

**Publication year:**2013

**Degree date:**2013

**School code:**0070

**Source:**DAI-A 76/05(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-42239-9

**Advisor:**Kumar, Swapna

**University/institution:**University of Florida

**University location:**United States -- Florida

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3647882

**ProQuest document ID:**1645427776

**Document URL:**[https://search.proquest.com/docview/1645427776?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=jVVvzOFNbd5r4sqB8gr-fiHVaanzfwiBxlfwDcx4RengRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1645427776%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Undecided First Year College Students' Experiences with Academic Advising at Miami University**

**Author:**Workman, Jamie L.

**Publication info:**Ohio University, ProQuest Dissertations Publishing, 2013. 3667178.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=TNMdKqwshTN5C0CFDIf0m0p9c6qk65VZIpK16ZzwgMzgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1642488304%3faccountid%3d45039)

**Abstract:**

This research explored two recent models of first year academic advising used at Miami University: The Explore Miami (EXM) model and a model associated with students in its newly created University Studies major, a designation for students who formerly were classified as undeclared majors. A secondary research interest focused on student experiences with the EXM Living Learning Community (LLC), which is specifically designed to meet the needs of undecided students. It was unknown how the University Studies students would experience their academic advising as well as their EXM LLC. University Studies students received a different academic advising model than the undecided students in previous classes. The EXM LLC was specially designed for students who wanted to explore their major and career path as well as the university as a whole.

This project was conducted using a grounded theory techniques and a phenomenological perspective. Twelve students, six from each class, were interviewed via a semi-structured method. The research addressed the following research questions: (1) How did students experience being undecided first year students? (2) How did undecided students make meaning of their academic advising experiences? (2a) What were their experiences with their respective academic advising model? (2b) How, if at all, did the students perceive their respective academic advising model meet their needs as undecided students? (2c) How, if at all, did the Explore Miami Living Learning Community aid students in their major declaration process?

Exploration around these topics provided rich data. Themes emerged from the data, categorized into one of the four S's of Schlossberg's transition theory. Sub themes materialized within each category. The study provided insight into how undecided students made meaning of a variety of experiences which can aid professional practice for supporting this unique population through their career and decision making process.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=DZl8OEJxSvQe9W5raUpJFmR219kLwfBQe5QJHAAXRmLgRHAq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dUndecided%2bFirst%2bYear%2bCollege%2bStudents%2527%2bExperiences%2bwith%2bAcademic%2bAdvising%2bat%2bMiami%2bUniversity%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWorkman%252C%2bJamie%2bL.%26isbn%3d978-1-321-41083-9%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Educational psychology; Higher education

**Classification:**0519: School counseling; 0525: Educational psychology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Living learning communities Schlossberg's transition theory Undecided college students

**Number of pages:**212

**Publication year:**2013

**Degree date:**2013

**School code:**0167

**Source:**DAI-A 76/04(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-41083-9

**Advisor:**Mather, Peter C.

**Committee member:**Barratt, Will; Harrison, Laura; Martin, Bruce

**University/institution:**Ohio University

**Department:**Department of Counseling and Higher Education

**University location:**United States -- Ohio

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3667178

**ProQuest document ID:**1642488304

**Document URL:**[https://search.proquest.com/docview/1642488304?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=TNMdKqwshTN5C0CFDIf0m0p9c6qk65VZIpK16ZzwgMzgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1642488304%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**"Advise me!" Understanding undergraduate student perceptions of learning in academic advising**

**Author:**Simpson, Schyler

**Publication info:**University of Kentucky, ProQuest Dissertations Publishing, 2013. 3583796.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=TXl6nWvs4LwH28TrOpb7oPu-lUArEw30WrpRJTmReTDgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1566186952%3faccountid%3d45039)

**Abstract:**

This dissertation is a theoretically driven empirical analysis of instructional communication in academic advising. It explores the effects of perceived advisor accommodation on advisee learning. Specifically, it examines whether academic advisors employ accommodation communication that influence affect, cognitive learning, and behavioral learning outcomes in advisees. Four hundred and seventeen students were asked to report on their perceptions of learning through an online cross-sectional survey that addressed communication accommodation strategies employed in the advisor/advisee experience. Results show that behavioral learning (measured by intentions) was significantly predicted by advisor inquiry of school-related content (β = .391, *p* < .01); advisor attentiveness (β = -.169, *p* < .01); affect toward advising content (β = .154, *p* < .01); and cognitive knowledge (β = .244, *p* < .01)]. <p> KEYWORDS: Academic Advising, Affect, Cognitive Learning, Behavioral Learning, Communication Accommodation.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=Y2qHGhfJcOtOXH76jcUaSFuSRjv7AUepG2HiJtae8LngRHAq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3d%2522Advise%2bme%2521%2522%2bUnderstanding%2bundergraduate%2bstudent%2bperceptions%2bof%2blearning%2bin%2bacademic%2badvising%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSimpson%252C%2bSchyler%26isbn%3d978-1-321-19295-7%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Communication; Education

**Classification:**0446: Higher Education Administration; 0459: Communication; 0515: Education

**Identifier / keyword:**Communication and the arts Education Behavioral learning Cognitive learning Communication accommodation

**Number of pages:**104

**Publication year:**2013

**Degree date:**2013

**School code:**0102

**Source:**DAI-A 76/01(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-19295-7

**Advisor:**Sellnow, Dean na

**University/institution:**University of Kentucky

**University location:**United States -- Kentucky

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3583796

**ProQuest document ID:**1566186952

**Document URL:**[https://search.proquest.com/docview/1566186952?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=TXl6nWvs4LwH28TrOpb7oPu-lUArEw30WrpRJTmReTDgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1566186952%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Academic Advising Approaches Used With Foreign-Born Latino Graduate Students: A Mixed-Methods Approach**

**Author:**Gambuzza, Maria Emilia

**Publication info:**Nova Southeastern University, ProQuest Dissertations Publishing, 2013. 3583080.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=U1oI5Nhlnezx92KhfHyh8zsUK09cbqTRyJTn5aZWQ7XgRHAq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1559106445%3faccountid%3d45039)

**Abstract:**

This applied dissertation was designed to determine the level of satisfaction with the current academic advising approaches used for foreign-born Latino adult learners enrolled in a master’s degree program designed specifically for Spanish-speaking immigrants in two Hispanic-serving institutions in Florida. The data collected through this study allowed the researcher to describe foreign-born Latino graduate students’ perceptions and the experiences of academic advising practices to specifically identify key elements that would improve academic advising performance and retention and graduation rates at the primary research site. Foreign-born Latinos comprise a strong portion of the workforce population of the U.S. Therefore, there is a need to provide tailored academic advising support to enhance their learning experience.

The outcome of this study was also used as supportive information to be included in the Annual Performance Report of the Title V-B PPOHA grant awarded to the institution. Furthermore, the outcome of the study allowed the researcher to identify key elements that could improve the overall academic support systems of other Hispanic-serving institutions around the country.

Four research questions guided this study:

1. What kind of academic advising approach is used at the research site?

2. Is the academic advising at the research site helping the acculturation of foreign-born Latino adult learners?

3. Are foreign-born Latino adult learners satisfied with the academic advising approach provided at the research site?

4. What specific changes need to be made to the current academic advising approach to improve its effectiveness?

The methodology used was a mixed-methods design. Procedures included an extensive literature review, the examination of instruments, the development of an interview protocol, the surveying of students, and the interviewing of academic advisors.

The findings of this study suggested that foreign-born Latino adult learners need personalized attention to guide them through the American higher education system. Therefore, academic advisors of foreign-born Latinos must possess a mentor attitude to maximize the benefits of any academic advising session. Implications for future advising research and practice are included.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=N03RTQ-zX2NG1jmeE1lQ8OVLABJh_gDQs_SCELeHc3E6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2bAdvising%2bApproaches%2bUsed%2bWith%2bForeign-Born%2bLatino%2bGraduate%2bStudents%253A%2bA%2bMixed-Methods%2bApproach%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dGambuzza%252C%2bMaria%2bEmilia%26isbn%3d978-1-321-05623-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Adult education; School counseling; Hispanic American studies

**Classification:**0516: Adult education; 0519: School counseling; 0737: Hispanic American studies

**Identifier / keyword:**Social sciences Education Academic advising Adult learners Advising satisfaction Graduate students Hispanic-speaking institutions Latino immigrants

**Number of pages:**119

**Publication year:**2013

**Degree date:**2013

**School code:**1191

**Source:**DAI-A 75/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-05623-5

**Advisor:**Jordan, Jennifer

**Committee member:**Ratliff, Mary

**University/institution:**Nova Southeastern University

**Department:**Higher Educational Leadership

**University location:**United States -- Florida

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3583080

**ProQuest document ID:**1559106445

**Document URL:**[https://search.proquest.com/docview/1559106445?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=LIGHJam43gHwzBsnPALIFn5_4c68vrO8vPY-JCYRrJ46p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1559106445%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The benefit of academic advising for the academic success of college student-athletes**

**Author:**Hanna, George

**Publication info:**Saint Mary's College of California, ProQuest Dissertations Publishing, 2013. 1551262.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=jHFATKOiVRWNnH2q3xQ-v2q3Bu8sS6DwcycEUyBOgZA6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1498141316%3faccountid%3d45039)

**Abstract:**

The purpose of this project was to propose the creation of an Academic Advisor position specifically for student-athletes. The literature has indicated that student-athletes are a relatively unique population who do not fare as well academically as their non-athlete counterparts. The proposed position will address the needs of student-athletes' academic, personal, and developmental progress. With the added demands of practice time on student-athletes, requiring mandatory advising sessions, study-hall sessions, and progress reports are all examples of methods to assist in the overall improvement of student-athletes' academic progress.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=_eAqgqjIJYjc7kl9AvIRMcvMk62WrSCn890DLaDDs7g6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bbenefit%2bof%2bacademic%2badvising%2bfor%2bthe%2bacademic%2bsuccess%2bof%2bcollege%2bstudent-athletes%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHanna%252C%2bGeorge%26isbn%3d978-1-303-68418-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Physical education; Counseling Psychology

**Classification:**0523: Physical education; 0603: Counseling Psychology

**Identifier / keyword:**Psychology Education

**Number of pages:**63

**Publication year:**2013

**Degree date:**2013

**School code:**1567

**Source:**MAI 52/04M(E), Masters Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-68418-0

**Advisor:**Heid, Laura

**Committee member:**Sosa, Gloria

**University/institution:**Saint Mary's College of California

**Department:**School of Education

**University location:**United States -- California

**Degree:**M.A.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**1551262

**ProQuest document ID:**1498141316

**Document URL:**[https://search.proquest.com/docview/1498141316?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=jHFATKOiVRWNnH2q3xQ-v2q3Bu8sS6DwcycEUyBOgZA6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1498141316%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Using Formative Evaluations to Improve Student Engagement in Academic Advising**

**Author:**Whitley, Patrice A.D.

**Publication info:**Walden University, ProQuest Dissertations Publishing, 2013. 3602994.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=AnRaCAEEoH9z6Lbtv-QnwfXavM2BLWfGLOT8YHYNhBI6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1468964610%3faccountid%3d45039)

**Abstract:**

With the lowest statewide graduation rates, administrators at one community college in rural Arkansas have been struggling to improve the college's degree attainment statistics. This small institution developed a strategic plan to improve graduation rates by improving student engagement through academic advising services. The Learner Support Division implemented steps towards aligning advising objectives to increase degree completion rates; however, there was no formal evaluation process to ensure services were successfully delivered as intended and perceived as supportive to students. A formative program evaluation was used to examine how students experienced advising services and the influence advising services had on student advocacy and retention. Using a qualitative approach, data were collected from program documentation, including 215 advising observations and 2 focus groups of 4 students to identify strengths and weaknesses in advising practices that demonstrated a commitment to encourage students to overcome barriers in degree attainment. Student and staff participants provided feedback on the effectiveness of specific advising functions that reinforced academic persistence. Making use of a triangulation approach to understand and interpret detailed accounts of advising activities and operations, findings were separated into the program action logic categories of inputs, outputs (activities), and outcomes (short and long term). In addition to producing program recommendations that corresponded directly with findings, the project promoted social change through advocating a shift in monitoring advising services and its influence on learner success. This project has fostered campus-wide support for using a qualitative matrix to examine other student support programs at the research site.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=PdA3eXY6MaCqTDldyIEveSsP87RGl8oUPhwYQQ0Pttg6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dUsing%2bFormative%2bEvaluations%2bto%2bImprove%2bStudent%2bEngagement%2bin%2bAcademic%2bAdvising%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWhitley%252C%2bPatrice%2bA.D.%26isbn%3d978-1-303-57069-8%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Adult education; School counseling; Higher education

**Classification:**0446: Higher Education Administration; 0516: Adult education; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Advising program assessment Formative evaluations Program evaluation Student engagement Support services evaluation

**Number of pages:**118

**Publication year:**2013

**Degree date:**2013

**School code:**0543

**Source:**DAI-A 75/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-57069-8

**Advisor:**Pearce, Carole

**Committee member:**Hanson, Amy; McMeen, George

**University/institution:**Walden University

**Department:**Education

**University location:**United States -- Minnesota

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3602994

**ProQuest document ID:**1468964610

**Document URL:**[https://search.proquest.com/docview/1468964610?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=AnRaCAEEoH9z6Lbtv-QnwfXavM2BLWfGLOT8YHYNhBI6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1468964610%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Academic Advising Structures that Support First-year Student Success and Retention**

**Author:**McFarlane, Brett Leland

**Publication info:**Portland State University, ProQuest Dissertations Publishing, 2013. 3594951.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=rch6H0oy0mB77EymO245U1HY3qWXTWOkOHqDWzW-9kY6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1449199728%3faccountid%3d45039)

**Abstract:**

Academic advising has been touted as a key to student success and retention. Today's academic advising delivery models vary considerably and little is known about the efficiency and effectiveness of these models. The purpose of this study was to determine if there is a relationship between how academic advising is delivered to first-year students at a four-year public, high research activity university located on the west coast and the students' satisfaction with advising, advising learning outcomes, and retention. In the study, responses of 628 first-year students to a survey which asked them about their attitudes toward and experiences with academic advising were examined. Results indicated statistically significant relationships between student satisfaction ratings and advising learning outcomes and how advising is delivered, specifically, who advises students, where students are advised, how frequently students are required to see an advisor, how frequently students choose to see an advisor, and how "mandatory" advising is implemented. Furthermore results showed that student retention was related to who advises students and how "mandatory" advising is implemented with peer-led advising processes showing higher student attrition rates than other processes. The overall advising delivery variable effect size was small. Implications for practice and suggestions for future research are discussed.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=hWljKGy0lNVT5ECsPkXBZDsUhfdLTuZDxcR_kQo_P1I6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAcademic%2bAdvising%2bStructures%2bthat%2bSupport%2bFirst-year%2bStudent%2bSuccess%2band%2bRetention%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMcFarlane%252C%2bBrett%2bLeland%26isbn%3d978-1-303-39839-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Educational leadership; Adult education; School counseling

**Classification:**0446: Higher Education Administration; 0449: Educational leadership; 0516: Adult education; 0519: School counseling

**Identifier / keyword:**Education Academic advising Advising assessment Assessment First-year students Learning outcomes Retention Student success

**Publication title:**ProQuest Dissertations and Theses

**Number of pages:**210

**Publication year:**2013

**Publication date:**2013

**Section:**0180

**Publisher:**ProQuest Dissertations Publishing

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-39839-1

**Advisor:**Allen, Janine

**Committee member:**Brubaker Cole, Susie; Haley, Karen; Works, Martha

**School:**Portland State University

**Department:**Education

**School location:**United States -- Oregon

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language of publication:**English

**Document type:**Dissertation/Thesis

**Publication / order number:**3594951

**ProQuest document ID:**1449199728

**Document URL:**[https://search.proquest.com/docview/1449199728?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=rch6H0oy0mB77EymO245U1HY3qWXTWOkOHqDWzW-9kY6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1449199728%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does no t claim copyright in the individual underlying works.

**Last updated:**2019-10-19

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**A Best-Practice Model for Academic Advising of University Biology Majors**

**Author:**Heekin, Jonathan Ralph Calvin

**Publication info:**Walden University, ProQuest Dissertations Publishing, 2013. 3595853.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=3jCfFk9zK8ljkxk0DyA-CJ3y9bgG08ocUniLlRQWlWE6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1446984714%3faccountid%3d45039)

**Abstract:**

Biology faculty at an East Coast university believed their undergraduate students were not being well served by the existing academic advising program. The purpose of this mixed methods project study was to evaluate the effectiveness of the academic advising model in a biology department. Guided by system-based organizational theory, a learning organization model, and holistic theory emphasizing an individual's journey of academic and personal growth, an online survey, student focus groups, and faculty interviews were used to collect data, which developed recommendations for improving undergraduate academic advising in the biology department. Using Survey Monkey, 35 surveys were returned. Frequency tables, ANOVAs, and *t* tests produced the results of the survey. The results of the ANOVAs and *t* tests indicated statically significant differences (*p* < .05) between what students determined were important academic advising elements and how they viewed the supported given to them from academic advising. All student respondents agreed that all criteria of academic advising were important, though some criteria were more important than others. Qualitative axial coding was used to extract pertinent data from 5 interviews and 3 focus groups. The results from the interviews and focus groups indicated that the role of mentor should remain at the faculty level, guiding students in what they can do with their degrees and discussing options that students may not have considered. The proposed model for academic advising may improve student success rates for undergraduates enrolled in the biology department at the current institution, as well as in science-oriented programs at other institutions, by providing better guidance to those who serve them in academic advising.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=iOu9prby8Egr3O8V1QzxFvY8hQSPZPs4kniTfNN6dS06p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dA%2bBest-Practice%2bModel%2bfor%2bAcademic%2bAdvising%2bof%2bUniversity%2bBiology%2bMajors%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHeekin%252C%2bJonathan%2bRalph%2bCalvin%26isbn%3d978-1-303-42100-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Science education; Higher education

**Classification:**0519: School counseling; 0714: Science education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Adult education Advising model Biology students

**Number of pages:**164

**Publication year:**2013

**Degree date:**2013

**School code:**0543

**Source:**DAI-A 75/01(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-42100-6

**Advisor:**Hadley, Thomas

**Committee member:**Ellis, Maureen; Griffths Prince, Marcia

**University/institution:**Walden University

**Department:**Education

**University location:**United States -- Minnesota

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3595853

**ProQuest document ID:**1446984714

**Document URL:**[https://search.proquest.com/docview/1446984714?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=3jCfFk9zK8ljkxk0DyA-CJ3y9bgG08ocUniLlRQWlWE6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1446984714%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Social Organization Analysis of the Role of Academic Advising: A Case Study at the University of Liberia**

**Author:**Williams Sy, Jobila Y.

**Publication info:**The College of William and Mary, ProQuest Dissertations Publishing, 2013. 3570313.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=iCOF5N1uawIHvzsdrRQAEfogooWi8B-ztV1Cdb_hlk06p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1399686998%3faccountid%3d45039)

**Abstract:**

Positive educational experiences deliberately sought through advising can lead to increased academic success, improved college experiences, and long-term benefits as graduates become contributing citizens in society. However, much of the research on the role of and advantages related to academic advising has been limited to American colleges and universities. This ethnographic case study conducted at the University of Liberia examined the organizational role of advising from student, faculty, and staff perspectives, and explored the culture, college experiences, and academic progression of students prior to and after the establishment of the Student Academic Advisement and Career Counseling Center particularly among freshmen and seniors. The purpose of this study was to identify the role of advising services in a Liberian higher education setting, to understand the relationships between social organization and advising interactions, and to explore applications of advising approaches in non-Western cultural contexts. Nine faculty, 10 staff, and 20 student participants were interviewed.

The findings suggest that postwar challenges in Liberian higher education and the University of Liberia's shifting perspective on student-centeredness have been the primary elements that have shaped the barriers and opportunities found in the role of advising and college student experience. Implications of this study have expanded our knowledge of academic advising in a non-Western, postwar culture, and highlighted the significance of applying social organization analysis and metaphor to understand complex structures and processes involved in higher education advising processes. As Liberia and other similar developing countries look for ways to improve educational experiences, inspire social consciousness, contribute to national development and workforce needs, address remediation and rehabilitation concerns, enhance student persistence and retention, and improve academic success, academic advising could be a key solution in the process.

*Keywords:* academic advising, social organization, West Africa

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=r6jnYk7Q1y_07w16jXkgJvqa9J0reiwMEjGhZX36tKc6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dSocial%2bOrganization%2bAnalysis%2bof%2bthe%2bRole%2bof%2bAcademic%2bAdvising%253A%2bA%2bCase%2bStudy%2bat%2bthe%2bUniversity%2bof%2bLiberia%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWilliams%2bSy%252C%2bJobila%2bY.%26isbn%3d978-1-303-14373-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; School counseling

**Classification:**0446: Higher Education Administration; 0519: School counseling

**Identifier / keyword:**Education Academic advising Social organization University of Liberia West Africa

**Number of pages:**292

**Publication year:**2013

**Degree date:**2013

**School code:**0261

**Source:**DAI-A 74/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-14373-1

**Advisor:**Finnegan, Dorothy

**University/institution:**The College of William and Mary

**University location:**United States -- Virginia

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3570313

**ProQuest document ID:**1399686998

**Document URL:**[https://search.proquest.com/docview/1399686998?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=iCOF5N1uawIHvzsdrRQAEfogooWi8B-ztV1Cdb_hlk06p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1399686998%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Using academic advising to increase motivation and engagement in first-year college students**

**Author:**Remsing, Lisa M.

**Publication info:**Wayne State University, ProQuest Dissertations Publishing, 2013. 3558218.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ND0FgFHzzaseFSH_UAxiqIbe01oQo1lw3ebFPLh25tQ6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1364543086%3faccountid%3d45039)

**Abstract:**

According to ACT Educational Services (2010), more than one-third of college freshmen will not progress to their sophomore year. Several states, including Michigan, have proposed higher education performance funding models, which directly correlate state funds to student retention and graduation rates (Jesse, 2012). As higher education suffers from diminishing resources, there is a heightened focus to increase retention and graduation rates (Tinto, 2007).

The transition from high school to college can be a traumatic time for adolescents. This age group has unique motivational needs as they adjust to an unfamiliar academic environment (Perry et al., 2005). The first year of college is a critical time when students make the decision to stay enrolled or withdraw (Tinto, 2007). Research shows that student motivation and engagement are key factors in academic persistence among college freshman, both of which can be impacted through effective academic advising (Mottarella et al., 2004; Hale et al., 2009; Smith, 2002; Museus & Ravello, 2010).

The purpose of this design-based research study was to document the design, implementation, and evaluation of a motivational-based academic advising intervention for first-year students in the School of Business at Wayne State University. Using Part V of the Academic Advising Inventory (AAI), student preference of developmental versus prescriptive advising styles was measured. It was found that first-year students prefer developmental advising, but seem to lack confidence in areas of course selection and academic decision making. To address these areas of need, two advising instruments were designed for used with first-year students: the First-Year Advising and Communication Tool (FACT), and the First-Year Advising Syllabus.

Twenty-one first-year business students were exposed to the instruments during the fall 2012 semester. The instruments were evaluated and revised through three phases of iterative data collection and analysis. Qualitative data was collected in these phases through open-ended student surveys, student interviews, advisor journals, and a researcher journal. It was found that first-year students in this study feel that academic advising is most impactful to their motivation and engagement in three key areas: selecting courses, establishing a personal advising relationship, and in future planning and goal setting.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=_Eqvb2-Qqoxwpxx1qac3TsA_fGPcVthNdjHF91xQLGQ6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dUsing%2bacademic%2badvising%2bto%2bincrease%2bmotivation%2band%2bengagement%2bin%2bfirst-year%2bcollege%2bstudents%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dRemsing%252C%2bLisa%2bM.%26isbn%3d978-1-303-02585-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Instructional Design; Higher education

**Classification:**0446: Higher Education Administration; 0447: Instructional Design; 0745: Higher education

**Identifier / keyword:**Education Academic advising College freshmen First-year students Motivation Student engagement Student retention

**Number of pages:**176

**Publication year:**2013

**Degree date:**2013

**School code:**0254

**Source:**DAI-A 74/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-02585-3

**Advisor:**Tracey, Monica

**Committee member:**Moseley, James; Somers, Toni; Spannaus, Timothy

**University/institution:**Wayne State University

**Department:**Instructional Technology

**University location:**United States -- Michigan

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3558218

**ProQuest document ID:**1364543086

**Document URL:**[https://search.proquest.com/docview/1364543086?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ND0FgFHzzaseFSH_UAxiqIbe01oQo1lw3ebFPLh25tQ6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1364543086%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**FaculTea: Professional Development for Learning Centered Academic Advising**

**Author:**Voller, Julie Givans

**Publication info:**Arizona State University, ProQuest Dissertations Publishing, 2013. 3558377.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=OXArjDXbi-_RetfgNxKAPf4xLP34chSUS9avr_-J3ts6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1350640773%3faccountid%3d45039)

**Abstract:**

The theory of learning centered academic advising states that the purpose of advising is to teach undergraduate students about the logic and purpose of their education. Previous scholarship on learning centered advising has focused on the theoretical or on implementation by faculty at small colleges and universities. Methods for supporting learning centered advising in other contexts are lacking. This mixed methods, action research study investigates the efficacy of FaculTea, a professional development program designed to promote learning centered advising practices among professional academic advisors at a large state university. The study also measured frequency of learning centered advising and student perceptions of learning centered advising. Participants were 57 academic advisors in a liberal arts and sciences college at a large state university, who reported on their advising practices. In addition, the investigator interviewed four advisors, and observed them during 15 advising appointments. Also, six students were interviewed to determine their response to learning centered academic advising. Results showed the FaculTea program model was effective in promoting learning centered advising. In addition, advisors used learning centered advising to a moderate extent, depending upon the context of the appointment, the developmental level of the student, and experience level of the advisor. Student responses varied. These findings suggest learning centered advising can be incorporated into various academic advising contexts and structures and that FaculTea is an excellent model for learning centered academic advisor professional development.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=uArzEe8zWKzWNnYjEn6mFEGUnwuk57krTRhoct4eIK86p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dFaculTea%253A%2bProfessional%2bDevelopment%2bfor%2bLearning%2bCentered%2bAcademic%2bAdvising%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dVoller%252C%2bJulie%2bGivans%26isbn%3d978-1-303-02807-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Higher education

**Classification:**0446: Higher Education Administration; 0745: Higher education

**Identifier / keyword:**Education Academic advising Action research Learning centered academic advising Professional development

**Number of pages:**152

**Publication year:**2013

**Degree date:**2013

**School code:**0010

**Source:**DAI-A 74/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-02807-6

**Advisor:**Puckett, Kathleen

**Committee member:**Hermann, Ria; Mathur, Sarup; Nutt, Charlie

**University/institution:**Arizona State University

**Department:**Leadership and Innovation

**University location:**United States -- Arizona

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3558377

**ProQuest document ID:**1350640773

**Document URL:**[https://search.proquest.com/docview/1350640773?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=OXArjDXbi-_RetfgNxKAPf4xLP34chSUS9avr_-J3ts6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1350640773%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Graphic Models for Decision Support in Academic Advising**

**Author:**Guerin, Joshua

**Publication info:**University of Kentucky, ProQuest Dissertations Publishing, 2012. 3579374.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Ljz5Fn2GIz-EfK-HASqc2lg72Ze5rwm4_QTviSL1nB86p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1506721048%3faccountid%3d45039)

**Abstract:**

This dissertation consists of two main projects related to modeling human desires and behavior using graphical models. We introduce algorithms for learning two different classes of graphical models: CP-nets and dynamic Bayesian networks (DBNs). CP-nets are a graphical model of a user's preferences, where nodes are features of the domain and directed edges represent conditional preferences over these features. DBNs are used for probabilistic inference or prediction of state transitions. In a DBN model vertices represent features of the domain at different time steps, and directed edges represent conditional relationships over values of variables at future time steps given assignments to past nodes.

A CP-net is a model of user preference that operate under the "ceteris paribus" semantics (ceteris paribus loosely translated to "with all other things being equal"). For example, "With all other things being equal, I prefer red cars to blue cars." It has been argued that this is a good analogy for the way that humans reason about preferences [9, 31, 43].

Learning of CP-nets is a known, difficult problem in Computer Science [20, 28]. Few algorithms have been proposed for online learning of CP-nets from user queries. This dissertation provides a heuristic algorithm for direct elicitation of CP-net models from users. This algorithm uses feature and outcome comparison queries ("Do you prefer *X* or *Y*?") to learn the user's preference model. This algorithm is tested using randomly generated CP-net models.

The second algorithm we present in this dissertation is a heuristic algorithm for learning dynamic Bayesian network models from sparse, time-stamped ratings data. This algorithm uses as inspiration the robust prediction generation of item-based collaborative filtering recommender systems.

We test this algorithm using real transcript data from the CS department at our University. In this setting, nodes represent the user's grades in courses that have been taken. These DBN models can be used to predict a students grades in future courses given their current transcript configuration, and the action that they wish to take (i.e., taking a course). We discuss possible extensions of this work, including the use of the models as a basis for decision-theoretic planning for advising.

KEYWORDS: Artificial intelligence, CP-nets, dynamic Bayesian networks, graphical models, academic advising.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=G0k3vGX4k31mb4NUqXbSvE70_Z9fg0PWuS0IwUqn9Aw6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dGraphic%2bModels%2bfor%2bDecision%2bSupport%2bin%2bAcademic%2bAdvising%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dGuerin%252C%2bJoshua%26isbn%3d978-1-303-76381-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Computer science

**Classification:**0984: Computer science

**Identifier / keyword:**Applied sciences Academic advising Artificial intelligence CP-nets Decision support systems Dynamic Bayesian networks Graphical models

**Number of pages:**174

**Publication year:**2012

**Degree date:**2012

**School code:**0102

**Source:**DAI-B 75/06(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-76381-6

**Advisor:**Goldsmith, Judy

**University/institution:**University of Kentucky

**University location:**United States -- Kentucky

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3579374

**ProQuest document ID:**1506721048

**Document URL:**[https://search.proquest.com/docview/1506721048?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Ljz5Fn2GIz-EfK-HASqc2lg72Ze5rwm4_QTviSL1nB86p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1506721048%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Academic advising assessment practices: A descriptive study**

**Author:**Powers, Keith L.

**Publication info:**Kansas State University, ProQuest Dissertations Publishing, 2012. 3551067.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Fk2nA9K5QLI1vywGHCeNPl1cyOuCgpdIjc5EaVtkDxE6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1287169074%3faccountid%3d45039)

**Abstract:**

In academic courses, assessment is used to evaluate the effect of teaching on student learning. Academic advising has been viewed as a form of teaching (Crookston, 1972); therefore, it is necessary to assess the effect of academic advising on student learning. The best practices of assessment of academic achievement involve the following three steps: the identification of student learning outcomes (i.e., what is assessed), the development and use of good measures of student learning (i.e., how assessment is conducted), and the use of sound professional judgment to understand the information gathered and to make changes to improve student learning (i.e., how assessment results are used). However, the assessment of academic advising is often minimal, narrow, and inconsistent. Further, when assessment of academic advising is conducted, it is most commonly a survey of student satisfaction of their advising experience (Carlstrom, 2012; Habley, 2004; Macaruso, 2007; Robbins, 2009).

The purpose of this study was to learn about the assessment practices in the profession by surveying those who conducted or were responsible for assessment of academic advising. The study found that 80% of participants had identified academic advising student learning outcomes in their situation. The most frequently reported outcome was that students would know degree requirements. A little over half of the participants who identified student learning outcomes assessed the achievement of those outcomes and student surveys were the most frequently reported measure used. Seven percent of participants reported to use three or more measures to assess student learning outcomes. Multiple measures are needed in assessing outcomes to gather comprehensive evidence of outcomes achievement. Sixty percent of participants reported they used assessment information to make decisions regarding improvement of services and student learning. The most frequently reported use of information was making revisions to the advising process/delivery outcomes. The results of the survey indicated that participants viewed advisors' belief in assessment as important to facilitating assessment of academic advising. They also viewed administrators' use of information in making decisions and changes to improve advising practices and increase student learning as important.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=IeQbPfyEownVHouZ9AkRHtCUgh3z6LvsknAZnmTsNjk6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2badvising%2bassessment%2bpractices%253A%2bA%2bdescriptive%2bstudy%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dPowers%252C%2bKeith%2bL.%26isbn%3d978-1-267-88514-2%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational evaluation; Higher Education Administration; School counseling; Higher education

**Classification:**0443: Educational evaluation; 0446: Higher Education Administration; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Assessment Student learning outcomes

**Number of pages:**136

**Publication year:**2012

**Degree date:**2012

**School code:**0100

**Source:**DAI-A 74/06(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-88514-2

**Advisor:**Hughey, Kenneth F.

**Committee member:**Carlstrom, Aaron; Craft, Christy; Goff, Briana; Hodge, Sheryl; Niehoff, Brian

**University/institution:**Kansas State University

**Department:**Department of Special Education, Counseling and Student Affairs

**University location:**United States -- Kansas

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3551067

**ProQuest document ID:**1287169074

**Document URL:**[https://search.proquest.com/docview/1287169074?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Fk2nA9K5QLI1vywGHCeNPl1cyOuCgpdIjc5EaVtkDxE6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1287169074%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Describing Undergraduate Students' Perceptions of Academic Advising Practices in a College of Food, Agricultural, and Environmental Sciences**

**Author:**Filson, Caryn M.

**Publication info:**The Ohio State University, ProQuest Dissertations Publishing, 2012. 3535211.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=tG8rmE6NKSQbjHoIADKEYRngVu9Tlp5nS92pSp92x_g6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1284158483%3faccountid%3d45039)

**Abstract:**

Academic advising is an integral part of the college experience. Outcomes of academic advising may be more critical than realized by either advisors or advisees. Studies have been compiled to suggest that meaningful and developmental contact with advisors promotes student success (Johnson & Wang, 2011; Kuh, 2008; Tuttle, 2000). However, a review of literature was used to reveal that students are dissatisfied with their academic advising, and that an extensive need exists to educate and train academic advisors on methods needed for establishing effective advising for college students. Therefore, the purpose of this descriptive-correlational study was to describe current undergraduate students’ perceptions of academic advising practices within the College of Food, Agricultural, and Environmental Sciences (CFAES) at The Ohio State University.

The theoretical foundation for this study included two theories of student development. Perry’s (1970) Theory of College Student Intellectual Development was used to describe how college students progress through three major stages of thought in their cognitive development. Chickering’s (1969) Seven Vectors of Student Development Theory was used to identify seven vectors along which college students continually develop.

The researcher-designed questionnaire in this study contained 20 Likert-scale items that originated from the National Survey of Student Engagement (NSSE). The researcher employed an online survey provider for data collection.

Analyses of the results indicated that academic advisors in CFAES were providing good quality advising to their undergraduate advisees. Academic advisors in CFAES were rated positively in regards to their relationships with undergraduate advisees. Students reported that advisors were available, and provided accurate and up-to-date information when it was needed. It was also found that the institution provided good quality academic advising to undergraduate students in CFAES, as well as provided support to help students succeed academically through academic advising.

Analyses of the results also identified areas of improvement for academic advising practices in CFAES. Academic advisors in CFAES are advising only half of their assigned undergraduate advisees, while half of the students indicated they were using sources other than their assigned advisor for advising needs. It was also reported that academic advisors in CFAES do not tend to discuss career plans with undergraduate advisees.

It was concluded that undergraduate students in CFAES were generally satisfied with the quality of academic advising they received at the college and the institution. Relationships indicated that the more frequent contact advisees have with their advisors, the more likely they were to be satisfied with the advising practices and engaged in enriching educational experiences.

Recommendations included providing academic advisor training for new faculty members to inform them of the policies, procedures, and effective practices in academic advising. A second recommendation was for the college to conduct professional development opportunities for faculty members who serve as advisors to update them on the current research and advising practices. Further recommendations included to assess the effectiveness of advisors by using student feedback and to encourage advisors to maintain regular office hours and offer varied modes of contact with advisees.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=B0yAKz7AKv4v6gfeETY-sYQufMj8mN5WAp8ROqlvAXA6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dDescribing%2bUndergraduate%2bStudents%2527%2bPerceptions%2bof%2bAcademic%2bAdvising%2bPractices%2bin%2ba%2bCollege%2bof%2bFood%252C%2bAgricultural%252C%2band%2bEnvironmental%2bSciences%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dFilson%252C%2bCaryn%2bM.%26isbn%3d978-1-267-85032-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Higher education

**Classification:**0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising College of Food, Agricultural, and Environmental Sciences Undergraduate

**Number of pages:**257

**Publication year:**2012

**Degree date:**2012

**School code:**0168

**Source:**DAI-A 74/05(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-85032-4

**Advisor:**Whittington, M. Susie

**Committee member:**Birkenholz, Robert J.; King, Jeffre y E.; Zirkle, Christopher J.

**University/institution:**The Ohio State University

**Department:**Agricultural and Extension Education

**University location:**United States -- Ohio

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3535211

**ProQuest document ID:**1284158483

**Document URL:**[https://search.proquest.com/docview/1284158483?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=tG8rmE6NKSQbjHoIADKEYRngVu9Tlp5nS92pSp92x_g6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1284158483%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Understanding and unlocking the potential of online academic advising**

**Author:**Flowers, Jefferson Lee

**Publication info:**San Francisco State University, ProQuest Dissertations Publishing, 2012. 3544287.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=xTO_lV7k0rMsATjBjoaK_cHbqyjvwkxNzLDEl2SxP946p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1237999609%3faccountid%3d45039)

**Abstract:**

Student support services, such as academic advising, promote college student retention and increased graduation rates. As educational institutions continue to face budgetary uncertainties, academic advising services are facing cuts that threaten their ability to provide student support. Online solutions are being advanced at many institutions, as they offer potential amplification of dwindling resources. Although online education has been heavily researched, online academic advising is not as well studied. This study sought to understand the core components of academic advising and applied these findings to the creation of an online academic advising website, a virtual intelligent counselor (VIC). VIC was then used to probe student perceptions of online academic advising. A mixed-methods multiphase research design, using both a pre-validated survey instrument and student interviews, permitted comparison of student perceptions of this academic advising website to perceptions of an actual advising system at a local area community college. Student perceptions of the website demonstrated support for peer-generated educational roadmaps and other design elements incorporated into VIC. Additionally, the usefulness and potential of this website as a planning tool was seen in student interviews. Online tools hold the promise of delivering advising services in financially difficult times, and the importance of proper design has been shown to be a key to unlocking this great challenge.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=ddO6FxsxO6lTaZPuRrB53Oi7N5zPV4l-2MNDd5vJVaU6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dUnderstanding%2band%2bunlocking%2bthe%2bpotential%2bof%2bonline%2bacademic%2badvising%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dFlowers%252C%2bJefferson%2bLee%26isbn%3d978-1-267-74533-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; School counseling; Educational technology; Higher education

**Classification:**0449: Educational leadership; 0519: School counseling; 0710: Educational technology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Intelligent agents Online Social justice Student support services Virtual counselors

**Publication title:**ProQuest Dissertations and Theses

**Number of pages:**241

**Publication year:**2012

**Publication date:**2012

**Section:**0221

**Publisher:**ProQuest Dissertations Publishing

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-74533-0

**Advisor:**Cooks, Jamal

**Committee member:**Beatty, Brian J.; Johnstone, Robert

**School:**San Francisco State University

**Department:**Educational Leadership

**School location:**United States -- California

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language of publication:**English

**Document type:**Dissertation/Thesis

**Publication / order number:**3544287

**ProQuest document ID:**1237999609

**Document URL:**[https://search.proquest.com/docview/1237999609?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=xTO_lV7k0rMsATjBjoaK_cHbqyjvwkxNzLDEl2SxP946p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1237999609%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Lastupdated:**2019-10-19

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Undergraduate business student satisfaction with academic advising**

**Author:**Schroeder, Steven H.

**Publication info:**Edgewood College, ProQuest Dissertations Publishing, 2012. 3539620.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=OlLZyD9Gzwu8jOgx-ywvV-ecObL72ommXv86jFSvuyA6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1095536525%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to identify determinants of student satisfaction with undergraduate academic advising experiences within the Wisconsin School of Business at the University of Wisconsin-Madison. Through the use of an electronic survey, data were collected from the undergraduate business students during the fall 2011 semester. Six-point Likert scales were used to measure respondents' perceptions of importance, expectation, and satisfaction of 11 academic advising functions. The survey was sent to 1,941 business students and 740 completed the survey, a response rate of 38%. The survey respondents were representative of the undergraduate business population. In almost all of the importance, expectation, and satisfaction questions, the responses had a mean of above 4.0 out of 6.0. The data indicated that students were generally satisfied with their academic advising experience, contrary to most of the academic literature and internal surveys from the Wisconsin School of Business. The interaction of importance and expectation was captured by multiplying the respective response values for each of the advising functions. Regressions were run using linear, ordinal, and binary logistic methods. The importance/expectation variable was a strong and consistent predictor of student satisfaction with academic advising. Other variables were generally not statistically significant.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=I5gnzvqG0EY9T8oz7TmvRZT1vCiSb2UzlYKfUszhM4w6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dUndergraduate%2bbusiness%2bstudent%2bsatisfaction%2bwith%2bacademic%2badvising%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSchroeder%252C%2bSteven%2bH.%26isbn%3d978-1-267-64034-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational evaluation; School administration; School counseling; Business education; Higher education

**Classification:**0443: Educational evaluation; 0514: School administration; 0519: School counseling; 0688: Business education; 0745: Higher education

**Identifier / keyword:**Education Academic advising Advising Business Satisfaction

**Number of pages:**121

**Publication year:**2012

**Degree date:**2012

**School code:**1501

**Source:**DAI-A 74/02(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-64034-5

**Advisor:**Barrows, Richard L.

**Committee member:**Jimenez Soffa, Sara; Scherdin, Mary Jane

**University/institution:**Edgewood College

**Department:**Department of Education

**University location:**United States -- Wisconsin

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3539620

**ProQuest document ID:**1095536525

**Document URL:**[https://search.proquest.com/docview/1095536525?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=OlLZyD9Gzwu8jOgx-ywvV-ecObL72ommXv86jFSvuyA6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1095536525%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Differences between perceived satisfaction with academic advising of underprepared students receiving prescriptive advising or developmental advising**

**Author:**Dedmon, Kelly L.

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2012. 3522147.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=KzWUhCyIVKPvllY1s8Z8Gw3j_WYrJ6YM2ThIrP2AmY06p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1035351702%3faccountid%3d45039)

**Abstract:**

As open-door institutions of higher learning, community colleges should continue to increase their understanding of the characteristics, needs, and satisfaction of underprepared students. Understanding the satisfaction levels of underprepared students provides a foundation upon which to build support for student success and retention for underprepared students. As the underprepared population is traditionally diverse, demographic variables that may impact student satisfaction with academic advising should be examined to help academic institutions understand what areas need to be addressed and what areas need improvement. This study explored the differences between perceived satisfaction with academic advising of underprepared community college students receiving developmental advising and underprepared community college students receiving prescriptive advising. The study further examined the perceived satisfaction with developmental and prescriptive academic advising of underprepared community college students by categories of traditional and nontraditional students. The findings of this study were (a) traditional underprepared students were more satisfied with developmental advising, (b) nontraditional underprepared students were satisfied with prescriptive or developmental advising, (c) most students in the study indicated they received developmental advising but reported a high frequency of prescriptive activities during advising, and (d) at-risk student groups needed good advising to support academic and social integration and retention. The results indicated that community colleges, advisors, and advising systems need to consider the following areas: (a) structured training, (b) student contact with advisors, and (c) institutional support.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=j6gOPcy7ChwcNvOrNtWSyUEPg-z9bvuWhMYKzUud6xY6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dDifferences%2bbetween%2bperceived%2bsatisfaction%2bwith%2bacademic%2badvising%2bof%2bunderprepared%2bstudents%2breceiving%2bprescriptive%2badvising%2bor%2bdevelopmental%2badvising%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dDedmon%252C%2bKelly%2bL.%26isbn%3d978-1-267-54019-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Adult education; School counseling; Higher education

**Classification:**0275: Community college education; 0516: Adult education; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Developmental advising Prescriptive advising Remedial Satisfaction Underprepared

**Number of pages:**99

**Publication year:**2012

**Degree date:**2012

**School code:**1351

**Source:**DAI-A 73/12(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-54019-5

**Advisor:**Keener, Barbara

**Committee member:**Howell, Cynthia; Nutt, Charlie

**University/institution:**Capella University

**Department:**School of Education

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3522147

**ProQuest document ID:**1035351702

**Document URL:**[https://search.proquest.com/docview/1035351702?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=KzWUhCyIVKPvllY1s8Z8Gw3j_WYrJ6YM2ThIrP2AmY06p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1035351702%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Organization of Academic Advising in Ohio's Two-Year Public Colleges**

**Author:**Walker, Verne W.

**Publication info:**The University of Toledo, ProQuest Dissertations Publishing, 2012. 3514212.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=-RYfnRicfSjUFJ_YEdxuQYPzkbJgT4cx7ZZT9VmOEdg6p3Iq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1027934840%3faccountid%3d45039)

**Abstract:**

Academic advising administrators, academic advising professional organization leaders, and academic advising scholars have not had access to information about how academic advising is organized in their states. The purposes of this study were (a) to describe the organization of academic advising in Ohio's two-year public colleges; (b) to explore the influences budgets, institutional policies and the Ohio Articulation and Transfer (OA&T) Policy had on academic advising; and (c) to examine the levels of influence budgets, institutional policies, and OA&T Policy had on decisions about who should deliver academic advising and where academic advising should take place.

The researcher used an exploratory mixed-method design that included: (a) structured phone interviews conducted with five state-level leaders in Ohio and (b) mail questionnaires sent to academic advising administrators at Ohio's two-year public colleges. State-level leaders in Ohio reported that in general institutional budgets for academic advising would likely decrease and impact the effectiveness of academic advising. Institutional budgets remained stable over the last year, and grant budgets were rarely used. Academic advising administrators most frequently reported "no change" in institutional budgets and reported grant budgets were "not applicable" in their academic advising programs during the past year. Results indicated that institutional variables (institutional policies and institutional budgets) had more influence on academic advising than external variables (state policies and grant budgets) had on academic advising.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=eqisztSeE44iRDksFqBG1B8TZFyl7VC9GrQushyCx4I6p3Iq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dOrganization%2bof%2bAcademic%2bAdvising%2bin%2bOhio%2527s%2bTwo-Year%2bPublic%2bColleges%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWalker%252C%2bVerne%2bW.%26isbn%3d978-1-267-44974-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Higher Education Administration; Higher education

**Classification:**0275: Community college education; 0446: Higher Education Administration; 0745: Higher education

**Identifier / keyword:**Education Academic advising Community colleges Ohio

**Number of pages:**207

**Publication year:**2012

**Degree date:**2012

**School code:**0232

**Source:**DAI-A 73/11(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-44974-0

**Advisor:**Meabon, David

**University/institution:**The University of Toledo

**Department:**Higher Education

**University location:**United States -- Ohio

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3514212

**ProQuest document ID:**1027934840

**Document URL:**[https://search.proquest.com/docview/1027934840?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=pSmL5infXj1At7KQfHckKOsXPgdL0K1Y2c1I1HKHTteUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1027934840%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Faculty experiences with academic advising at 15 community colleges in eastern North Carolina**

**Author:**Hasty, Barbara B.

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2012. 3512961.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=9NE_UFyDozGhNSGFaX-VXo504hOBBq86A2qmh8ibJi-UCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1024564092%3faccountid%3d45039)

**Abstract:**

The purpose of this mixed-methods study was to determine the academic advising experiences of faculty members on 15 community college campuses in eastern North Carolina in an effort to gather and examine data that will elaborate on and clarify the role of community college faculty in academic advising. With the information garnered, a plan will be proposed for improving academic advising in the North Carolina Community College System (NCCCS) in general and specifically in the eastern North Carolina community college cohort. This study gathered valid data from 485 respondents identified as full-time faculty advisors and instructors. These respondents were random and from the population for full time faculty advisors. The majority of the faculty advisors (85%) indicated their role as advisors centered on registering students for classes; whereas, a small percentage (15%) had an understanding of their role as an advisor. Community college faculty advisors received formal training that consisted of seminars/workshops, Webinars, and an advising manual with seminars/workshops. Community college faculty advisors pointed out that they received support from their institution, but little or no formal training was provided. Faculty advisors expressed the fact that encouragement, support, and collaboration came from other seasoned faculty members and from other areas on the campus (e.g., registrar and administrative assistant). Self-training was also included as a type of self-support. Overall, faculty advisors do more registering (or scheduling) than actual advising. It is not a definitive description of advising at the 15 institutions. Faculty advisors viewed academic advising as time consuming given the number of advisees assigned and their teaching load during an academic year.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=ddjFHNiRVRizZou_nnkV5XDyDxEmzMJLZteicZWB4IeUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dFaculty%2bexperiences%2bwith%2bacademic%2badvising%2bat%2b15%2bcommunity%2bcolleges%2bin%2beastern%2bNorth%2bCarolina%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHasty%252C%2bBarbara%2bB.%26isbn%3d978-1-267-42450-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Adult education; School counseling

**Classification:**0275: Community college education; 0516: Adult education; 0519: School counseling

**Identifier / keyword:**Education Academic advising Advising Advising adults Community college Nontraditional students North Carolina higher education Small colleges

**Number of pages:**141

**Publication year:**2012

**Degree date:**2012

**School code:**1351

**Source:**DAI-A 73/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-42450-1

**Advisor:**Guerrazzi, Elaine

**Committee member:**Hughes, Gail; Jacobs, Howard

**University/institution:**Capella University

**Department:**School of Education

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3512961

**ProQuest document ID:**1024564092

**Document URL:**[https://search.proquest.com/docview/1024564092?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=9NE_UFyDozGhNSGFaX-VXo504hOBBq86A2qmh8ibJi-UCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1024564092%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Building the bridge: A phenomenological examination of academic advising's role in campus internationalization**

**Author:**Burton, Shannon Lynn

**Publication info:**Michigan State University, ProQuest Dissertations Publishing, 2012. 3506218.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=yHZBwWZNyXcwNgJGKpfQ5ZbIeLLOiygflCAoJzzJaQOUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1014169071%3faccountid%3d45039)

**Abstract:**

This dissertation was an exploratory study in the understanding of the campus internationalization process by professional academic advisors at a large research institution with an institutional strategic plan for internationalization. If academic advising is an instructional process by which the learning outcomes of internationalization are mediated, this study will indicate how professional academic advisors help their students and the institution achieve this learning outcome, what skills they feel need to be developed, and where integral pieces of training could be implemented. As such, it indicates how professional academic advisors potentially impact other learning outcomes. It provides higher education administrators with a point of connection for how these plans are being implemented and understood by a segment of professionals on the campus, as well as a perspective of academic advising as a teaching and learning process. Finally, it provides advisors with a means to make campus internationalization a more meaningful experience for colleagues and students.

The research question explored in this study was: *How do professional academic advisors see their role in internationalization on a campus with a stated international agenda?* To answer this question, I utilized a phenomenological approach to examine professional advisors' understanding of their role in campus internationalization as a component of the curriculum by revealing their lived experiences. I explored how professional academic advisors perceive and understand the parameters of the curriculum of internationalization. As academic advisors are engaged in the educational process, their description of what internationalization means, what actions they carry out in its plan, and how they interpret its curriculum to their undergraduate students is the center of analysis for this study.

I collected data through a two-step process. First, I sent out a screening tool designed to elicit potential participants' level of advising experience, demographic data, and priorities related to internationalization. From the responses to this screening tool, I then selected 23 participants to be interviewed in order to examine their understanding of internationalization. As meaning-making is central to phenomenology, I also administered the Global Perspectives Inventory (Braskamp, Braskamp, & Merrill, 2010) to each of the selected participants in order to gain a baseline for participants' own intercultural maturity and a means for better interpreting participant responses to my interview questions. The "phenomenon" that I focused on was campus internationalization. As a result, interviews offered the best means to not only reflect on participants' perspectives, but also allowed me to engage in the reflection process with the participants.

Both academic advising and internationalization are purposeful and deliberate processes and in order to better prepare undergraduate students for the demands of an increasingly globalized society, they should be coordinated. This leads to an intersection between these two areas as professional academic advisors understand the relevance of campus internationalization and its potential impact on the students with whom they work. In this vein, professional academic advisors take the lead in understanding the concept of campus internationalization. Compartmentalization emerged as the dominant theme throughout the interviews. Under this overarching concept, the sub-themes of knowledge, resources, and personal experiences arose.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=7lnOFTvBFgTJlbDfFkUlY4rOx7TLA0f-Ch7WqoIN1cmUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dBuilding%2bthe%2bbridge%253A%2bA%2bphenomenological%2bexamination%2bof%2bacademic%2badvising%2527s%2brole%2bin%2bcampus%2binternationalization%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dBurton%252C%2bShannon%2bLynn%26isbn%3d978-1-267-31591-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Multicultural Education; School counseling; Higher education

**Classification:**0455: Multicultural Education; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Campus internationalization Higher education Learning outcomes

**Number of pages:**167

**Publication year:**2012

**Degree date:**2012

**School code:**0128

**Source:**DAI-A 73/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-31591-5

**Advisor:**Renn, Kristen

**Committee member:**Amey, Marilyn; Estry, Douglas; Mabokela, Reitumetse

**University/institution:**Michigan State University

**Department:**Higher, Adult and Lifelong Education

**University location:**United States -- Michigan

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3506218

**ProQuest document ID:**1014169071

**Document URL:**[https://search.proquest.com/docview/1014169071?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=yHZBwWZNyXcwNgJGKpfQ5ZbIeLLOiygflCAoJzzJaQOUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1014169071%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Getting connected…again: A phenomenological study of student experiences of transition within a shared model of academic advising**

**Author:**Barker, Shane William

**Publication info:**University of Arkansas, ProQuest Dissertations Publishing, 2012. 3504487.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=qVDSly14LHpPx05Jr28yJZiAHZamodqzRzc3eXJR7xCUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1011656665%3faccountid%3d45039)

**Abstract:**

Shared models of academic advising that involve the use of both professional and faculty advisors represent the most widely used type of advising structure. Many of these models require students to change advisors once they have satisfied certain criteria, such as earning specific number of credits or declaring a major. Thus, college students across the United States are forming connections with academic advisors during their first few years on campus only to have to repeat the process again with a new advisor. Despite its routine occurrence on college and university campuses across the United States, the issue of mandated advisor transitions within shared advising models has mostly been ignored in higher education literature.

To address this gap in the existing research, this study used a phenomenological design to explore how students experienced the transition from centralized, professional advising to decentralized, faculty-based advising within a shared advising model at a public research university in the Mid-South. Participants of this study included 17 students in their senior year in the arts and sciences college who have experienced the advising transition. Data were collected via focus groups and in-depth personal interviews. Peer debriefing, member checks, triangulation analysts, thick descriptions, and reflexive journaling were used to ensure trustworthiness. The analysis of data revealed four common themes experienced by participants in the process of advising transition: (1) an evaluation of advisor trustworthiness based on perceived professional responsibilities, followed by appropriate coping mechanisms, (2) a preference for a personalized advising relationship, (3) an apprehensiveness towards the unknown, and (4) reliance on previously developed advising expectations. The findings of this study inform academic advisors, faculty members, and administrators on how to effectively manage the advising transition to ensure students' positive advising experiences and their continued sense of connectedness.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=s6ujnS04XrMOSBanOeMXjxxXuZUbcquJskDgJiiwJLiUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dGetting%2bconnected%25E2%2580%25A6again%253A%2bA%2bphenomenological%2bstudy%2bof%2bstudent%2bexperiences%2bof%2btransition%2bwithin%2ba%2bshared%2bmodel%2bof%2bacademic%2badvising%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dBarker%252C%2bShane%2bWilliam%26isbn%3d978-1-267-28646-8%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Higher education

**Classification:**0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Academic counseling Advising models Transition

**Number of pages:**137

**Publication year:**2012

**Degree date:**2012

**School code:**0011

**Source:**DAI-A 73/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-28646-8

**Advisor:**Mamiseishvili, Ketevan

**Committee member:**Deggs , David; Miller, Michael T.

**University/institution:**University of Arkansas

**Department:**Higher Education

**University location:**United States -- Arkansas

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3504487

**ProQuest document ID:**1011656665

**Document URL:**[https://search.proquest.com/docview/1011656665?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=qVDSly14LHpPx05Jr28yJZiAHZamodqzRzc3eXJR7xCUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1011656665%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The adaptability of academic advising teams in higher education**

**Author:**McFarland, Leigh A.

**Publication info:**Florida Atlantic University, ProQuest Dissertations Publishing, 2011. 3496478.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=t_mNNM-G1bzVvXASUBH8yb_5sg_W1ENr1p3Har1_XoeUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f921650164%3faccountid%3d45039)

**Abstract:**

The purpose of this single site case study was to identify how four advising teams in a medium-sized public university adapt to the changes presented to them and what role leadership and culture play in that adaptation. This was accomplished through analysis of advisor and administrator interviews, office and meeting observations, and reviews of documents relating to advising and university changes in curriculum and systems. The study was guided by team culture and the five core adaptation strategies described by Eckel and Kezar (2003).

The study indicates that although part of the same institution, each advising team has a unique culture and approach to doing their work. In turn each team has a different approach to their adaptation to the change that affects them. The study began with an examination of how and if the advising teams use the five core adaptation strategies described by Eckel and Kezar (2003). It was found that these adaptation strategies were not utilized because they require authority and the advisors do not have the organizational control necessary to use these strategies. However, the study revealed that the advising teams adapt to their environment through coping mechanisms depending on the type of adaptation. It was also found that the responses the advising teams have to particular change events depends on when they find out about the change as well as the culture and leadership of the teams. Consequently, their resilience to changes is a result of their ability to either absorb the change or alter their system quickly in reaction to the change. Implications are presented for universities and the advising teams in addition to recommendations for future study.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=40hgbhGrJF5moCYDKfTECdpvBPW8yjTyM9hGrPuZFaeUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dThe%2badaptability%2bof%2bacademic%2badvising%2bteams%2bin%2bhigher%2beducation%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMcFarland%252C%2bLeigh%2bA.%26isbn%3d978-1-267-15940-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Educational leadership; School counseling; Higher education; Case studies; Academic achievement; Advisors; Teamwork

**Classification:**0446: Higher Education Administration; 0449: Educational leadership; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advisor Organizational behavior Organizational culture Policy design Policy implementation Team advising

**Publication title:**ProQuest Dissertations and Theses

**Number of pages:**188

**Publication year:**2011

**Publication date:**2011

**Section:**0119

**Publisher:**ProQuest Disser tations Publishing

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-15940-3

**Advisor:**Maslin-Ostrowski, Patricia

**School:**Florida Atlantic University

**School location:**United States -- Florida

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language of publication:**English

**Document type:**Dissertation/Thesis

**Publication / order number:**3496478

**ProQuest document ID:**921650164

**Document URL:**[https://search.proquest.com/docview/921650164?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=t_mNNM-G1bzVvXASUBH8yb_5sg_W1ENr1p3Har1_XoeUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f921650164%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Last updated:**2019-10 -18

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Academic advising experiences of first-year undecided students at a public Southeastern high research activity institution**

**Author:**Ellis, Kyle C.

**Publication info:**The University of Mississippi, ProQuest Dissertations Publishing, 2011. 3493952.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=3I9xyudcPxTvlTtFWZFShsbkoAj6nK8EFzjm1K9MlEyUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f920878920%3faccountid%3d45039)

**Abstract:**

In today's market for higher education, students are often viewed as consumers. Institutions rely on the revenue from these tuition-paying students as the primary form of funding. Additionally, institutions are accountable for their students retention and graduation rates, thus must ensure that students are able to efficiently progress from new freshmen to graduating seniors in a timely manner. Academic advisors are often the front-line campus professionals that interact with these students. Academic advisors are presented with the opportunity to offer academic support and guidance to students. This support is very important throughout a student's academic career, but no time is greater than during the first-year while students are trying to successfully transition from high school senior to college freshman. Advisors have the potential to impact both students' academic experience and satisfaction with the institution as a whole.

This qualitative case study focused on first-year students who were undecided in their major while attending a high research activity institution in the Southeastern United States. The study explored the participants' expectations and experiences with academic advising throughout their first year of college. Five themes emerged from the data analysis: (a) High school advising experiences: A mixed bag; (b) No major, no problem. Or is it; (c) So many choices, so little time; (d) Learning to crawl before you walk; and (e) If only I would have known.

College academic advising was well received by the participants in this study. From first-hand student accounts, participants articulately revealed how they made meaning of academic advising. Students acknowledged both good and bad experiences with high school advisors, they noted key people in their lives who helped them with academic decisions, and even addressed being an undecided student while in college. Participants went on to discuss their thoughts on college advising expectations and experiences from when they first entered the university to how they changed over time. Additionally, students were able to provide self-reflection and offer direct insight to help future first-year students and academic advisors and administrators. Findings from this study allowed for recommendations to be made for future practice, policy, and research.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=fBjRI_8smCatDAM4YsqTsXNIsfGYG4rtWTSk1uN6EHqUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2badvising%2bexperiences%2bof%2bfirst-year%2bundecided%2bstudents%2bat%2ba%2bpublic%2bSoutheastern%2bhigh%2bresearch%2bactivity%2binstitution%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dEllis%252C%2bKyle%2bC.%26isbn%3d978-1-267-15073-8%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; School counseling; Higher education

**Classification:**0446: Higher Education Administration; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising First-year students Research university Undecided students

**Number of pages:**269

**Publication year:**2011

**Degree date:**2011

**School code:**0131

**Source:**DAI-A 73/05, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-15073-8

**Advisor:**Wells-Dolan, Amy E.

**Committee member:**Holleman, John; Reynolds, Holly; Webb, Whitney

**University/institution:**The University of Mississippi

**Department:**Higher Education

**University location:**United States -- Mississippi

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3493952

**ProQuest document ID:**920878920

**Document URL:**[https://search.proquest.com/docview/920878920?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=3I9xyudcPxTvlTtFWZFShsbkoAj6nK8EFzjm1K9MlEyUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f920878920%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**A survey on advisor perceptions of the academic advising program at the University of Alaska Anchorage Anchorage, Alaska**

**Author:**Willis-Haslip, Shirlee

**Publication info:**George Fox University, ProQuest Dissertations Publishing, 2011. 3497017.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=62Bn9ExG-IZ2AupLOyGFzmjNVCoMUAU1k3tBdxl_fFGUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f920652423%3faccountid%3d45039)

**Abstract:**

This survey research was the basis of the dissertation for the researcher’s doctoral program at George Fox University, and was conducted at the University of Alaska Anchorage (UAA). The purpose of this study was to measure the perception of faculty advisors and professional academic advisors in regard to the importance, responsibility for and satisfaction with twelve specific academic advising functions at the University of Alaska Anchorage.

The questionnaire is similar to one developed by Allen and Smith at Portland State University, and was used with their permission. The 12 academic advising tasks, when properly delivered, are known to contribute to quality academic advising to promote student success. Advisors agreed that all 12 of the academic advising tasks were important, but did not agree that it was their responsibility to perform all of these tasks. In regard to satisfaction, many advisors answered *Not Applicable, I do not perform this type of advising*, and those who did respond, reported lower levels of satisfaction with their own performance in performing the academic advising tasks than their own measures of importance and assumed responsibility.

While there were similarities, analysis of the advising tasks by advisor type revealed several differences between the advisor groups. Both faculty advisors (FAs) and professional academic advisors (PAAs) assumed responsibility for giving accurate information to undergraduates, but each of the two advisor groups ranked the tasks differently.

This information can be used to generate discussion among advisors about the importance of advising and may assist in clarifying the roles of the faculty advisors and the full-time professional academic advisors at UAA. Further discussion and research is needed regarding the academic advising tasks, mandatory advising, and graduate student advising.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=Y2z0Ngb5N1mfvVVemhhkKAniLvTUxKCuZTbBKMK40S2UCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dA%2bsurvey%2bon%2badvisor%2bperceptions%2bof%2bthe%2bacademic%2badvising%2bprogram%2bat%2bthe%2bUniversity%2bof%2bAlaska%2bAnchorage%2bAnchorage%252C%2bAlaska%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWillis-Haslip%252C%2bShirlee%26isbn%3d978-1-267-17115-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; School counseling; Higher education; Academic guidance counseling

**Company / organization:**Name: University of Alaska Anchorage; NAICS: 611310

**Classification:**0446: Higher Education Administration; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Alaska University of Alaska Anchorage

**Number of pages:**179

**Publication year:**2011

**Degree date:**2011

**School code:**1149

**Source:**DAI-A 73/05, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-17115-3

**Advisor:**Headley, Scot

**University/institution:**George Fox University

**University location:**United States -- Oregon

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3497017

**ProQuest document ID:**920652423

**Document URL:**[https://search.proquest.com/docview/920652423?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=62Bn9ExG-IZ2AupLOyGFzmjNVCoMUAU1k3tBdxl_fFGUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f920652423%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Academic advising contact and retention of first-generation college students at a research university in the Southeast**

**Author:**Swecker, Hadyn K.

**Publication info:**The University of Alabama at Birmingham, ProQuest Dissertations Publishing, 2011. 3490218.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=VP3Hc4SeFbCNl-jIG7wZ3meA6ByKfLGW6HIheGcV7Q6UCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f916753856%3faccountid%3d45039)

**Abstract:**

Student retention is an area of concern both academically and financially for higher education institutions. With the state of the current economy, finances are a critical component to higher education institutions. Retention rates, in addition to graduation rates, are used for assessing the overall success of an institution and in some instances future funding. According to Schneider (2010), only 60% of undergraduate students matriculate from four-year institutions within six years of initial enrollment. One population, first-generation college students, are 1.3 times more likely than their non-first-generation peers to leave an institution during their first year of college (Ishitani, 2006).

The purpose of this study was to intentionally examine the retention of an at-risk population, first-generation college students. Quantitative analysis of multiple logistic regression was used to investigate the relationship of retention of first-generation college students and number of academic advisor appointments along with gender, race and major. The theoretical framework for this study was comprised of three student retention models including: (a) Interactionalist Theory of College Student Departure (Tinto, 1987), (b) Theory of Involvement (Astin, 1984, 1999), and (c) Bean and Eaton’s Psychological Model of Student Retention (Bean & Eaton, 2000). The results of this research are intended to fill the gap in the literature for first-generation college students related to advising and student retention. The results indicated that the model’s goodness-of-fit was not as strong of an indicator for first-generation college student retention, and the variables of gender, race and major were not significant. However, the variable of number of advisor meetings was significant in the equation. Academic advising is a significant component in the retention of first-generation college students.

The results of the research are intended to inform upper level administrators, deans, advising centers and retention specialists of emerging trends related to working with first-generation college students. Specifically, the findings should help decisionmakers as they plan, implement, and assess programs and resources for first-generation college students and the importance of utilizing, supporting and training of academic advisors.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=D9vTiDy28XxKcVzo0izhlJQlPblfdTbeh6swJKeJQqqUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAcademic%2badvising%2bcontact%2band%2bretention%2bof%2bfirst-generation%2bcollege%2bstudents%2bat%2ba%2bresearch%2buniversity%2bin%2bthe%2bSoutheast%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSwecker%252C%2bHadyn%2bK.%26isbn%3d978-1-267-10609-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Educational leadership; Higher education; Student retention; Academic achievement; Advisors; Generations; College students; Research; Colleges & universities

**Location:**Southeastern states

**Classification:**0446: Higher Education Administration; 0449: Educational leadership; 0745: Higher education

**Identifier / keyword:**Education Academic advising First-generation college students First-generation students Gender Major Persistence Research university Retention

**Publication title:**ProQuest Dissertations and Theses

**Number of pages:**107

**Publication year:**2011

**Publication date:**2011

**Section:**0005

**Publisher:**ProQuest Dissertations Publishing

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-10609-4

**Advisor:**Searby, Linda

**Committee member:**Collins, Loucrecia; Dantzler, John A.; Gage, Brent; Peters, Gary B.

**School:**The University of Alabama at Birmingham

**Department:**Educational Leadership

**School location:**United States -- Alabama

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language of publication:**English

**Document type:**Dissertation/Thesis

**Publication / order number:**3490218

**ProQuest document ID:**916753856

**Document URL:**[https://search.proquest.com/docview/916753856?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=VP3Hc4SeFbCNl-jIG7wZ3meA6ByKfLGW6HIheGcV7Q6UCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f916753856%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Last updated:**2019-10-18

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**College Students' Use and Understanding of an Electronic Social Network for Academics, Academic Help Seeking, and Academic Advising**

**Author:**Amador, Paul Vincent

**Publication info:**University of Nevada, Reno, ProQuest Dissertations Publishing, 2011. 3472806.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=5aRlKMx-9pzIVrxPcYc_mWKGrPCVajVw7M1a3krvq-uUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f894262955%3faccountid%3d45039)

**Abstract:**

The arrival of a new generation of students, known as the Net Generation (Junco, 2010), into colleges and universities has demanded changes to the traditional administrative and support services provided on campuses across the nation. In times of ever-changing technological advances, colleges and universities have begun to utilize new and expanding forms of technological communication to interact with students regarding their academics. During the 2009–2010 academic year, one college, within a university located in the western United States, implemented an academic advising program through Facebook to proactively interact and advise students using the electronic social network. A case study involving six participants was conducted to determine how these students used and understood the use of Facebook for academics, academic help seeking, and academic advising. Results indicated that participants used the electronic social network site to validate their academically-related emotions and actions, build a community of academic support, and to seek help for prescriptive academic advising. Results from the study implied that postsecondary institutions should consider the implementation of similar electronic advising programs; the participants valued the use of Facebook for academic advising and considered the process beneficial for their educational progression and success.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=90TDU4vv_Mc4FzqlwRwNy-f95wvGbxzbCdVAp5-nNieUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dCollege%2bStudents%2527%2bUse%2band%2bUnderstanding%2bof%2ban%2bElectronic%2bSocial%2bNetwork%2bfor%2bAcademics%252C%2bAcademic%2bHelp%2bSeeking%252C%2band%2bAcademic%2bAdvising%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dAmador%252C%2bPaul%2bVincent%26isbn%3d978-1-124-86740-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational sociology; Educational technology; Higher education; College students; Social networks; Academic achievement; Advisors

**Classification:**0340: Educational sociology; 0710: Educational technology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Electronic social networks Facebook Help-seeking

**Number of pages:**179

**Publication year:**2011

**Degree date:**2011

**School code:**0139

**Source:**DAI-A 72/11, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-86740-3

**Advisor:**Laden, Rita

**Committee member:**Hill, George; Luft, Vernon; Markee, Nancy; Miltenberger, Patricia

**University/institution:**University of Nevada, Reno

**Department:**Educational Leadership

**University location:**United States -- Nevada

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3472806

**ProQuest document ID:**894262955

**Document URL:**[https://search.proquest.com/docview/894262955?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=5aRlKMx-9pzIVrxPcYc_mWKGrPCVajVw7M1a3krvq-uUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f894262955%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Developmental academic advising and the dislocated workers**

**Author:**Troutt, Rosalita

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2011. 3460643.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=e51N36vk7UO9b9IoHyqWgUCECxO5Ql1R0wELmWrC9vmUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f878543011%3faccountid%3d45039)

**Abstract:**

This dissertation was written to satisfy the partial requirements of the School of Education for Capella University. A phenomenological research methodology was chosen as the vehicle to find the answers to the queries of how dislocated workers described their academic advising experience and how dislocated workers perceived the need for academic advising. There is little information in literature discussing the academic advising needs of the dislocated worker population; therefore this researcher sought to bring the voice of the dislocated worker to the forefront of academia. The purpose of the study was to explore and understand the academic advising experience of the dislocated worker attending post-secondary vocational institutions. The study probed the assumption that developmental academic advising may increase the persistence, retention, and completions rates of dislocated workers attending post-secondary vocational institutions. Participants of the study were identified as dislocated workers, a unique population of students within the at-risk population of nontraditional students attending a local technical college. These participants were also clients of the workforce development program serving the surround area. The study data was gathered using participant interviews and review of surveys completed by dislocated workers regarding services received during the education process. The information reviewed for this study considered the premise that it was necessary for dislocated worker to receive adequate developmental academic advising if dislocated workers were to be successful in the pursuit of higher education. The results of the study reported that dislocated workers not only needed academic advising, but also desired other types of advising to include financial advising and resource advising to help cope with the new found difficulties of being unemployed. Eight best practices suggested at the end of the study were intended to assist administrators of education agencies as well as service organizations understand the phenomenon presented in the study regarding dislocated worker. The best practices suggested could lead to changes in the types of advising and services students receive in the future.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=sxaSO2W6YvIxvXgDNxKVIlHpXXyjT3IAlVMWUU8SnfqUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dDevelopmental%2bacademic%2badvising%2band%2bthe%2bdislocated%2bworkers%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dTroutt%252C%2bRosalita%26isbn%3d978-1-124-72772-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Adult education; School counseling

**Classification:**0516: Adult education; 0519: School counseling

**Identifier / keyword:**Education Academic advising Advising Developmental academic advising Dislocated workers Intrusive advising Strength based advising

**Number of pages:**94

**Publication year:**2011

**Degree date:**2011

**School code:**1351

**Source:**DAI-A 72/09, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-72772-1

**Advisor:**Bullock, Cheryl

**Committee member:**Andrews, Donna; Bassett, Caroline

**University/institution:**Capella University

**Department:**School of Education

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3460643

**ProQuest document ID:**878543011

**Document URL:**[https://search.proquest.com/docview/878543011?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=e51N36vk7UO9b9IoHyqWgUCECxO5Ql1R0wELmWrC9vmUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f878543011%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Advice and identity in institutional talk: A conversation analytic study of academic advising at the undergraduate level**

**Author:**Norris, Alda M.

**Publication info:**Purdue University, ProQuest Dissertations Publishing, 2011. 3506375.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=shUEervl5mNicf_DaUD71MW7KsD_u5zDw-8wnehjlOqUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1015169020%3faccountid%3d45039)

**Abstract:**

Despite the importance of advising experiences, very little is known about the interpersonal communication dynamics of these interactions. This study addresses that knowledge gap by providing an analysis of audio recordings of advising sessions as they occurred in the offices of five academic advisors who met with undergraduate advisees (n= 28). Conversation Analysis is utilized to reveal how advisors and advisees orient to their roles during conversation and how advice-giving unfolds in direct and indirect ways. As advising sessions are situated within the larger institutional framework of the university, in-depth interviews with the advisors were also conducted. Results indicate academic advisors offer both solicited and unsolicited advice to students in ways that reference an identity as institutional agents, balancing that identity with a personalized approach to advice-giving. The advice-giving sequences tend to promote an agenda of student responsibility, though important exceptions are addressed. A unique contribution is the finding about the role of technology in advising encounters. The presence of computers is utilized as a conversational resource by both advisors and advisees in opening spaces for advice sequences. The full ecology of the advising encounter must be accounted for in describing and formulating recommendations for improvements.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=HtalJCsiVa2RHDJzElQ5E-Niz3Z-taylxQpInOM4nfaUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aSocial%2bScience%2bDatabase%26atitle%3d%26title%3dAdvice%2band%2bidentity%2bin%2binstitutional%2btalk%253A%2bA%2bconversation%2banalytic%2bstudy%2bof%2bacademic%2badvising%2bat%2bthe%2bundergraduate%2blevel%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dNorris%252C%2bAlda%2bM.%26isbn%3d978-1-267-31784-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Communication; School counseling

**Classification:**0459: Communication; 0519: School counseling

**Identifier / keyword:**Communication and the arts Education Academic advising Advice Conversation analysis Identity Institutional talk Undergraduate

**Number of pages:**149

**Publication year:**2011

**Degree date:**2011

**School code:**0183

**Source:**DAI-A 73/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-31784-1

**Advisor:**Roberts, Felicia

**Committee member:**Babrow, Austin; Laws, John; Morgan, Melanie; Webb, Ralph

**University/institution:**Purdue University

**Department:**Communication

**University location:**United States -- Indiana

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3506375

**ProQuest document ID:**1015169020

**Document URL:**[https://search.proquest.com/docview/1015169020?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=shUEervl5mNicf_DaUD71MW7KsD_u5zDw-8wnehjlOqUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1015169020%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Injecting warm fuzzies into cold systems: Defining, benchmarking, and assessing holistic, person-centered academic advising**

**Author:**Ferguson, Holly Brooke

**Publication info:**University of Southern California, ProQuest Dissertations Publishing, 2010. 3434416.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=AYZhVusjGPWTTLFkcFuoxT9sL4lLU8fLQcmDYRDj91yUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f847197589%3faccountid%3d45039)

**Abstract:**

This study examines if and how holistic, person-centered academic advising, based on an integrative framework of educational psychology (Bronfenbrenner), sociology (Weber), and counseling (Rogers) theories, can be fostered, implemented, and assessed at a research university. The study design uses the coding of qualitative data and its translation into numeric results to understand how training in the tenets of integrative theory would affect the quality and quantity of advising content at a key juncture for student retention, persistence, and graduation. The analysis of the data is based on benchmarks culled from the theoretical framework, incorporated into the training, and defined by criteria regarding holistic reviews of student records, evidence of strengths-based, person-centered guidance, personalized and individualized student contact, referrals, and follow-up, and the quantity and timing of advisor contacts. Results indicate that there is a relationship between training in ecological systems and person-centered theories and performance on a benchmarked assessment, particularly when assessing for the quality of advising content. The relationship was more pronounced within the sample of college student records than for those in the professional schools, leading to further research questions regarding the specific implications of organizational infrastructure and systems on performance outcomes. Additional questions regarding the link between advisor motivation, training, and performance also surfaced. Overall, the study provides a model for developing enrollment initiatives and educational programs that are not only rooted in theory and driven by data, but are also holistic, strengths-based, and aligned to training curriculum, benchmarked standards, and outcome-based assessments.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=8hEDSm9cYJ217eXfWOd40UzwC0MbLqc93Cp0zmV4oC6UCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dInjecting%2bwarm%2bfuzzies%2binto%2bcold%2bsystems%253A%2bDefining%252C%2bbenchmarking%252C%2band%2bassessing%2bholistic%252C%2bperson-centered%2bacademic%2badvising%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dFerguson%252C%2bHolly%2bBrooke%26isbn%3d978-1-124-41259-7%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Educational psychology; Counseling Psychology; Higher education; Holistic medicine; Academic achievement; Advisors

**Classification:**0519: School counseling; 0525: Educational psychology; 0603: Counseling Psychology; 0745: Higher education

**Identifier / keyword:**Education Psychology Academic advising Advising relationship Benchmarked assessment Counseling theory Enrollment initiatives Holistic advising Person-centered advising Strengths-based Student retention

**Number of pages:**101

**Publication year:**2010

**Degree date:**2010

**School code:**0208

**Source:**DAI-A 72/02, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-41259-7

**Advisor:**Hirabayashi, Kimberly

**Committee member:**Lucido, Jerry; Venegas, Kristan

**University/institution:**University of Southern California

**Department:**Education(Leadership)

**University location:**United States -- California

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3434416

**ProQuest document ID:**847197589

**Document URL:**[https://search.proquest.com/docview/847 197589?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=1Tv5ZOMBdCzY-LnUBO44AEcQozjKMFNTInC_XGbgbo2UCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f847+197589%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Faculty perceptions of academic advising: Importance, responsibility, and competence**

**Author:**Johnson-Garcia, Michelle

**Publication info:**St. Thomas University, ProQuest Dissertations Publishing, 2010. 3434272.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=LKBH5c-HN774m38KmAzW4POu2d8RFKbMnRxMmz7lxiqUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f841634748%3faccountid%3d45039)

**Abstract:**

Little research has been done on faculty attitudes on their advising experience. The current study examined the attitudes of instructional faculty towards their role, responsibility, and competence levels regarding faculty advising in a small, urban university in the southeast United States. The purpose of this research was to investigate and contribute to current research by attempting to better understand faculty attitudes towards their role in developmental student advising. The problem addressed in this study is although effective academic advising is closely linked to students' positive college experience and retention, students continue to report dissatisfaction with the advising they receive as part of their college experience. The theoretical framework for this study lies in Fishbein's Attitude Development Theory as it differentiates among beliefs, attitude, intentions, and behaviors. A quantitative, non experimental, survey research design was used and a mixture of descriptive analyses, repeated measures analyses of variances (ANOVAs), and post-hoc analyses were implemented. This study's data supports the notion that faculty believe that academic advising is an essential part of a student's college experience and that faculty believe they should be responsible and are competent in providing most, if not all, of these advising functions. A greater understanding of faculty attitudes will open the door for discussion and action to enhance design and involvement in developmental programs for faculty advisors. Understanding faculty's attitudes regarding effective student advising will allow institutions to better serve the needs of students and therefore increase student satisfaction.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=wMKYj9I-2ui5xt1i7wy1hGntEg5muIsS1qluTrV_QC-UCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dFaculty%2bperceptions%2bof%2bacademic%2badvising%253A%2bImportance%252C%2bresponsibility%252C%2band%2bcompetence%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dJohnson-Garcia%252C%2bMichelle%26isbn%3d978-1-124-41017-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; School administration; Higher education; School faculty; Academic achievement; Advisors; Perceptions

**Classification:**0449: Educational leadership; 0514: School administration; 0745: Higher education

**Identifier / keyword:**Education Academic advising Developmental advising Effective advising Faculty advising Faculty attitudes Faculty perceptions

**Number of pages:**97

**Publication year:**2010

**Degree date:**2010

**School code:**0552

**Source:**DAI-A 72/02, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-41017-3

**Advisor:**Gillig, Scott

**Committee member:**Cingel, Pamela; Johnson, Kenneth

**University/institution:**St. Thomas University

**Department:**Educational Leadership

**University location:**United States -- Florida

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3434272

**ProQuest document ID:**841634748

**Document URL:**[https://search.proquest.com/docview/841634748?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=LKBH5c-HN774m38KmAzW4POu2d8RFKbMnRxMmz7lxiqUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f841634748%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**An Examination of Academic Advising Style Preference in Undergraduate Students**

**Author:**Yarbrough, Elizabeth Kendrick

**Publication info:**Auburn University, ProQuest Dissertations Publishing, 2010. 3430631.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=yChC2LiuMPG_y6dgy6E5OCFTf78bQjX38wQ5ca8LCB2UCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f787895125%3faccountid%3d45039)

**Abstract:**

As universities put increasing pressure on student retention and success, academic advising has become an increasingly visible and important part of the university. One of the first examinations of advising contrasted two major styles: prescriptive and developmental (Crookston, 1972). Prescriptive styles are based on the expertise of the advisor. Advisors tell students what to do, and the student follows through. Developmental styles are shared processes in which the advisor and student have equal authority. Advisors talk about options, explore alternatives, and concentrate on the development of the student as a whole. The predominant measurement tool for prescriptive and developmental advising styles, the Academic Advising Inventory, examines the two as opposing ends of a dichotomy (Winston & Sandor, 1984a). However, additional research suggests that advising style may be better measured as two separate dimensions, rather than as a continuum. Other theories conceive of task and relational behaviors that may correspond to prescriptive and developmental advising styles if they are two separate dimensions, rather than two ends of a continuum.

In particular, Hersey and Blanchard's (1988) Situational Leadership Theory argues that leadership has two major components: task direction and relationship behaviors. Hersey and Blanchard's (1988) model provides a model of the potential change in student advising preferences over time. Task direction, or prescriptive approaches, may be more useful for students of low readiness, for example new freshmen. As they progress in college, and become more ready for academic tasks, they need progressively less task direction, or prescriptive approaches, and more relationship behaviors, or developmental approaches.

This study was designed to investigate the nature and pattern of students’ preferences for academic advising styles and the way these preferences change over time, as well as to explore the possibility of two separate constructs within advising style, rather than a single continuum.

This study posed three hypotheses in order to examine the academic advising style preferences of undergraduate students. The first hypothesis tested whether the Prescriptive/Developmental Preference scale assesses different constructs than the Academic Advising Inventory. The second hypothesis stated that college students’ advising preferences differ as a function of their academic development. Finally, hypothesis three claimed that readiness for college will be a significant predictor of preference for academic advising style.

Investigator-developed questionnaires, as well as the Academic Advising Inventory, were used to survey undergraduate students. Support was found for hypothesis one, but not for hypotheses two and three. No differences in advising style can be attributed to classification. Reported college readiness is predictive only of high prescriptive/high developmental advising preference cluster membership. Differences were observed in advising style preference between men and women.

The findings of this study suggest that students’ concentrate more on the advising situation, than the advising style. Advising style may play a secondary role, but the emphasis for students is the advising function, rather than advisor behaviors. Implications for future advising research and practice are included.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=RdCUdwOUwX0ep79xfK8bQg7yBF5fQ0K3PgEkGXH0aiiUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAn%2bExamination%2bof%2bAcademic%2bAdvising%2bStyle%2bPreference%2bin%2bUndergraduate%2bStudents%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dYarbrough%252C%2bElizabeth%2bKendrick%26isbn%3d978-1-124-30652-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational psychology; Higher education; Academic guidance counseling; College students

**Classification:**0525: Educational psychology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Advising style College readiness College students Developmental advising Prescriptive advising

**Number of pages:**107

**Publication year:**2010

**Degree date:**2010

**School code:**0012

**Source:**DAI-A 71/12, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-30652-0

**Advisor:**Salisbury-Glennon, Jill

**University/institution:**Auburn University

**University location:**United States -- Alabama

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3430631

**ProQuest document ID:**787895125

**Document URL:**[https://search.proquest.com/docview/787895125?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=yChC2LiuMPG_y6dgy6E5OCFTf78bQjX38wQ5ca8LCB2UCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f787895125%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Community college faculty perceptions and behaviors related to academic advising**

**Author:**DeBate, Karl A.

**Publication info:**University of South Florida, ProQuest Dissertations Publishing, 2010. 3425625.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=zD2H1MCapYSO0MWoZoiCHo5uBrXB7odmKcL3Jfde7VCUCXUq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f760072040%3faccountid%3d45039)

**Abstract:**

The primary propose of this study was to identify community college faculty's perceptions regarding the effectiveness of the self-contained campus academic advising center, the importance of the eight established NACADA advising goals, and the role of faculty in the advising process. In addition, the current advising behaviors of faculty at a community college with a self-contained advising system were examined. The study also investigated if perceptions and behaviors regarding advising vary among full-time and part-time faculty.

The results of this study provide an overview of community college faculty perceptions and behaviors with regard to academic advising and the established NACADA advising goals. Specifically, over 75% faculty participants indicated that all eight of the NACADA advising goals were “important” or “very important”. In addition, over 70% of faculty participants indicated that all eight of the NACADA goals for effective advising should be part of the faculty role. Even though the institution examined in this study employs a self-contained advising structure, over 96% of faculty participants indicated that they had personally advised one or more students in the past year. While full-time and part-time faculty were generally in agreement, data did reveal several significant differences in perceptions. The findings also show a significant positive relationship between faculty perception of their role in the advising process and the number of students they personally advise on all eight of the NACADA goals for effective advising.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=oj8cCpqulTlZSCP7UC_TAwfY1nlnjSncvHU9ueY1vzyUCXUq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dCommunity%2bcollege%2bfaculty%2bperceptions%2band%2bbehaviors%2brelated%2bto%2bacademic%2badvising%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dDeBate%252C%2bKarl%2bA.%26isbn%3d978-1-124-26905-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Educational leadership; School counseling; Higher education; College faculty; Academic achievement; Advisors

**Classification:**0275: Community college education; 0449: Educational leadership; 0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Community college Persistence Retention Student services

**Number of pages:**119

**Publication year:**2010

**Degree date:**2010

**School code:**0206

**Source:**DAI-A 71/11, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-26905-4

**Advisor:**Dellow, Donald

**University/institution:**University of South Florida

**University location:**United States -- Florida

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3425625

**ProQuest document ID:**760072040

**Document URL:**[https://search.proquest.com/docview/760072040?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=aI5KVM8p4KEQjswuCtaGUZVRQ8AQkaYa3ClhbnJuKerua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f760072040%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**The utilization of a computer assisted guidance system in academic advising**

**Author:**Pfautz, Charles Van Vleck

**Publication info:**Old Dominion University, ProQuest Dissertations Publishing, 2010. 3428821.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=6rqd-ln8mP9A6YAXR_QwNUKapZuvH-yOcZdJxOAeq6Pua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f759849409%3faccountid%3d45039)

**Abstract:**

Computer assisted guidance systems may adapt well to various models of academic advising, and they have the ability to address the challenge of meeting the diverse advising needs of community college students without sacrificing the integrity of academic advising (Fowkes & McWhirter, 2007). The purpose of this qualitative case study was to assess current advisor and student use of a specific computer assisted guidance system and to recommend strategies to effect optimum utilization of current generation software. The objective was to create a model for using the computer assisted guidance system as an academic and career planning tool for community college students.

The researcher triangulated methods and sources of data collection to ensure the credibility of this study. Data were collected using three methods: interviews, focus groups, and a short survey. Interviews with six counselors who provide academic advising and six focus groups with students who had experienced the computer assisted guidance system were used to collect data. An anonymous survey was provided to the six counselor participants.

Findings from this study suggest counselors utilize the computer assisted guidance system in the provision of academic advising support to students in the classroom as a component of a first-year experience course. The counselors do not regularly use the computer assisted guidance system in their private offices in the provision of academic advising support to students. Students utilize the computer assisted guidance system because it is a required course assignment.

The utilization of the computer assisted guidance system could be improved with the implementation of several strategies. Counselors and advisors must receive training on computer assisted guidance system intervention strategies. Counselors and advisors recommending the computer assisted guidance system to students should employ a developmental approach to academic advising when doing so. The computer assisted guidance system should be a required course assignment in a first-year experience course. A link to the computer assisted guidance system should be placed prominently on the front page of the college Web page. The computer assisted guidance system icon seen on college Web portals should include a descriptive statement about the system. A brochure should be created to market the computer assisted guidance system. The public school system should utilize the computer assisted guidance system.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=mDMx8mFoBv43Z1QnRsakt6ChlOrftATDFa-o1cPSWO_ua3cq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dThe%2butilization%2bof%2ba%2bcomputer%2bassisted%2bguidance%2bsystem%2bin%2bacademic%2badvising%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dPfautz%252C%2bCharles%2bVan%2bVleck%26isbn%3d978-1-124-27132-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Educational technology; College students; Academic guidance counseling; Career development planning

**Classification:**0275: Community college education; 0519: School counseling; 0710: Educational technology

**Identifier / keyword:**Education Academic advising Academic and career planning CAGS Computer-assisted guidance

**Number of pages:**148

**Publication year:**2010

**Degree date:**2010

**School code:**0418

**Source:**DAI-A 71/11, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-27132-3

**Advisor:**Burnett, Dana D.

**University/institution:**Old Dominion University

**University location:**United States -- Virginia

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3428821

**ProQuest document ID:**759849409

**Document URL:**[https://search.proquest.com/docview/759849409?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=6rqd-ln8mP9A6YAXR_QwNUKapZuvH-yOcZdJxOAeq6Pua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f759849409%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**An assessment of academic advising in the Dale Bumpers College of Agricultural, Food, and Life Sciences**

**Author:**Hale, Margo

**Publication info:**University of Arkansas, ProQuest Dissertations Publishing, 2010. 1485879.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=8S4nxMcQfHQxnZ_wNVgX5mOs_9VAc9JxwJtm0HYGddHua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f750355738%3faccountid%3d45039)

**Abstract:**

This study evaluated the academic advising of the Dale Bumpers College of Agricultural, Food and Life Sciences at the University of Arkansas. The Academic Advising Inventory (AAI) was administered to a purposeful sample of intact classes. Students completed the AAI, in which they answered questions about their current academic advising situation, their ideal advising situation, and their satisfaction with advising. Students categorized their advisors as developmental or prescriptive. The majority of respondents indicated they were receiving developmental advising, which was also the majority's ideal advising style. Students also indicated they were satisfied with the advising they had received.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=S8IvZYVODIA2N2QHYEpXpoy68YgIOxDYCp15CzpPlMLua3cq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAn%2bassessment%2bof%2bacademic%2badvising%2bin%2bthe%2bDale%2bBumpers%2bCollege%2bof%2bAgricultural%252C%2bFood%252C%2band%2bLife%2bSciences%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHale%252C%2bMargo%26isbn%3d978-1-124-19704-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Higher education

**Classification:**0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Arkansas

**Number of pages:**91

**Publication year:**2010

**Degree date:**2010

**School code:**0011

**Source:**MAI 49/01M, Masters Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-19704-3

**Advisor:**Graham, Donna

**University/institution:**University of Arkansas

**University location:**United States -- Arkansas

**Degree:**M.S.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**1485879

**ProQuest document ID:**750355738

**Document URL:**[https://search.proquest.com/docview/750355738?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=8S4nxMcQfHQxnZ_wNVgX5mOs_9VAc9JxwJtm0HYGddHua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f750355738%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The impact of academic advising on GPA and retention at the community college level**

**Author:**Pietras, Stacey Ann

**Publication info:**Indiana University of Pennsylvania, ProQuest Dissertations Publishing, 2010. 3413185.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=xt3qc9pfuS4MV2Wr-V-D3y3eDCpREWioeQdEAYAfRTzua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f749932886%3faccountid%3d45039)

**Abstract:**

While the literature indicates a link between retention and advising, almost all previous research has measured perceptions or satisfaction with advising. Because of this, it seems that there is a gap in the methodology used to assess the efficacy of advising services. Even though investigators may be able to locate studies that assert increased use of services based on satisfaction, they still have not adequately measured service quality. This distinction is the crux of the research. The purpose of this research project is to explore whether satisfaction with advising services correlate with measures that are more objective, such as GPA and retention rates.

This exploratory study used two related sets of data. The first is from a survey conducted to evaluate counseling and transfer services. The second is GPA and retention data for the students who participated in the survey. The results of the assessment were compared with more concrete measures of effective academic advising from the second data set.

Hierarchical OLS regression and binary logistic regression were used to estimate the impact of the satisfaction variables on GPA and retention while controlling for the demographic variables. Although the hypotheses presented in this study were rejected, the research results were as expected. The relationship between perceptions of advising and GPA and retention did not support the findings in the literature when subjective measures were used.

Although there are limitations and it was exploratory in nature, this research provides initial support for further qualitative research. If institutions plan to continue advising programs, they should seek to substantiate the effectiveness. That may lead to restructuring the provision of advising services in an effective and efficient means that meets the needs of both the college and the student.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=MbBuWNLsSfYkHPYSgW3XMxJmNslg5yXvaq2X2S-zg_zua3cq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dThe%2bimpact%2bof%2bacademic%2badvising%2bon%2bGPA%2band%2bretention%2bat%2bthe%2bcommunity%2bcollege%2blevel%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dPietras%252C%2bStacey%2bAnn%26isbn%3d978-1-124-13527-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; School counseling; Academic guidance counseling; Student retention

**Classification:**0275: Community college education; 0519: School counseling

**Identifier / keyword:**Education Advising College Community GPA Grade point average Retention

**Number of pages:**152

**Publication year:**2010

**Degree date:**2010

**School code:**0318

**Source:**DAI-A 71/09, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-13527-4

**Advisor:**Nowak, Thomas C.

**Committee member:**Anderson, John A.; Heckert, D. Alex

**University/institution:**Indiana University of Pennsylvania

**Department:**Sociology

**University location:**United States -- Pennsylvania

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3413185

**ProQuest document ID:**749932886

**Document URL:**[https://search.proquest.com/docview/749932886?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=xt3qc9pfuS4MV2Wr-V-D3y3eDCpREWioeQdEAYAfRTzua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f749932886%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Academic advising: A correlation analysis of online student retention and academic advisor emotional intelligence**

**Author:**Blashak, Theodore C.

**Publication info:**University of Phoenix, ProQuest Dissertations Publishing, 2010. 3411113.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=jv3-9sA4RnJ0QsaNssxDrXjXEOkRYObEEoofZL0kChrua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f520404443%3faccountid%3d45039)

**Abstract:**

This quantitative correlation research study investigated the statistical relationships between the emotional intelligence, age and gender of 55 academic advisors with their associated undergraduate online student retention rates. The environment was a large regionally accredited university in Midwestern United States. The retention cohorts were derived from 5747 undergraduate students over a nine month period of time. The tool utilized to measure emotional intelligence was the 141 item Mayer-Salovey Caruso Emotional Intelligence Test (MSCEITv2™). Multiple bivariate regression analyses demonstrated no statistically significant correlations supporting a relationship of age, gender or any components of emotional intelligence as measured by the MSCEITv2 with undergraduate online student retention. Findings suggest no linear relationship between these variables within this research environment and population.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=oKC0BtFtWzY5_Eg05sCTvCIl3vOmG1dD42653R7PmaDua3cq62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAcademic%2badvising%253A%2bA%2bcorrelation%2banalysis%2bof%2bonline%2bstudent%2bretention%2band%2bacademic%2badvisor%2bemotional%2bintelligence%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dBlashak%252C%2bTheodore%2bC.%26isbn%3d978-1-124-04254-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; Adult education; Higher education; Academic achievement; Distance learning; Emotional intelligence; Advisors

**Classification:**0449: Educational leadership; 0516: Adult education; 0745: Higher education

**Identifier / keyword:**Education Academic advisor Advising Counseling Emotional intelligence Persistence Retention

**Number of pages:**188

**Publication year:**2010

**Degree date:**2010

**School code:**0850

**Source:**DAI-A 71/06, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-04254-1

**Advisor:**Boice-Pardee, Heath

**University/institution:**University of Phoenix

**University location:**United States -- Arizona

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3411113

**ProQuest document ID:**520404443

**Document URL:**[https://search.proquest.com/docview/520404443?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=jv3-9sA4RnJ0QsaNssxDrXjXEOkRYObEEoofZL0kChrua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f520404443%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

[Contact ProQuest](https://mail.sta.uwi.edu/owa/redir.aspx?C=i0dnXty6gXvu-SxCFAw1oLkBxGO2UJTFBjwD_W-kVXDua3cq62XXCA..&URL=https%3a%2f%2fwww.proquest.com%2fgo%2fpqissupportcontact)

Database copyright © 2019 ProQuest LLC. All rights reserved. - [Terms and Conditions](https://mail.sta.uwi.edu/owa/redir.aspx?C=fZKgjKc4gz3GbhbMWmZSqR9-TrB-pmknDsvDa7V4rkPua3cq62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2finfo%2ftermsAndConditions)

**A Case Study Approach to the Impact of Academic Advising on African American Men at Three Community Colleges in Georgia**

**Author:**Cody, Philip M.

**Publication info:**Morgan State University, ProQuest Dissertations Publishing, 2019. 13810128.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=vtjrWUIdgvKGNiob1xB-8peg26X6KvW9yBHTkLAkmCoMB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2293040379%3faccountid%3d45039)

**Abstract:**

The purpose of this qualitative case study is to examine how African American men at three community colleges in Georgia perceive the academic advising process and how the academic advisor influences their retention. A declining number of African American men are attending and completing college. This trend is troubling not only because of its implications for the men themselves, but also because of the long-term economic, political, and social effects for the African American population.

The qualitative case study examined African American men’s views of academic advising, and its impact on their academic persistence and achievement will thus address the problem of declining African American male enrollment in higher education and suggest the services or resources colleges can provide to combat the issue. The researcher used Wood and Harris’s (2014) Socio-Ecological Outcomes Model coupled with Schlossberg’s (1989, 2011) Theory of Marginality to assess student outcomes and how those outcomes affect African American male retention rates. All of the participants chosen for this study were African American male students, attending one of three community colleges in Georgia. There were twelve participants selected for this study. The researcher found that African American male students’ academic advising experiences had a considerable influence on their retention rates at community colleges. The researcher also discovered that poor academic progress, lack of support, from both the institutions and their families, and a lack of positive role models at their prospective institutions often influenced their futures and their retention.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=ulSrfkccTE2H0_QqBzjBvUOiWu5GrbL3eMkdab9nB_oMB7Rh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dA%2bCase%2bStudy%2bApproach%2bto%2bthe%2bImpact%2bof%2bAcademic%2bAdvising%2bon%2bAfrican%2bAmerican%2bMen%2bat%2bThree%2bCommunity%2bColleges%2bin%2bGeorgia%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dCody%252C%2bPhilip%2bM.%26isbn%3d9781085730051%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; Educational administration

**Classification:**0446: Higher Education Administration; 0449: Educational leadership

**Identifier / keyword:**Academic advising African American male Case study Community college

**Number of pages:**155

**Publication year:**2019

**Degree date:**2019

**School code:**0755

**Source:**DAI-A 81/2(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**9781085730051

**Advisor:**Hollis, Leah P.

**Committee member:**Drew, Joseph; Parsons, Michael

**University/institution:**Morgan State University

**Department:**Community College Leadership Program

**University location:**United States -- Maryland

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**13810128

**ProQuest document ID:**2293040379

**Document URL:**[https://search.proquest.com/docview/2293040379?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=vtjrWUIdgvKGNiob1xB-8peg26X6KvW9yBHTkLAkmCoMB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2293040379%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**An Investigation of the Academic Advising Process in Occupational and Physical Therapy Programs at the University of Mississippi Medical Center:**

**Author:**Parish, Robin

**Publication info:**The University of Mississippi Medical Center, ProQuest Dissertations Publishing, 2019. 13879558.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=mh_j6voqvhwfUZDI0lwlM1fqOMYdUS2jHdwR5JV3b6kMB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2273838138%3faccountid%3d45039)

**Abstract:**

Academic advising is a facet of academia that fosters the holistic development of the individual student. Faculty members have consistently played a role in advising students, but that role is not always clearly defined is relation to its alignment with institutional expectations, the specific needs of a program or the unique needs of an individual student. This results in faculty and students having different expectations of the advisory process. The Occupational and Physical Therapy programs at the University of Mississippi have their own unique cultures and needs. The student perceptions have been explored. The faculty perceptions were needed to provide further insights. The purpose of this quality improvement project was to investigate faculty perspectives of the academic advisory process within the OT and PT departments at UMMC. A qualitative investigation utilizing in-depth semi-structured interviews was utilized through the lens and framework of appreciative inquiry. Seventeen OT and PT faculty advisors participated in face-to-face interviews to reveal their perceptions regarding their role in the advisory process and identify their needs to promote an effective advisory process specific to their respective programs. Regarding the faculty role in the advisory process, two major themes of transition facilitator and academic facilitator emerged, with each revealing subthemes: personal and professional. Regarding the faculty needs to promote effective advising, three major themes of infrastructure, culture, and support emerged, with subthemes developed for each major theme. The balance of structured policy and procedures with respect for individuation and flexibility are key to developing and maintaining an effective advisory process specific to the OT and PT programs at UMMC.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=H2Sc71j_JIfNpBb6W0Fn5YSZVODwoDroYa8mJwit-O4MB7Rh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAn%2bInvestigation%2bof%2bthe%2bAcademic%2bAdvising%2bProcess%2bin%2bOccupational%2band%2bPhysical%2bTherapy%2bPrograms%2bat%2bthe%2bUniversity%2bof%2bMississippi%2bMedical%2bCenter%253A%26issn%3d%26date%3d2019-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dParish%252C%2bRobin%26isbn%3d9781085593755%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education; Occupational therapy; Physical therapy

**Classification:**0745: Higher education; 0498: Occupational Therapy; 0382: Physical therapy

**Identifier / keyword:**Academic advising Appreciative inquiry Faculty advising Health science education advising Occupational therapy advising Physical therapy advising

**Number of pages:**127

**Publication year:**2019

**Degree date:**2019

**School code:**0805

**Source:**DAI-A 81/2(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**9781085593755

**Advisor:**Franklin, Elizabeth G.

**Committee member:**Arnold, Amber M.; Barnes, Lisa J.; Clark, Gerald F.; Street, Asher S.

**University/institution:**The University of Mississippi Medical Center

**Department:**Health Administration

**University location:**United States -- Mississippi

**Degree:**D.H.A.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**13879558

**ProQuest document ID:**2273838138

**Document URL:**[https://search.proquest.com/docview/2273838138?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=mh_j6voqvhwfUZDI0lwlM1fqOMYdUS2jHdwR5JV3b6kMB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2273838138%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The Role of [Academic] Advising in the CSU Graduation Initiative 2025: Examination of Campus Student Plans and Reflections from Directors of Advising**

**Author:**Lee, Kaitlyn P. Baumgartner

**Publication info:**University of California, Davis, ProQuest Dissertations Publishing, 2018. 10937946.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ZdSjjbXUuxye6EAWBhzVuI6cBLBI7bF0FuMaaZDOh4sMB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2193399674%3faccountid%3d45039)

**Abstract:**

In fall 2016 the California State University unveiled Graduation Initiative 2025 (GI 2025), establishing system and campus goals for increasing graduation rates (among first time freshmen, and transfer students) and eliminating the achievement (equity) gaps for underrepresented minority and Pell Grant eligible students. The system identified academic advising as a core strategy for meeting GI2025 goals. Emerging empirical research suggests institutions should further leverage advising to increase persistence.

This qualitative study employs document analysis of CSU campus student success plans and survey administration of CSU Directors of Advising to answer the central research question: What is the role of advising in the CSU GI 2025? Two theoretical frameworks inform the study: 1) Crookston’s (1972) developmental advising framework and 2) Kezar and Lester’s (2013) Positionality Framework.

Findings suggest that advising is a prominent fixture within GI 2025. Strategies described suggest expectations for academic advisors to be knowledgeable data consumers, savvy with technology platforms and collaborative members of greater campus student success teams. Plans broadly speak to core elements of a developmental advising framework including student lifecycle informed advising. Survey responses reveal a majority of directors have an acute iii awareness as members of campus-based graduation initiative related teams, remain cautiously optimistic in identifying ongoing barriers and welcome the spotlight afforded to the profession by way of the initiative. Whether or not individuals choose to leverage the spotlight to advocate, speaks directly to foundations of Positionality Theory for understanding approaches to leadership.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=LIYotHvojb0TSB0BhASodVzS41cJ8EAZ0LogCAZ1xYIMB7Rh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bRole%2bof%2b%2bAdvising%2bin%2bthe%2bCSU%2bGraduation%2bInitiative%2b2025%253A%2bExamination%2bof%2bCampus%2bStudent%2bPlans%2band%2bReflections%2bfrom%2bDirectors%2bof%2bAdvising%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dLee%252C%2bKaitlyn%2bP.%2bBaumgartner%26isbn%3d978-0-438-92991-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education

**Classification:**0745: Higher education

**Identifier / keyword:**Education Academic advising Developmental advising Student success

**Number of pages:**119

**Publication year:**2018

**Degree date:**2018

**School code:**0029

**Source:**DAI-A 80/07(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-92991-3

**Advisor:**Kurlaender, Michal

**Committee member:**Kurlaender, Michal; Martorell, Paco; Quijada, Patricia D.

**University/institution:**University of California, Davis

**Department:**Educational Leadership

**University location:**United States -- California

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10937946

**ProQuest document ID:**2193399674

**Document URL:**[https://search.proquest.com/docview/2193399674?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ZdSjjbXUuxye6EAWBhzVuI6cBLBI7bF0FuMaaZDOh4sMB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2193399674%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Exploring Satisfaction of Second-Year Students With Academic Advising Experiences to Determine Factors That Contribute to Retention at a Private Research University: A Mixed Methods Study**

**Author:**Anderson, Yenny D.

**Publication info:**Drexel University, ProQuest Dissertations Publishing, 2018. 13424151.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=TCd-fN1nVGyxIwqhhyPxy2ZsFY_1AKdM1SNJusyzvygMB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2167058342%3faccountid%3d45039)

**Abstract:**

This explanatory sequential mixed methods study sought to identify and explore factors contributing to understanding about the relationship between second-year students’ demographics and satisfaction with academic advising and retention at a private research university in Pennsylvania. The research problem was that second-year students at the study site did not receive the same level of academic advising as provided in the first-year and little is known about the differences in student satisfaction with advising in various colleges within the institution. In this study, 88 of 1,184 second-year students at the institution were invited to participate in a survey, yielding a participation rate of 7.4%. Then, eight survey respondents participated in focus groups to help the researcher explore the findings and results in more depth to expand understanding of this relationship. The study was designed to address one central question: *What is the relationship between academic advising experiences and student satisfaction and retention for second-year students at a private research university in Pennsylvania?* There were three sub-questions. (a) What is the relationship between second-year students’ demographics and the level of satisfaction with academic advising at a private research university in Pennsylvania? (b) How do second-year students describe academic advising experiences at a private research university in Pennsylvania? (c) How do second-year students describe how their academic advising experiences in year one differ from their academic advising experiences in year two at a private research university in Pennsylvania? The quantitative and qualitative data were analyzed to find common themes and sub-themes. The findings revealed that second-year students at this institution were satisfied with academic advising to the extent that they would get their questions answered and were able to receive the information necessary to register for classes. However, most participants were not satisfied with the interactions with their advisors, or the limited topics that were discussed during the advising sessions that took place during their second-year. Second-year participants were seeking more than just academic advising when meeting with their advisors, and the advisors were either unable or unwilling to provide what they sought, and this disconnect contributed to their lower levels of satisfaction.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=45t7c4gxma9Z9HRfoo-HPIjR2BuxTxmt3g_8kpDa-GEMB7Rh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dExploring%2bSatisfaction%2bof%2bSecond-Year%2bStudents%2bWith%2bAcademic%2bAdvising%2bExperiences%2bto%2bDetermine%2bFactors%2bThat%2bContribute%2bto%2bRetention%2bat%2ba%2bPrivate%2bResearch%2bUniversity%253A%2bA%2bMixed%2bMethods%2bStudy%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dAnderson%252C%2bYenny%2bD.%26isbn%3d978-0-438-76934-2%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education

**Classification:**0745: Higher education

**Identifier / keyword:**Education Academic advising Retention Satisfaction Second-year student Sophomore

**Number of pages:**248

**Publication year:**2018

**Degree date:**2018

**School code:**0065

**Source:**DAI-A 80/05(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-76934-2

**Advisor:**Pittman, Joyce A.

**Committee member:**Geller, Kathy D.; White, George P.

**University/institution:**Drexel University

**Department:**Educational Leadership and Management (School of Education)

**University location:**United States -- Pennsylvania

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**13424151

**ProQuest document ID:**2167058342

**Document URL:**[https://search.proquest.com/docview/2167058342?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=TCd-fN1nVGyxIwqhhyPxy2ZsFY_1AKdM1SNJusyzvygMB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2167058342%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Thes es Global

**The Role of a Faculty Advisor: A Phenomenological Study Examining How Faculty Experiences Shape Their Understanding of Academic Advising**

**Author:**Tran-Johnson, Jennifer L.

**Publication info:**Drake University, ProQuest Dissertations Publishing, 2018. 10826727.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=V9WuH4S1pBsRYzdMvGzYmA2wVHqOggyzFmySPmE1PD4MB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2054504602%3faccountid%3d45039)

**Abstract:**

Academic advising has received a considerable amount of attention as a tool for student retention, development, and academic achievement in higher education. The faculty advisor model is the most commonly used advising model with over 75 percent of institutions utilizing faculty to deliver advising services. While research shows the positive impact the faculty-student advising relationship can have on retention and persistence, students regularly express dissatisfaction with their advising experiences. Academic advising literature often makes recommendations how faculty *should* advise based on the perspectives of the students, advising administrators, or professional advisors. To enhance academic advising services, institutions must understand advising from both the student and faculty points of view.

The purpose of this phenomenological, qualitative research study was to examine how faculty experiences shape their understanding of the role of an academic advisor. Interviews were conducted with eight full-time, tenured faculty members with responsibilities in advising from a medium-sized, private, liberal arts college in the Midwest. Four themes, each with multiple subthemes emerged from the analysis of the data. The four themes included: One-Dimensional Perspective, Unaware and Underprepared, “On-the-Job Training,” and “Seeing People Feel Fulfilled.” The findings from this study provide valuable insight into the lived experiences of faculty advisors, including the challenges and opportunities they encountered with advising.

This study has implications for both institutions and faculty advisors regarding training, development, support, resources, and reflection. This study adds a valuable voice to advising literature by sharing faculty advisors’ experiences with and understanding of academic advising.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=4dkkpLMJh5Ylh6L9S-dVxsk-RUqS05irmF3USDjM420MB7Rh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bRole%2bof%2ba%2bFaculty%2bAdvisor%253A%2bA%2bPhenomenological%2bStudy%2bExamining%2bHow%2bFaculty%2bExperiences%2bShape%2bTheir%2bUnderstanding%2bof%2bAcademic%2bAdvising%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dTran-Johnson%252C%2bJennifer%2bL.%26isbn%3d978-0-438-01442-8%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education

**Classification:**0745: Higher education

**Identifier / keyword:**Education faculty experiences tenured faculty

**Number of pages:**150

**Publication year:**2018

**Degree date:**2018

**School code:**0387

**Source:**DAI-A 79/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-438-01442-8

**Advisor:**Gillespie, Catherine

**Committee member:**Leuwerke, Wade; Saunders, Kevin; Sturm-Smith, Melissa

**University/institution:**Drake University

**Department:**Education

**University location:**United States -- Iowa

**Degree:**Ph.D.(Educ.)

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10826727

**ProQuest document ID:**2054504602

**Document URL:**[https://search.proquest.com/docview/2054504602?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=V9WuH4S1pBsRYzdMvGzYmA2wVHqOggyzFmySPmE1PD4MB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2054504602%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**An Examination of Academic Advising, Peer Mentoring, and Housing Services Provided to Freshmen Students Presented on Postsecondary Institutions' Websites: Do They Provide the Same to Transfer Students?**

**Author:**Coleman, Kenneth L.

**Publication info:**Indiana State University, ProQuest Dissertations Publishing, 2018. 10791729.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=0LwyQZFpDLsSYa-Je0X4G3CIygPSxhSkB3sF-Yb6pl0MB7Rh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2048126409%3faccountid%3d45039)

**Abstract:**

This study analyzed the services that postsecondary institutions provided to freshman students to determine whether similar services were provided to transfer students. Additionally, this study investigated whether significant differences occurred between institutions based on institution size, institution type, and geographical regions. Postsecondary institutions in the United States invest numerous resources designed to help ensure the success of first-time full-time freshman students. Individual state governments, as well as the federal government, incorporate the institutions’ retention, persistence, and graduation rates when allocating funding to the institutions. These benchmarks tend to be the definition that institutions use in defining student success. Previously, this funding formula only accounted for these freshman students, but recently, this formula has also taken into account the transfer students’ retention, persistence, and graduation rate. As a result, this study sought to determine whether postsecondary institutions increased their focus on transfer students.

A sample single sample of 60 postsecondary institutions was used in this study. In this study, services were defined as academic advising, peer mentoring, and housing. To be considered a service, it must have been provided at the institutional level and not the departmental, unit, division, or college level. Single-sample *t* tests and one–way analysis of variance were used to analyze the results. The results suggest that postsecondary institutions continue to focus their resources on the needs of freshman students. Nearly three-fourths of all services provided by the institutions used in this study were offered to freshman students. This study also suggests that there were not any statistically significant differences between services provided to freshman and transfer students and geographical regions, institution type, nor institution size. The results of this study support the need for postsecondary institutions to consider adding transfer student success to their strategic plan as a means to improve transfer student success. Investing in personnel trained in assessing the unique needs of transfer students, implementing peer mentoring programs for transfer students, and incorporating themed housing for transfer students are other measures that institutions should consider.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=T9t3tCRybcSzARYFMoizlsdqeaBO4D5Dh9HNiDj13nUMB7Rh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAn%2bExamination%2bof%2bAcademic%2bAdvising%252C%2bPeer%2bMentoring%252C%2band%2bHousing%2bServices%2bProvided%2bto%2bFreshmen%2bStudents%2bPresented%2bon%2bPostsecondary%2bInstitutions%2527%2bWebsites%253A%2bDo%2bThey%2bProvide%2bthe%2bSame%2bto%2bTransfer%2bStudents%253F%26issn%3d%26date%3d2018-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dColeman%252C%2bKenneth%2bL.%26isbn%3d978-0-355-97479-9%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational administration; Curriculum development; Higher education

**Classification:**0514: Educational administration; 0727: Curriculum development; 0745: Higher education

**Identifier / keyword:**Education Factors affecting retention Retention in higher education Student success Transfer student attrition Transfer student services

**Number of pages:**110

**Publication year:**2018

**Degree date:**2018

**School code:**0094

**Source:**DAI-A 79/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-97479-9

**Advisor:**Kiger, Susan

**Committee member:**Howard-Hamilton, Mary; Tinnerman, Larry

**University/institution:**Indiana State University

**Department:**Curriculum, Instruction, and Media Technology

**University location:**United States -- Indiana

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10791729

**ProQuest document ID:**2048126409

**Document URL:**[https://search.proquest.com/docview/2048126409?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=_3h2u_x-5yEre3mwykDNmDfPGWjZ97B94tX_19IkkidmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f2048126409%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Student Perceptions of the Value of Academic Advising at a Hispanic Serving Institution of Higher Education in South Texas**

**Author:**Vasquez, Sonya

**Publication info:**Texas A&M University - Kingsville, ProQuest Dissertations Publishing, 2017. 10686279.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=kak-JPDomRB8E7pYQi_J4JSXNfpYUDX17fE5X8VH2itmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1980473930%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to determine the perception of the value of academic advising to second-year students at a Hispanic Serving Institution in south Texas. This study surveyed second-year students during the 2016–2017 year to examine whether academic advising enhanced the retention. The theoretical foundation of this study relied on the Tinto’s model of institutional departure to explain the role of academic advisors as the advising pattern was designed within this specific model which is widely accepted by the postsecondary academic community. The survey results indicated that students appreciate the dissemination of knowledge from the advisor the most. The survey results indicated that the focus on the student as an individual was the least needed. No significant relationship was found among advisor availability, advisor time with student, advisor focus on student as an individual, advisor dissemination of knowledge, and advisor assistance of educational planning and the criterion variable of perceived value of the advisor among students. No significant difference was found between males and female students and prior college hours on the perceived value of the advisor. However, after a multilinear regression correlation coefficient was analyzed, advisor dissemination of knowledge was significant to the student perception of the advisor. This suggested more frequent advisor-student interactions influenced student success. It was recommended that the HSI provide ongoing professional development and training for academic advisors to build a stronger relationship between advisors and students.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=caU-WNnVDIoEdQCNT2JqjmqenXxHeoDe3dqnRZBsMrNmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dStudent%2bPerceptions%2bof%2bthe%2bValue%2bof%2bAcademic%2bAdvising%2bat%2ba%2bHispanic%2bServing%2bInstitution%2bof%2bHigher%2bEducation%2bin%2bSouth%2bTexas%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dVasquez%252C%2bSonya%26isbn%3d978-0-355-52649-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational sociology; Educational leadership; School counseling; Sociology; Hispanic American studies; Higher education

**Classification:**0340: Educational sociology; 0449: Educational leadership; 0519: School counseling; 0626: Sociology; 0737: Hispanic American studies; 0745: Higher education

**Identifier / keyword:**Social sciences Education Hispanic serving institution of higher education South Texas Student perceptions Value of academic advising

**Number of pages:**114

**Publication year:**2017

**Degree date:**2017

**School code:**1187

**Source:**DAI-A 79/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-52649-3

**Advisor:**Jones, Don

**Committee member:**Garcia-Obregon, Zonia; Hodges, Stan H.; Mundy, Marie-Anne

**University/institution:**Texas A & M University - Kingsville

**Department:**Educational Leadership and Counseling

**University location:**United States -- Texas

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10686279

**ProQuest document ID:**1980473930

**Document URL:**[https://search.proquest.com/docview/1980473930?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=kak-JPDomRB8E7pYQi_J4JSXNfpYUDX17fE5X8VH2itmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1980473930%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**The Impact of Academic Advising on Developing Purpose and Selecting a Major Through Exploratory Studies**

**Author:**Zelazny, Michalina

**Publication info:**Rowan University, ProQuest Dissertations Publishing, 2017. 10607716.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=iKmeo8Anho_8Ak9fSB4bko0JyKG-5l457EKERjXiAE9mabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1946188513%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to investigate the role of academic advising on students in exploratory studies. This study focused on the impact of academic advising on developing a purpose through exploratory studies. It also focused on effectiveness of academic advisors in guiding students to select a major that fulfils students’ interests and needs as well as students satisfaction regarding academic advising guidance in exploratory studies. This was a qualitative research and a total of six face-to-face interview sessions were conducted to gather data. The research questions presented in Chapter 1 of this study focused on demographic information, advising assistance and guidance, satisfaction, and student - academic advisor relationship within an exploratory studies program. Qualitative technique was used to categorize information. Data analysis was presented through tables and descriptive methods. Qualitative data analysis confirmed findings from previous studies for the most part regarding academic guidance through the exploratory studies program and student satisfaction from academic advising. There were mixed results regarding finding purpose through exploratory studies due to a variety of factors presented in the discussion section.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=9JU4yrycLS6nD-0Y3cUHc1dbDIcPCPFNcL2fz3leE7BmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bImpact%2bof%2bAcademic%2bAdvising%2bon%2bDeveloping%2bPurpose%2band%2bSelecting%2ba%2bMajor%2bThrough%2bExploratory%2bStudies%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dZelazny%252C%2bMichalina%26isbn%3d978-0-355-13301-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education

**Classification:**0745: Higher education

**Identifier / keyword:**Education Academic advising Developing purpose Exploratory studies Selecting major

**Number of pages:**87

**Publication year:**2017

**Degree date:**2017

**School code:**1419

**Source:**MAI 56/06M(E), Masters Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-0-355-13301-1

**Advisor:**Sisco, Burton

**Committee member:**Sisco, Burton; Walpole, Mary Beth

**University/institution:**Rowan University

**Department:**Higher Education

**University location:**United States -- New Jersey

**Degree:**M.A.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10607716

**ProQuest document ID:**1946188513

**Document URL:**[https://search.proquest.com/docview/1946188513?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=iKmeo8Anho_8Ak9fSB4bko0JyKG-5l457EKERjXiAE9mabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1946188513%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Supporting Online Learners in Higher Education: The Role of Academic Advising and Student Development in the New Frontier of Online Learning: <i> The Professionals' Perspective</i>**

**Author:**Jackson Boothby, Chantelle

**Publication info:**University of Southern California, ProQuest Dissertations Publishing, 2017. 10271052.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=DhNu6PwYuTgENmfrYroTGxyQhUZfszmPzSKtZlHyJTxmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1911698956%3faccountid%3d45039)

**Abstract:**

This dissertation investigated the influence of online learning on academic advising and student affairs practice in higher education. In addition, this dissertation explored the extent to which the online learning environment has shaped these student support services professionals’ conceptualization of the advising and support roles in higher education. The researcher also examined the extent to which student support services departments in higher education have developed and implemented support services on their campuses specifically for their online learner student populations, and the ways in which these efforts changed advising and student affairs practice. The participants of this qualitative multi-case study were student support services professionals at 4-year universities who work directly with online learners. Academic and student development support services are critical components in student success, retention, and persistence in higher education, particularly for the current population of online learners, which currently exceeds 20 million undergraduate and graduate students. This number will continue to increase as more institutions begin to offer online, non-traditional, channels to education. The results will contribute to the fields of online learning and student support services in higher education, respectively, by highlighting the ways in which online learning has reshaped student support services, as well as the student support services role. It is the belief of the author that online learning will continue to have an impact on academic advising practice and student development programs on university campuses, and it is through research and examination of the fields of online learning and student support services that increased understanding and improved practice can occur.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=Bl_UOgs-jE8j5T44cNhHNkrKKZO_qnyIFHoTsOQAsQFmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dSupporting%2bOnline%2bLearners%2bin%2bHigher%2bEducation%253A%2bThe%2bRole%2bof%2bAcademic%2bAdvising%2band%2bStudent%2bDevelopment%2bin%2bthe%2bNew%2bFrontier%2bof%2bOnline%2bLearning%253A%2b%2bThe%2bProfessionals%2527%2bPerspective%26issn%3d%26date%3d2017-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dJackson%2bBoothby%252C%2bChantelle%26isbn%3d978-1-369-82108-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School administration; Educational technology; Higher education

**Classification:**0514: School administration; 0710: Educational technology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Higher education Online learning Student affairs Student development Student services

**Number of pages:**145

**Publication year:**2017

**Degree date:**2017

**School code:**0208

**Source:**DAI-A 78/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-82108-6

**Advisor:**Hyde, Corinne E.

**Committee member:**Hoffman, Jaimie; Talesh, Rameen A.

**University/institution:**University of Southern California

**Department:**Education

**University location:**United States -- California

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10271052

**ProQuest document ID:**1911698956

**Document URL:**[https://search.proquest.com/docview/1911698956?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=DhNu6PwYuTgENmfrYroTGxyQhUZfszmPzSKtZlHyJTxmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1911698956%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**An Examination of Academic Advising Experiences of Undergraduate Students Enrolled in Face-to-Face and Online Courses When Considering Gender, Ethnicity, First Generation Status and Pell Grant Status**

**Author:**Hale, Dorothy Moss

**Publication info:**The University of Memphis, ProQuest Dissertations Publishing, 2016. 10587593.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Jr0-iQxAcg_uz7hYQaesUY0ntz52wwPXn3hnFwd9ZdhmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1886473852%3faccountid%3d45039)

**Abstract:**

Higher attrition rates among students in online as compared to face-to-face (F2F) degrees are of major concern in higher education. Consequently, many institutions are rethinking academic advising to support the retention and graduation of F2F and online students. This study analyzed existing data collected from 522 undergraduate seniors at a large public urban university who completed the 2014 National Survey of Student Engagement (NSSE) Academic Advising Module. Three research questions guided the study: 1) To what degree, if any, does the frequency of interaction with academic advisors reported by undergraduate students differ on the basis of course format (face-to-face vs. online only) and by student factors (gender, ethnicity, first generation status, and Pell Grant status)? 2) To what degree, if any, does academic advisor support reported by undergraduate students differ on the basis of course format (face-to-face vs. online only) and by student factors (gender, ethnicity, first generation, and Pell Grant status)? 3) To what degree, if any, does the primary source of academic advice reported by undergraduate students differ on the basis of course format (face-to-face vs. online only) and by student factors (gender, ethnicity, first generation, and Pell Grant status)? Regarding frequency of interaction with academic advisors, findings revealed no significant differences between face-to-face and online students by gender, ethnicity, first generation status or Pell Grant status. Additionally, no significant differences were found in reported levels of academic advisor support received by face-to-face and online students by gender, ethnicity, first generation status or Pell Grant status. However, Chi square analyses revealed thatWhite, first generation, and non-Pell eligible online students sought advice from their assigned advisor significantly more than their F2F counterparts. The findings have implications for academic advising policies that may lead to the implementation of more effective strategies that enhance students’ overall academic advising experiences. Recommendations for future research include examining advising experiences when combining student factors as well as advisor support by frequency of interaction and primary source to identify possible correlations. Lastly, research examining additional NSSE indicators of student engagement beyond academic advising might provide insight into student retention and graduation issues.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=GVH3kk-agK_4mHIAuInzcJIkpyJU2Bc-uCgkiyqHSXxmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAn%2bExamination%2bof%2bAcademic%2bAdvising%2bExperiences%2bof%2bUndergraduate%2bStudents%2bEnrolled%2bin%2bFace-to-Face%2band%2bOnline%2bCourses%2bWhen%2bConsidering%2bGender%252C%2bEthnicity%252C%2bFirst%2bGeneration%2bStatus%2band%2bPell%2bGrant%2bStatus%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dHale%252C%2bDorothy%2bMoss%26isbn%3d978-1-369-68361-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Educational technology; Higher education

**Classification:**0446: Higher Education Administration; 0710: Educational technology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Face-to-face advising First-generation students Online advising Student retention

**Number of pages:**132

**Publication year:**2016

**Degree date:**2016

**School code:**1194

**Source:**DAI-A 78/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-68361-5

**Advisor:**Lowther, Deborah L.

**University/institution:**The University of Memphis

**Department:**Instruction and Curriculum Leadership

**University location:**United States -- Tennessee

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10587593

**ProQuest document ID:**1886473852

**Document URL:**[https://search.proquest.com/docview/1886473852?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Jr0-iQxAcg_uz7hYQaesUY0ntz52wwPXn3hnFwd9ZdhmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1886473852%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Faculty advisors' perceptions of the impact of an academic advising Quality Enhancement Plan on organizational culture of a community college**

**Author:**Stewart, Makena Nicole

**Publication info:**The University of North Carolina at Charlotte, ProQuest Dissertations Publishing, 2016. 10242981.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=nY-ma0FaEMJY54N44m5GKxoBOUbYaGKl_Bs1ff_wkWBmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1858815762%3faccountid%3d45039)

**Abstract:**

Student success initiatives identify comprehensive academic advising as a key strategy in promoting student retention while also ushering in cultural change within an organization. A qualitative intrinsic case study was conducted to examine the impact an academic advising Quality Enhancement Plan (QEP) had on the organizational culture of one community college. There were two research questions: 1) what are faculty advisors’ perceptions of the impact of academic advising on organizational culture? and 2) how does organizational culture influence faculty roles and expectations as advisors? The research was explored through an organizational culture theoretical framework. Methodology included semi-structured, face-to-face interviews of community college faculty advisors. A constant comparative data analysis was used to identify themes of safety, professional identity of the advisor, and impact on organizational ideologies. Implications for advising practices, policies, and professional development for advisors are discussed. Further research is warranted on other institutional stakeholder subgroups to understand the holistic impact the implementation of an academic advising plan has on an organization.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=RRKZwpBZS-ZRVOxU-xaxasBF6IRbEZpX3wwYUZBrqrRmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dFaculty%2badvisors%2527%2bperceptions%2bof%2bthe%2bimpact%2bof%2ban%2bacademic%2badvising%2bQuality%2bEnhancement%2bPlan%2bon%2borganizational%2bculture%2bof%2ba%2bcommunity%2bcollege%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dStewart%252C%2bMakena%2bNicole%26isbn%3d978-1-369-45467-3%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Educational leadership; Adult education

**Classification:**0275: Community college education; 0449: Educational leadership; 0516: Adult education

**Identifier / keyword:**Education Academic advising Community college Faculty advisors Organizational culture Perceptions Quality Enhancement Plan

**Number of pages:**158

**Publication year:**2016

**Degree date:**2016

**School code:**0694

**Source:**DAI-A 78/05(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-369-45467-3

**Advisor:**Merriweather, Lisa R.

**Committee member:**Campbell-Whatley, Gloria; D'Amico, Mark M.; Kim, Do-Hong

**University/institution:**The University of North Carolina at Charlotte

**Department:**Educational Leadership

**University location:**United States -- North Carolina

**Degree:**D.Ed.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10242981

**ProQuest document ID:**1858815762

**Document URL:**[https://search.proquest.com/docview/1858815762?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=nY-ma0FaEMJY54N44m5GKxoBOUbYaGKl_Bs1ff_wkWBmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1858815762%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**The relationship of the type of academic advising and parental types on the transition of freshman students to college**

**Author:**Gordon, Elizabeth Ruth

**Publication info:**The University of Southern Mississippi, ProQuest Dissertations Publishing, 2016. 10086222.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=uuShPZtZ_gD2Zv-BmDGYOae9kAcwI5uD8k-rnc3VS0BmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1778864681%3faccountid%3d45039)

**Abstract:**

The field of academic advising has evolved to incorporate more developmental approaches to academic advising, which includes analyzing a college student's personal or academic experience, as well as future career aspirations. An avenue of understanding a student’s background would be to understand the parental type to which students have been exposed. This study attempts to determine if there are relationships between academic advising type, parental types, and transition of the freshmen college student. The purpose of this study was to examine the relationships of the academic advising types, including developmental and prescriptive advising, and parental types, whether permissive, authoritative, and authoritarian, on the transition that college freshmen students encounter during the freshmen year of college. The study further determined if college transition differed based on the type of academic advising and the type of parenting a student receives. An additional aim of this research was to determine if there are relationships between academic advisement and parental types on college transition and how it relates to race or gender. The researcher received permission to use the Academic Advising Inventory, Part I and the Parental Authority Questionnaire. The researcher also purchased the Student Adaptation to College Questionnaire. These instruments were used to collect data from sophomore students attending four-year public colleges/universities in the southeastern region of the United States. A total of 193 sophomore students participated in this study.

The majority of the student participants in the study reported that they were white (Caucasian), female, and traditional age sophomore students (between the ages of 18-20). The majority of the students also indicated receiving developmental academic advising and authoritative parental type.

Survey findings failed to provide evidence for a relationship between academic advising types, race, or gender on freshmen college student transition. The relationship was, however, significantly related to parental type. Research findings showed that academic adjustment increased with parents who were authoritative and social adjustment increased with parents who were permissive.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=MjXH3xovbx_O3zCVfAKcx9rHN4dwoOYAfbwyPOERoodmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dThe%2brelationship%2bof%2bthe%2btype%2bof%2bacademic%2badvising%2band%2bparental%2btypes%2bon%2bthe%2btransition%2bof%2bfreshman%2bstudents%2bto%2bcollege%26issn%3d%26date%3d2016-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dGordon%252C%2bElizabeth%2bRuth%26isbn%3d978-1-339-59355-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Educational psychology; Higher education

**Classification:**0446: Higher Education Administration; 0525: Educational psychology; 0745: Higher education

**Identifier / keyword:**Education Academic advising Academic mentoring Advising Career aspirations College transition Parental types

**Number of pages:**128

**Publication year:**2016

**Degree date:**2016

**School code:**0211

**Source:**DAI-A 77/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-339-59355-5

**Advisor:**Hill, Lilian

**Committee member:**Lipscomb, Thomas; Martin, Georgianna; Mohn, Richard

**University/institution:**The University of Southern Mississippi

**Department:**Educational Studies & Research

**University location:**United States -- Mississippi

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**10086222

**ProQuest document ID:**1778864681

**Document URL:**[https://search.proquest.com/docview/1778864681?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=uuShPZtZ_gD2Zv-BmDGYOae9kAcwI5uD8k-rnc3VS0BmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1778864681%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertati ons & Theses Global

**Student perceptions of academic advising and influence on retention: A study of first-semester, first-generation and continuing-generation college students at a liberal arts college**

**Author:**Davis, Deborah A.

**Publication info:**Ball State University, ProQuest Dissertations Publishing, 2015. 3701398.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=slRbn0Tgy4Ts5pBoqQWd5o1MHfz-E0S1MiCnzEHePjJmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1680542220%3faccountid%3d45039)

**Abstract:**

This study examined a full cohort of first-time, full-time college students to better understand perceptions, preferences, and satisfaction with academic advising and influence of these factors on intent to persist. Early in the transition to college, students are at risk for departure; more so for those whose parents did not attend college.

A quantitative research design was used to investigate the relationship of advising styles, generational status, and the influence of advisors on intent to persist. Post-hoc analysis of open-ended responses to students’ persistence decisions provided additional insights for institutional persistence strategies. The research was conducted at a small, Midwest, private, four-year institution that relies on faculty to provide academic advising. Students enrolled in a required first-year experience course were surveyed (n = 304) using a modified version of Winston and Sandor’s (1984b) Academic Advising Inventory (AAI).

This study contributes to a growing body of knowledge on first-semester student advising, and first-generation students at a time when both are more closely examined in order to improve retention and success. By studying a full cohort of students, this study provides a well-rounded view of first-year students. The research found that those who perceive and prefer developmental advising are more satisfied and likely to persist. Generational status was not a factor in advising perceptions, satisfaction, or preference. The results reinforced previous research that the majority of college students preferred developmental advising, but contradicted previous results that freshmen, at-risk or under resourced students preferred prescriptive advising. Recommendations for future research are provided.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=Y3YvLXb3fB3WRbU6RFi1WeW5ztXgEv4UPGYtTif_FpNmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dStudent%2bperceptions%2bof%2bacademic%2badvising%2band%2binfluence%2bon%2bretention%253A%2bA%2bstudy%2bof%2bfirst-semester%252C%2bfirst-generation%2band%2bcontinuing-generation%2bcollege%2bstudents%2bat%2ba%2bliberal%2barts%2bcollege%26issn%3d%26date%3d2015-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dDavis%252C%2bDeborah%2bA.%26isbn%3d978-1-321-72020-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Higher education

**Classification:**0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising College students First year First-generation students

**Number of pages:**171

**Publication year:**2015

**Degree date:**2015

**School code:**0013

**Source:**DAI-A 76/09(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-72020-4

**Advisor:**Wessel, Roger D.

**University/institution:**Ball State University

**Department:**Department of Educational Studies

**University location:**United States -- Indiana

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3701398

**ProQuest document ID:**1680542220

**Document URL:**[https://search.proquest.com/docview/1680542220?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=slRbn0Tgy4Ts5pBoqQWd5o1MHfz-E0S1MiCnzEHePjJmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1680542220%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**An investigation of the differences between continuing and non-continuing undergraduate special admission students related to academic advising factors**

**Author:**Reeves, Kevin P.

**Publication info:**Virginia Commonwealth University, ProQuest Dissertations Publishing, 2014. 3680025.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=eE1AUOzlJFV0ApvaxubHFGjizizOOBwjRtbzT6KPdrVmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1652923645%3faccountid%3d45039)

**Abstract:**

This study examined some differences between continuing and non-continuing special admission students in areas of academic advising in ways that are more systematic and thorough than past research. The premise of the study is that having a clearer understanding of how academic advising affects retention might provide colleges and universities with information to optimize the collegiate experience for special admission students. Therefore, research on the effect academic advising has on special admission student retention might offer insight into how the interactions between student and advisor affect retention issues.

A non-experimental descriptive research design was employed to investigate the differences between the independent variables (advising style, frequency of contact, gender match, and race or ethnicity match) and the dependent variable, student retention. There were three sources of data used in this study. First, data were collected from students through the use of the Academic Advising Inventory (AAI) and External Factors of Retention Survey (EFRS) using online survey software. Second, data were collected from existing databases provided by an urban higher education institution. Finally, brief phone surveys were conducted with non-continuing students.

Due to low survey response, no statistical analysis for significance was reported in this study. However, patterns observed from the AAI/EFRS and the phone surveys provided the following results. First, continuing special admission students had more advisor contact than non-continuing students. Second, despite continuing students' higher average scores on the Developmental-Prescriptive Advising Scale (measure for advising style) of the AAI, the higher perceived advising style scores did not suggest a higher frequency of student-advisor contact in the first semester. Third, perceived advising style may have influenced frequency of student-advisor contact among non-continuing students. Fourth, continuing students had a decrease in frequency of student-advisor contact in consecutive semesters. Fifth, the perception of students that their race or ethnicity are respected by their advisor may matter more than a race or ethnicity match. Sixth, gender match was not related to frequency of student-advisor contact for continuing students. Seventh, clearly stating the objectives of a research study and how participation serves the objectives may aid in the recruitment of difficult to reach populations. Eighth, institutional efforts to reach out to these students could influence the students' decision to continue enrollment.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=IVzPfeRgKrY37D8hUsIPKLRBljw6IBjitbDHDt6EpF1mabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAn%2binvestigation%2bof%2bthe%2bdifferences%2bbetween%2bcontinuing%2band%2bnon-continuing%2bundergraduate%2bspecial%2badmission%2bstudents%2brelated%2bto%2bacademic%2badvising%2bfactors%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dReeves%252C%2bKevin%2bP.%26isbn%3d978-1-321-51783-5%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Higher education

**Classification:**0446: Higher Education Administration; 0745: Higher education

**Identifier / keyword:**Education Academic advising Advising style Developmental advising Frequency of advisor contact Special admission Student retention

**Number of pages:**159

**Publication year:**2014

**Degree date:**2014

**School code:**2383

**Source:**DAI-A 76/06(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-51783-5

**Advisor:**Muth, William

**Committee member:**Croasdaile, Susanne; Hermann, Mary; Sykes, Seth

**University/institution:**Virginia Commonwealth University

**Department:**Education

**University location:**United States -- Virginia

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3680025

**ProQuest document ID:**1652923645

**Document URL:**[https://search.proquest.com/docview/1652923645?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=eE1AUOzlJFV0ApvaxubHFGjizizOOBwjRtbzT6KPdrVmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1652923645%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Academic advising at a satellite campus of a large multi-campus university: A qualitative case study using systems theory constructs**

**Author:**Bridgen, Sean Thomas

**Publication info:**Indiana University of Pennsylvania, ProQuest Dissertations Publishing, 2014. 3645902.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=SOmjSAqAWVGzPlEY03i3jJS0bME9QRTZTmwQkDfJkntmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1629017245%3faccountid%3d45039)

**Abstract:**

The purpose of this study is, through a systems perspective, to examine and describe the functions, purposes, and identity of a university advising system comparing the ideals espoused by advisors and administrators to actual practice at a satellite campus of a large public multi-campus university. Data were collected via semi-structured interviews and publically available university documents. The product of this qualitative study is a rich description of the academic advising system at Mid-Atlantic University (pseudonym) viewed through the lens of systems theory.

This study found that the academic advising system at MAU is based on the ideals of developmental or learning-centered advising. These ideals are not always realized due to systemic flaws, such as a lack of understanding of these ideals by various personnel, poor assessment practices, and misaligned incentives. Good advising happens primarily due to professional and faculty advisors who enjoy advising, but they are often overwhelmed due to myriad competing demands for their time and energy.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=KEgZvsNePjJEQBK07R4fu_VPrGnWFkoPYRs-CxOrnfZmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dAcademic%2badvising%2bat%2ba%2bsatellite%2bcampus%2bof%2ba%2blarge%2bmulti-campus%2buniversity%253A%2bA%2bqualitative%2bcase%2bstudy%2busing%2bsystems%2btheory%2bconstructs%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dBridgen%252C%2bSean%2bThomas%26isbn%3d978-1-321-35324-2%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher Education Administration; Educational psychology; Organizational behavior; Higher education

**Classification:**0446: Higher Education Administration; 0525: Educational psychology; 0703: Organizational behavior; 0745: Higher education

**Identifier / keyword:**Social sciences Education Academic advising Systems theory

**Number of pages:**138

**Publication year:**2014

**Degree date:**2014

**School code:**0318

**Source:**DAI-A 76/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-35324-2

**Advisor:**Helterbran, Valeri

**Committee member:**Racchini, Amber N.; Rotigel, Jennifer V.

**University/institution:**Indiana University of Pennsylvania

**Department:**Professional Studies in Education

**University location:**United States -- Pennsylvania

**Degree:**D.Ed.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3645902

**ProQuest document ID:**1629017245

**Document URL:**[https://search.proquest.com/docview/1629017245?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=SOmjSAqAWVGzPlEY03i3jJS0bME9QRTZTmwQkDfJkntmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1629017245%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**A comparison of academic advising experiences and satisfaction of African American males and other students at a Predominately White Institution**

**Author:**Means, Billie Howie

**Publication info:**The University of North Carolina at Charlotte, ProQuest Dissertations Publishing, 2014. 3636149.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=9bW2jUI4wR_WEVE_icdhhhZGVkGK1pDUGzIjVMItqpJmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1615426578%3faccountid%3d45039)

**Abstract:**

Of all college students, four percent are African American males of which one third graduate within six years. The status of African-American males in higher education serves as an impetus for research to investigate their collegiate experiences and factors that facilitate retention and persistence compared to other undergraduates. Although research indicates that academic advising is related to student success, there is a gap in scholarly literature devoted to its possible impact on the African American male. The research addressed the following questions: 1) To what extent are perceptions of undergraduate academic advising experiences similar for African American males and other undergraduates? 2) To what extent are perceptions of satisfaction with undergraduate academic advising similar for African American males and other students? A mixed-method approach included Two-Way ANOVAS to evaluate student ratings on the Academic Advising Inventory and themes/patterns from personal interviews were analyzed and synthesized. Student experiences and satisfaction with advising were also examined through the theoretical frameworks of Critical Race, Black Identity Development, Sense of Belonging and Person-Environment Fit. Information gleaned from such research informs diversity training for academic advisors and assist professionals in the psycho-social and academic progression of African American males in college.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=qqWeuLGTJ4BfoYEuDdhYQNPgaJWZpWy5mDZsgdGyEsFmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dA%2bcomparison%2bof%2bacademic%2badvising%2bexperiences%2band%2bsatisfaction%2bof%2bAfrican%2bAmerican%2bmales%2band%2bother%2bstudents%2bat%2ba%2bPredominately%2bWhite%2bInstitution%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMeans%252C%2bBillie%2bHowie%26isbn%3d978-1-321-17567-7%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**African American Studies; Educational leadership; Educational psychology; Gender studies

**Classification:**0296: African American Studies; 0449: Educational leadership; 0525: Educational psychology; 0733: Gender studies

**Identifier / keyword:**Social sciences Education Academic advising African american male College success Developmental advising Diversity Prescriptive advising

**Number of pages:**126

**Publication year:**2014

**Degree date:**2014

**School code:**0694

**Source:**DAI-A 76/01(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-17567-7

**Advisor:**Bird, James

**Committee member:**Algozzine, Robert; Buch, Kim; D'Amico, Mark

**University/institution:**The University of North Carolina at Charlotte

**Department:**Educational Leadership

**University location:**United States -- North Carolina

**Degree:**D.Ed.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3636149

**ProQuest document ID:**1615426578

**Document URL:**[https://search.proquest.com/docview/1615426578?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=9bW2jUI4wR_WEVE_icdhhhZGVkGK1pDUGzIjVMItqpJmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1615426578%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Improving academic advising through the utilization of a guidelines and talking points tool and pre-admission test (TEAs) for allied health programs: An action research study**

**Author:**Shuchat, Rena B.

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2014. 3631518.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=4NoMqI1HORu17ASD1Ps4jQMgiL7fM9EAjt1y-DguqWVmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1566193638%3faccountid%3d45039)

**Abstract:**

Attrition rates in allied health programs at this community college are high due to the open enrollment philosophy of the college and students not being academically prepared. On average, allied health programs at this institution lose approximately 30% of each cohort admitted. Although there is research supporting selective admissions as a method for increasing completion rates, the college is not prepared to move in this direction because as a levy-funded institution there is great concern as to how the public would perceive that. Therefore, alternative measures need to be considered. Students who have declared a major in an allied health program at this community college will be required to take the Test of Essential Academic Skills (TEAS), after completing all remediation coursework and one prerequisite biology course, and prior to being admitted into the program. Students will not be required to receive a minimum passing score as a part of the intervention. After completing the TEAS pre-admission test, students will be required to meet with an academic advisor for a review of their individual test scores, as well as to receive personalized, next-step advising based on the outcome. Using an outlined document called the Guidelines and Talking Points tool, advisors will review individual student scores with the nationally recommended cut-off scores and provide objective counseling to students, which may include recommendations for remediation, or perhaps consideration of an alternative degree path. It is expected that the Guidelines and Talking Points tool, along with the TEAS scores, will provide an objective standard for academic advisors to assess the academic preparedness of students and provide realistic and "honest advising," as well as make recommendations that may enhance a student's academic success prior to entry into the limited enrollment allied health program.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=E0Al-QsS__HC9A-iszWeqRh6a7VYkUsWFvC0PP-ZfBNmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dImproving%2bacademic%2badvising%2bthrough%2bthe%2butilization%2bof%2ba%2bguidelines%2band%2btalking%2bpoints%2btool%2band%2bpre-admission%2btest%2b%2528TEAs%2529%2bfor%2ballied%2bhealth%2bprograms%253A%2bAn%2baction%2bresearch%2bstudy%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dShuchat%252C%2bRena%2bB.%26isbn%3d978-1-321-10199-7%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Educational tests & measurements; Health education

**Classification:**0275: Community college education; 0288: Educational tests & measurements; 0680: Health education

**Identifier / keyword:**Education Advising Allied health Completion Performance-based funding Pre-admission test

**Number of pages:**99

**Publication year:**2014

**Degree date:**2014

**School code:**1351

**Source:**DAI-A 75/12(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-10199-7

**Advisor:**Berg, Marla

**Committee member:**O'Donnell, Lorraine; Rector, Jeffrey

**University/institution:**Capella University

**Department:**School of Education

**University location:**United States -- Minnesota

**Degree:**D.Ed.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3631518

**ProQuest document ID:**1566193638

**Document URL:**[https://search.proquest.com/docview/1566193638?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=4NoMqI1HORu17ASD1Ps4jQMgiL7fM9EAjt1y-DguqWVmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1566193638%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**The impact of academic advising using a learning centered model on the college experience and advisor/advisee relationships among traditional-aged college freshmen**

**Author:**Vandermark, Sarah

**Publication info:**Montclair State University, ProQuest Dissertations Publishing, 2014. 3620305.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=hknKyXfeY6Ge9xULT9laUJgMPkieeb3vHeKDl1aMke1mabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1537036148%3faccountid%3d45039)

**Abstract:**

Academic advising is becoming an increasingly important resource on college campuses for purposes of retention, persistence, and student satisfaction. Researchers have found that an academic advisor can play a key role in the academic and personal lives of undergraduate students. If engagement with students matters for learning and persisting towards graduation, then there is a need to identify and evaluate quality academic services, including academic advising, and what are effective methods to enhance student learning and acclimating to a university. In this study, I focused on academic advising using the learning centered approach to advising, which was implemented through a freshmen seminar. Academic advisors taught their own advisees during the fall semester in the freshmen seminar course which met weekly. This qualitative action research study was designed to learn about freshmen students' perception on the overall experience with their academic advisor both teaching and advising them during their fall term and if this had an impact on their advisor/advisee relationship as well as helped them navigate their college experience. Through both quick-writes and focus groups, students described how comfortable they felt with their academic advisor, and that the adjustment to college created some angst throughout the semester for most. Students explained this angst through their adjustment and realization that college was nothing like their high school experience. They were beginning to establish their college identity through this process of adjusting and acclimating to a new way of learning and processing information. Students also expressed what they thought was helpful and beneficial in freshmen seminar and changes they would recommend for further consideration. Practical implications for academic advisors, student affairs professionals, and counselor educators are provided as well as future research to consider.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=bei-7uC4ZADC6x6h78XsY9_VStgJguuaChpC6J85sWxmabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dThe%2bimpact%2bof%2bacademic%2badvising%2busing%2ba%2blearning%2bcentered%2bmodel%2bon%2bthe%2bcollege%2bexperience%2band%2badvisor%252Fadvisee%2brelationships%2bamong%2btraditional-aged%2bcollege%2bfreshmen%26issn%3d%26date%3d2014-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dVandermark%252C%2bSarah%26isbn%3d978-1-303-90469-1%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education

**Classification:**0745: Higher education

**Identifier / keyword:**Education Academic advising First year seminar Freshmen seminar Learning centered model Stem Study skills

**Number of pages:**224

**Publication year:**2014

**Degree date:**2014

**School code:**0759

**Source:**DAI-A 75/08(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-90469-1

**Advisor:**Burlew, Larry   Shurts, Matthew

**Committee member:**Herr, Kathryn; O'Halloran, Kim

**University/institution:**Montclair State University

**Department:**Counseling and Educational Leadership

**University location:**United States -- New Jersey

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3620305

**ProQuest document ID:**1537036148

**Document URL:**[https://search.proquest.com/docview/1537036148?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=hknKyXfeY6Ge9xULT9laUJgMPkieeb3vHeKDl1aMke1mabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1537036148%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Assessed perceptions of female materials science and engineering graduates on academic advising, student support services and retention strategies**

**Author:**Washington, Renita Linette

**Publication info:**Hampton University, ProQuest Dissertations Publishing, 2013. 3613864.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=ExfNQOak5Xh9D23NnpaYS_omfwo837uJGxUi-5Lmv3xmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1513244081%3faccountid%3d45039)

**Abstract:**

Females currently undertaking STEM-related programs can benefit from knowing about how other females who had been in a similar position as them were able to persevere through the challenges of higher education with the help of advisement and student support services that aim to increasing student retention. While there have been a depth of studies on the development of academic advising, there have been limited studies on this development with respect to the needs of specific marginalized groups. This is the gap in literature that is addressed by this study. The outcomes observed in this study can potentially benefit female students at the institution where the study was conducted. This study focused on the group of female students who were able to successfully complete their STEM-related degrees. A significant difference was found between tutoring and learning support, F = 4.65, sd = .78 and a sig. level = .004. A strong negative relationship existed between the ages of the graduates and assessed academic advisement. A perfect positive relationship existed between the age of the graduates and assessed course concierge service scores; and between the age of the graduates and assessed career services and counseling scores. A moderate negative relationship existed between the age of the graduates and assessed curriculum/degree planning database scores, the age of the graduates and assessed academic and program advisement scores and the age of the graduates and assessed tutorial and learning support services scores. A weak negative relationship existed between the age of the graduates and assessed retention scores.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=0JsVbd6ocMJIqz_oW48C9G1R37k11rVrf_rcxZL1BM5mabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAssessed%2bperceptions%2bof%2bfemale%2bmaterials%2bscience%2band%2bengineering%2bgraduates%2bon%2bacademic%2badvising%252C%2bstudent%2bsupport%2bservices%2band%2bretention%2bstrategies%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWashington%252C%2bRenita%2bLinette%26isbn%3d978-1-303-77770-7%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Science education; Materials science

**Classification:**0714: Science education; 0794: Materials science

**Identifier / keyword:**Applied sciences Education Academic advisement Female students Materials science and engineering Retention Student support services

**Number of pages:**152

**Publication year:**2013

**Degree date:**2013

**School code:**0802

**Source:**DAI-A 75/07(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-77770-7

**Advisor:**Hall, Chevelle

**Committee member:**Johnson, Stephanie; Livingston, Aaron; McCoy, Tammy

**University/institution:**Hampton University

**Department:**Education

**University location:**United States -- Virginia

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3613864

**ProQuest document ID:**1513244081

**Document URL:**[https://search.proquest.com/docview/1513244081?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=ExfNQOak5Xh9D23NnpaYS_omfwo837uJGxUi-5Lmv3xmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1513244081%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Academic advising experiences and retention of first-generation students at a public, historically black college and university in the southeastern United States**

**Author:**Patterson, Jarrod Ennis

**Publication info:**The University of Alabama at Birmingham, ProQuest Dissertations Publishing, 2013. 3605600.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=IxsiU9NhZmgIZN2A-d9vaLck5dzEo3YKylWPksg8PVJmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1491381007%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to explore the academic advising experiences of first-generation students at a public, historically black college and university (HBCU) in the southeastern United States. A qualitative analysis using a phenomenological multiple case study approach was used to explore the students' academic advising experiences. The theoretical framework for this study consisted of: the Interactionalist Theory of College Student Departure (Tinto, 1987, 2006), the Theory of Involvement (Astin, 1984, 1999), and the Psychological Model for Student Retention (Bean & Eaton, 2000).

In their interviews, participants were asked questions from an approved interview protocol. The questions were open-ended in structure to allow the researcher to follow with probing questions and to allow participants to freely express themselves about their academic advising experiences. Data from the interviews were transcribed, coded, and reviewed to ensure trustworthiness and credibility. The findings indicated that there were mitigating factors impacting the retention of first-generation students other than their academic advising experiences. Through the candid reflections of these students, I hope to inform the fields of academic advising and retention about first-generation students' expectations and thoughts regarding their academic advising experiences.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=yxRTUgCeoT9ACK1dfRMYbJ0QHIkNQB8iZjCl36XnL05mabZh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAcademic%2badvising%2bexperiences%2band%2bretention%2bof%2bfirst-generation%2bstudents%2bat%2ba%2bpublic%252C%2bhistorically%2bblack%2bcollege%2band%2buniversity%2bin%2bthe%2bsoutheastern%2bUnited%2bStates%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dPatterson%252C%2bJarrod%2bEnnis%26isbn%3d978-1-303-62226-7%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Higher education

**Classification:**0745: Higher education

**Identifier / keyword:**Education Academic advising First-generation students Hbcus Historically black colleges and universities Retention

**Number of pages:**153

**Publication year:**2013

**Degree date:**2013

**School code:**0005

**Source:**DAI-A 75/04(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-62226-7

**Advisor:**Collins, Loucrecia

**Committee member:**Gurley, D. Keith; Nettles, Evelyn; Peters, Gary; Rogan, Boyd

**University/institution:**The University of Alabama at Birmingham

**Department:**Educational Leadership

**University location:**United States -- Alabama

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3605600

**ProQuest document ID:**1491381007

**Document URL:**[https://search.proquest.com/docview/1491381007?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=IxsiU9NhZmgIZN2A-d9vaLck5dzEo3YKylWPksg8PVJmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1491381007%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Transfer students' satisfaction with academic advising services: A comparative analysis of the two-year community college and the four-year institution**

**Author:**Clark, Perry L.

**Publication info:**Argosy University/Chicago, ProQuest Dissertations Publishing, 2013. 3576269.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=izxqEyI-I8MzIMuWM1UHdFjq9lbqezTn75jDiqm6eZFmabZh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1461748942%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to explore the differences between satisfaction levels among students at a two-year community college with their satisfaction of advising at the four-year institution into which they transferred. The mixed methods study included a modified version of the Survey of Academic Advising developed by American College Testing in 1997. The modified instrument contains identical items that students rate based on their experiences at their previously attended two-year community college and the four-year university where they are currently enrolled. Responses to open-ended questions on the survey served to contribute qualitative data about student experiences at the two types of institutions. The researcher administered the survey to 74 undergraduate transfer students attending a four-year institution of higher education in 2011, and analyzed data from 66 completed surveys. The results showed that 77.03% of transfer students (*n* = 57) indicated that the four-year university met their academic advising needs, while 22.97% (*n* = 17) stated the university did not meet their academic advising needs. In contrast, 38.03% of community college students (*n* = 27) indicated that advisors met their needs as opposed to 61.97% (*n* = 44) who indicated that advisors did not meet their needs. Furthermore, transfer students’ level of satisfaction at their four-year institution was significantly higher than their satisfaction of advising at their community college. It is recommended that transfer advisors at community colleges and universities (whether in centralized or decentralized units) need to work in close alliance. It is suggested that implications of these findings for practice and further research be presented.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=nb2bEkIZ-IIkskAsOvof_siaSOrzq4mWbLynPiU8PHbAy7hh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dTransfer%2bstudents%2527%2bsatisfaction%2bwith%2bacademic%2badvising%2bservices%253A%2bA%2bcomparative%2banalysis%2bof%2bthe%2btwo-year%2bcommunity%2bcollege%2band%2bthe%2bfour-year%2binstitution%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dClark%252C%2bPerry%2bL.%26isbn%3d978-1-303-55603-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Educational evaluation; Educational leadership; School counseling

**Classification:**0275: Community college education; 0443: Educational evaluation; 0449: Educational leadership; 0519: School counseling

**Identifier / keyword:**Education Academic advising Community college Four-year institution Student satisfaction Transfer students

**Number of pages:**193

**Publication year:**2013

**Degree date:**2013

**School code:**1495

**Source:**DAI-A 75/03(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-55603-6

**Advisor:**Chen, Qi

**University/institution:**Argosy University/Chicago

**University location:**United States -- Illinois

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3576269

**ProQuest document ID:**1461748942

**Document URL:**[https://search.proquest.com/docview/1461748942?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=HyvsypMPcxUW0gDwPWh9FSQYZYkJU1P4o0YCEyCigDTAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1461748942%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**College advisor, student, and senior staff member perceptions of academic advising modalities and types: A community college case study**

**Author:**Marvin, Daniel C.

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2013. 3590547.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=hfRsP0VSSgjMD9Cf5rszHS2KBAi2Ohxt4hgtveEZSRPAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1431983429%3faccountid%3d45039)

**Abstract:**

Institutions of higher learning, their senior staff members, and advisors are always striving to create advising modalities and utilize matching advising types that work best for the individual student. This qualitative single-case study was conducted to examine perceptions of the students, advisors, and senior staff members of the advising modalities and types. Data collection was obtained through interviews and institutional documents. The data produced evidence that the developmental advising type is preferred in the face-to-face and hybrid advising modalities by students, advisors, and senior staff members. The data also displayed that students, advisors and senior staff members preferred the use of prescriptive advising type in the online advising modality and/or when completing a very specific degree such as nursing. The study concluded that students, advisors, and senior staff members perceived the interaction between the student and the advisor as key to the advising process. This study can also assist post-secondary institutions, particularly community colleges, in understanding and importance of those perceptions held by students, advisors, and senior staff members of the advising modalities and types.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=HO6GfDn5VattD2LoQuhnK5n9wInjsCvNiC23XSDA0oXAy7hh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dCollege%2badvisor%252C%2bstudent%252C%2band%2bsenior%2bstaff%2bmember%2bperceptions%2bof%2bacademic%2badvising%2bmodalities%2band%2btypes%253A%2bA%2bcommunity%2bcollege%2bcase%2bstudy%26issn%3d%26date%3d2013-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dMarvin%252C%2bDaniel%2bC.%26isbn%3d978-1-303-30318-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; Information Technology; School counseling; Educational technology

**Classification:**0275: Community college education; 0489: Information Technology; 0519: School counseling; 0710: Educational technology

**Identifier / keyword:**Applied sciences Education Advising modalities College life advisor Face-to-face First-year students Hybrid Online

**Number of pages:**144

**Publication year:**2013

**Degree date:**2013

**School code:**1351

**Source:**DAI-A 74/12(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-303-30318-0

**Advisor:**Keener, Barbara

**Committee member:**Nies, John; Parks, Eric

**University/institution:**Capella University

**Department:**Education

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3590547

**ProQuest document ID:**1431983429

**Document URL:**[https://search.proquest.com/docview/1431983429?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=hfRsP0VSSgjMD9Cf5rszHS2KBAi2Ohxt4hgtveEZSRPAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1431983429%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Striking a balance: Academic advising and the advisory working alliance with adult master's-level credential candidates at regional campuses**

**Author:**Saunders, Cindy Franklin

**Publication info:**University of La Verne, ProQuest Dissertations Publishing, 2012. 3535790.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=GgiiimfAnaSFZstiCulEqmPISE6rtIVcbtBdh4SJUd7Ay7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1286748962%3faccountid%3d45039)

**Abstract:**

**Purpose.** The purpose of this study was to describe the advising approaches and the training received by academic advisors to form an advisory working alliance with adult master’s-level credential candidates in educator preparation programs at regional campuses in Southern and Central California. This advisory working alliance concept includes: (a) creating rapport, (b) developing a task focus to attain agreed-upon goals, and (c) providing apprenticeship.

**Methodology.** A descriptive design, this study utilized a two-stage sequential mixed-methods approach. The population consisted of advisors of adult master’s-level credential candidates at regional campuses from seven private universities in Southern and Central California. Data collection consisted of the Advisory Working Alliance Inventory–Advisor Version online survey followed by interviews with purposefully selected advisors.

**Findings.** An examination of self-reported quantitative and qualitative data indicated that advisors rely on a valued set of characteristics and skills to develop rapport with adult master’s-level credential candidates at regional campuses and revealed high levels of agreement on rapport questions. Data also showed that advisors use proactive problem solving amidst prescribed absolutes in educator preparation programs, when facilitating mutual agreement. In addition, advisors imbed prescribed professional dispositions and professionalism into their respective credential programs, as they instill these values and behaviors in their credential candidates. Finally, advisors expressed the need for diversified training opportunities, including understanding the needs of adult students and increasing efficiency.

**Conclusions.** Advisors have the opportunity to strengthen the advisory working alliance and redefine their roles to meet the needs of adult master’s-level credential candidates at regional campuses. Balancing advisor types and providing advisors with a variety of training can fortify advising services across a university’s internal landscape. Adult credential candidates will be offered a rich and positive advising experience, propelling them through their credential programs and transforming them into educators who will then positively impact the children of America.

**Recommendations:** Further research is needed to (a) give advisors of master’s-level advisees a voice in the literature, (b) examine the relationship between older adult students at the master’s level and their advisors, (c) and shed light on the advising experiences of credential candidates in educator preparation programs.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=9dKMxmI27ekSC8k05Ajy3XXr8SrmJEESArR9TYI7kNTAy7hh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dStriking%2ba%2bbalance%253A%2bAcademic%2badvising%2band%2bthe%2badvisory%2bworking%2balliance%2bwith%2badult%2bmaster%2527s-level%2bcredential%2bcandidates%2bat%2bregional%2bcampuses%26issn%3d%26date%3d2012-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSaunders%252C%2bCindy%2bFranklin%26isbn%3d978-1-267-89084-9%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Higher education

**Classification:**0519: School counseling; 0745: Higher education

**Identifier / keyword:**Education Academic advising Advisory working alliance California Credential candidate Master's-level Regional campuses

**Number of pages:**340

**Publication year:**2012

**Degree date:**2012

**School code:**0476

**Source:**DAI-A 74/05(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-89084-9

**Advisor:**Redman, Peggy

**Committee member:**Cervantes, Carlos c.; Matzaganian, Mark

**University/institution:**University of La Verne

**Department:**Organizational Leadership

**University location:**United States -- California

**Degree:**Ed.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3535790

**ProQuest document ID:**1286748962

**Document URL:**[https://search.proquest.com/docview/1286748962?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=GgiiimfAnaSFZstiCulEqmPISE6rtIVcbtBdh4SJUd7Ay7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1286748962%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**An investigation of students' satisfaction with academic advising and students' impressions of academic advisors at a rural community college**

**Author:**Johnson-Dedeaux, Vanessa Massalyn

**Publication info:**Mississippi State University, ProQuest Dissertations Publishing, 2011. 3487153.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=Sa7aku13arK9ikEklcgo9q-T29F1z7aQNDGUM-Uvuf3Ay7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f912195543%3faccountid%3d45039)

**Abstract:**

This study was the first attempt to evaluate the college's career/technical current advising practices. The purpose of this study was to investigate career/technical students' satisfaction with academic advising at a rural community college and to investigate whether there were any relationships between students' satisfaction and various demographic characteristics. The study also investigated students' impressions of the academic advisors and whether there were any relationships between students' impressions and various demographic characteristics. The researcher purchased the Survey of Academic Advising, Copyright 1997, from ACT, Inc. The Survey of Academic Advising was developed by the Evaluation Survey Service (ESS) and ACT and was used to measure students' satisfaction and impressions.

Students were most satisfied with four items: scheduling, registration, academic progress, and drop/add procedures. Female participants were more satisfied than male students. Married and unmarried participants were more satisfied than separated participants. Participants who were part-time enrollees were more satisfied than those who were enrolled as full-time students.

The participants in this study had high or very high impressions of their advisors. The participants considered their advisors to be easy to talk to, helpful, and effective. They also thought that the advisors had a good sense of humor. Female participants tended to rate their impressions of their academic advisors higher than the male participants, and 18 year old participants tended to rate their impressions of their academic advisors higher than those participants older than 18. Part-time students tended to rate their impressions of their academic advisors higher than full-time students. Finally, those participants who worked 1–10 hours per week tended to rate their impressions of their advisors higher than participants who worked more than 10 hours per week and those who were unemployed.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=GrWZeB2DXKguqf7jIEr0eiibIOoZvBjYZk3UGIOit0HAy7hh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAn%2binvestigation%2bof%2bstudents%2527%2bsatisfaction%2bwith%2bacademic%2badvising%2band%2bstudents%2527%2bimpressions%2bof%2bacademic%2badvisors%2bat%2ba%2brural%2bcommunity%2bcollege%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dJohnson-Dedeaux%252C%2bVanessa%2bMassalyn%26isbn%3d978-1-267-05971-0%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education

**Classification:**0275: Community college education

**Identifier / keyword:**Education Academic advising Rural colleges Student satisfaction

**Number of pages:**104

**Publication year:**2011

**Degree date:**2011

**School code:**0132

**Source:**DAI-A 73/03, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-267-05971-0

**Advisor:**Olinzock, Anthony

**Committee member:**Davis, James; Forde, Connie; Wiseman, William

**University/institution:**Mississippi State University

**Department:**Education

**University location:**United States -- Mississippi

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3487153

**ProQuest document ID:**912195543

**Document URL:**[https://search.proquest.com/docview/912195543?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=Sa7aku13arK9ikEklcgo9q-T29F1z7aQNDGUM-Uvuf3Ay7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f912195543%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Admissions policies governing the declaration of academic major and academic advising models relating to student outcomes in higher education**

**Author:**Workinger, Heather A.

**Publication info:**Indiana University of Pennsylvania, ProQuest Dissertations Publishing, 2011. 3466689.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=yxjqLQ9MhsQoooMuM_GuLJJ-vpw0D5HD8xqy0bkdeq3Ay7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f889143178%3faccountid%3d45039)

**Abstract:**

The purpose of this study was to analyze admissions policies pertaining to the declaration of academic majors for incoming students and structures of academic advising at American universities and how they relate to student outcomes. The student outcomes considered for the study were first to second year retention rates and graduation rates.

Students may not choose their major based on research or facts and allow external influences to guide their selection. Traditional aged college students are typically not developmentally prepared to undertake such self-directed decisions. The forced declaration of an academic major at the time of admission can impose a premature selection, potentially negatively impacting student outcomes. Nationally, institutions vary on their admission policy structures in regard to the declaration of academic majors.

Literature has linked academic advising with increased retention and graduation rates. Different organizational models of academic advising seem to be more or less influential on retention and graduation rates and vary depending on individual student characteristics.

The exploratory study used primary and secondary data sets. The primary data collected were from individual college websites to obtain admission policy structures and academic advising models. The secondary data were collected from the Department of Education's Integrated Postsecondary Education Data System. Analysis of the data included analysis of variance measures to identify patterns and multiple regressions examined any predictive factors in the data.

The results of the study were not straightforward and patterns varied based on institutional characteristics, such as the composition of the student population. Two main themes emerged as a result of this exploratory study. Lower levels of academic major declaration structure and shared or decentralized academic advising seemed to mesh with the needs of the full-time, more traditional college students. The non-traditional and historically "at-risk" student populations appeared to benefit from high structure admission policies by declaring their academic major at the time of admission and also seemed to have better retention and graduation outcomes when exposed to decentralized academic advising. The findings for the study point to possible policy considerations for universities in reference to the declaration of academic major and academic advising models.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=DMwZ_JcKy7ewxyQKhqewSbdWfBiQIapNK2sadkDgl5XAy7hh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dAdmissions%2bpolicies%2bgoverning%2bthe%2bdeclaration%2bof%2bacademic%2bmajor%2band%2bacademic%2badvising%2bmodels%2brelating%2bto%2bstudent%2boutcomes%2bin%2bhigher%2beducation%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dWorkinger%252C%2bHeather%2bA.%26isbn%3d978-1-124-80295-4%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School counseling; Organizational behavior; Higher education

**Classification:**0519: School counseling; 0703: Organizational behavior; 0745: Higher education

**Identifier / keyword:**Education Social sciences Academic advising Admissions policies Higher education Major declaration Student outcomes

**Number of pages:**191

**Publication year:**2011

**Degree date:**2011

**School code:**0318

**Source:**DAI-A 72/11, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-80295-4

**Advisor:**Mabry, J. Beth

**Committee member:**Belch, Holley A.; Heckert, D. Alex

**University/institution:**Indiana University of Pennsylvania

**Department:**Sociology

**University location:**United States -- Pennsylvania

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3466689

**ProQuest document ID:**889143178

**Document URL:**[https://search.proquest.com/docview/889143178?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=yxjqLQ9MhsQoooMuM_GuLJJ-vpw0D5HD8xqy0bkdeq3Ay7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f889143178%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

**Developing Self-Efficacy and Self-Regulated Learning in Academic Planning: Applying Social Cognitive Theory in Academic Advising to Assess Student Learning Outcomes**

**Author:**Erlich, Richard J.

**Publication info:**Oregon State University, ProQuest Dissertations Publishing, 2011. 3464386.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=4gRLRPEG4lSiN50qieI_OnDXWPSbnaQCGWtXcPckqWLAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f879564549%3faccountid%3d45039)

**Abstract:**

This dissertation demonstrates how Social Cognitive Theory (Bandura, 1986, 1997) can be successfully applied to Counselor academic advising interventions, in order to increase students’ self-efficacy and self-regulated learning (Zimmerman, 2000) in academic planning as learned outcomes. This was accomplished by (a) reviewing the academic advising literature and showing the current existing gap for assessing learning outcomes in academic advising; (b) evaluating the validity and reliability of three assessment instruments, designed by this author, to measure self-efficacy and self-regulated learning constructs in academic planning; (c) testing three hypotheses to determine whether pre-post increases in self-efficacy and self-regulated learning occurred following academic advising interventions, and whether a positive reciprocal relationship existed between self-efficacy and self-regulated learning; and finally (d) demonstrating how these changes were influenced by Counselor interventions (based in social cognitive learning principles), with students’ learned outcomes.

One hundred twenty California Community College students individually participated in a 30-minute academic advising session. The results show strong validity and reliability for using these three assessment instruments for measuring students’ self-efficacy and self-regulated learning in academic planning. Significant mean increases were found between pre-post measures following Counselor interventions, as well as a positive, reciprocal relationship existing between self-efficacy and self-regulated learning in academic planning. Increased correlations were found within forethought and self-reflection phases following Counselor interventions using Zimmerman’s (2000) cyclical self-regulated learning model. These findings lent support to Zimmerman’s model and the relational influences between Counselor intervention processes with students’ learned outcomes.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=9iOlDn9SlRZ98T2ctpCkHbb6F1-S_ZBDVfSBDxL-6yvAy7hh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dDeveloping%2bSelf-Efficacy%2band%2bSelf-Regulated%2bLearning%2bin%2bAcademic%2bPlanning%253A%2bApplying%2bSocial%2bCognitive%2bTheory%2bin%2bAcademic%2bAdvising%2bto%2bAssess%2bStudent%2bLearning%2bOutcomes%26issn%3d%26date%3d2011-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dErlich%252C%2bRichard%2bJ.%26isbn%3d978-1-124-76216-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Community college education; School counseling; Educational psychology; Academic achievement; Social psychology; Cognition & reasoning; Theory; Advisors; Learning

**Classification:**0275: Community college education; 0519: School counseling; 0525: Educational psychology

**Identifier / keyword:**Education Academic advising Self-efficacy Self-regulated learning Social cognition

**Number of pages:**271

**Publication year:**2011

**Degree date:**2011

**School code:**0172

**Source:**DAI-A 72/10, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-124-76216-6

**Advisor:**Russ-Eft, Darlene F.

**University/institution:**Oregon State University

**University location:**United States -- Oregon

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3464386

**ProQuest document ID:**879564549

**Document URL:**[https://search.proquest.com/docview/879564549?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=4gRLRPEG4lSiN50qieI_OnDXWPSbnaQCGWtXcPckqWLAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f879564549%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Beyond graduation: An evaluation of an academic advising model's effect on the retention of General Studies students at Quinsigamond Community College**

**Author:**Smith, Liza D.

**Publication info:**Capella University, ProQuest Dissertations Publishing, 2010. 3397781.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=KEU_euGVLxfx6lAZPCLLTili6-orHxNNKcgrzpceoEXAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f250911279%3faccountid%3d45039)

**Abstract:**

Quinsigamond Community College (QCC), located in Worcester, Massachusetts, experienced a decline in enrollment and persistence between 2003 and 2007. The institution responded to this issue through several initiatives, including the creation of an orientation course for developmental students enrolled in its General Studies program, an Event Registration period during the last two weeks of registration for all students, the creation of a Retention Committee, and the creation of an in-depth Career, Academic and Personal Success (CAPS) plan and associated academic advising session. This study examines the difference participation in the new CAPS advising session has on student persistence of General Studies majors. Student goals and transfer intentions are investigated as they relate to student fall-to-spring and fall-to-fall persistence.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=83GWHnXAKeA9PZb6ifk9kGGgQmZgCNIzKdGxvreeoP_Ay7hh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aEducation%2bDatabase%26atitle%3d%26title%3dBeyond%2bgraduation%253A%2bAn%2bevaluation%2bof%2ban%2bacademic%2badvising%2bmodel%2527s%2beffect%2bon%2bthe%2bretention%2bof%2bGeneral%2bStudies%2bstudents%2bat%2bQuinsigamond%2bCommunity%2bCollege%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dSmith%252C%2bLiza%2bD.%26isbn%3d978-1-109-69987-6%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**School administration; Higher education; Academic achievement; Advisors; Community colleges

**Classification:**0514: School administration; 0745: Higher education

**Identifier / keyword:**Education Academic advising Advising Community college General Studies Persistence Quinsigamond Community College Retention

**Number of pages:**78

**Publication year:**2010

**Degree date:**2010

**School code:**1351

**Source:**DAI-A 71/04, Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-109-69987-6

**Advisor:**Cook, James

**Committee member:**Ford, Thomas; Misite, Phyllis

**University/institution:**Capella University

**Department:**School of Education

**University location:**United States -- Minnesota

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3397781

**ProQuest document ID:**250911279

**Document URL:**[https://search.proquest.com/docview/250911279?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=KEU_euGVLxfx6lAZPCLLTili6-orHxNNKcgrzpceoEXAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f250911279%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Central; ProQuest Dissertations & Theses Global

**Hispanic female voices and perspectives on counseling and academic advising: Using portraiture to explore the perceived experiences of college women**

**Author:**Nava, Cynthia L.

**Publication info:**New Mexico State University, ProQuest Dissertations Publishing, 2010. 3663299.

[ProQuest document link](https://mail.sta.uwi.edu/owa/redir.aspx?C=twIgTX805fUp1ExDZSfWGbeHWBK4tkRgAdtTYkSwfnzAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1693847520%3faccountid%3d45039)

**Abstract:**

This study examined the perceptions of counseling and academic advising reported by three Hispanic first-generation female students enrolled in good standing at New Mexico State University. The qualitative study used portraiture to examine the educational stories of these three young women and how they perceived counselors and academic advisors, how they viewed counseling or advising approaches directly targeted to first-generation students, what attitudes they held toward counselors and advisors, and how they felt they were viewed as first-generation students. Common themes were developed and recommendations were made for providing first-generation students the knowledge that they need to get to college and the support required to be successful once they enter the university.

**Links:**[Check UWI for Availability](https://mail.sta.uwi.edu/owa/redir.aspx?C=aWjM09yZNVmyukBAF02Eyz_SakNcAtPz_bO44btDCI_Ay7hh62XXCA..&URL=+http%3a%2f%2fsfxhosted.exlibrisgroup.com%2fuwi%2faz%2fsta%3furl_ver%3dZ39.88-2004%26rft_val_fmt%3dinfo%3aofi%2ffmt%3akev%3amtx%3adissertation%26genre%3ddissertations%2b%2526%2btheses%26sid%3dProQ%3aProQuest%2bDissertations%2b%2526%2bTheses%2bGlobal%26atitle%3d%26title%3dHispanic%2bfemale%2bvoices%2band%2bperspectives%2bon%2bcounseling%2band%2bacademic%2badvising%253A%2bUsing%2bportraiture%2bto%2bexplore%2bthe%2bperceived%2bexperiences%2bof%2bcollege%2bwomen%26issn%3d%26date%3d2010-01-01%26volume%3d%26issue%3d%26spage%3d%26au%3dNava%252C%2bCynthia%2bL.%26isbn%3d978-1-321-86731-2%26jtitle%3d%26btitle%3d%26rft_id%3dinfo%3aeric%2f%26rft_id%3dinfo%3adoi%2f)

**Subject:**Educational leadership; School counseling

**Classification:**0449: Educational leadership; 0519: School counseling

**Identifier / keyword:**Education College success First-generation students Transition to college

**Number of pages:**162

**Publication year:**2010

**Degree date:**2010

**School code:**0143

**Source:**DAI-A 76/10(E), Dissertation Abstracts International

**Place of publication:**Ann Arbor

**Country of publication:**United States

**ISBN:**978-1-321-86731-2

**Advisor:**Osanloo, Azadeh

**University/institution:**New Mexico State University

**University location:**United States -- New Mexico

**Degree:**Ph.D.

**Source type:**Dissertations & Theses

**Language:**English

**Document type:**Dissertation/Thesis

**Dissertation/thesis number:**3663299

**ProQuest document ID:**1693847520

**Document URL:**[https://search.proquest.com/docview/1693847520?accountid=45039](https://mail.sta.uwi.edu/owa/redir.aspx?C=twIgTX805fUp1ExDZSfWGbeHWBK4tkRgAdtTYkSwfnzAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2fdocview%2f1693847520%3faccountid%3d45039)

**Copyright:**Database copyright ProQuest LLC; ProQuest does not claim copyright in the individual underlying works.

**Database:**ProQuest Dissertations & Theses Global

[Contact ProQuest](https://mail.sta.uwi.edu/owa/redir.aspx?C=uK2ORfKvt4MXJHEMLxYEQXtBoRQLPDiJCuFJfgXpiWjAy7hh62XXCA..&URL=https%3a%2f%2fwww.proquest.com%2fgo%2fpqissupportcontact)

Database copyright © 2019 ProQuest LLC. All rights reserved. - [Terms and Conditions](https://mail.sta.uwi.edu/owa/redir.aspx?C=o00U04ZT5thBcxvEWOJJDKyHr46lz8-RG9d3FspgwnbAy7hh62XXCA..&URL=https%3a%2f%2fsearch.proquest.com%2finfo%2ftermsAndConditions)

**OPEN ACCESS THESES**

[Teacher Efficacy and Instructional Attentiveness| Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica](http://search.ndltd.org/show.php?id=oai%3Aunion.ndltd.org%3APROQUEST%2Foai%3Apqdtoai.proquest.com%3A10690661&back=http%3A%2F%2Fsearch.ndltd.org%2Fsearch.php%3Fq%3D%2522academic%2Badvising%2522%26source_set_names%3D%26year_start%3D2010%26year_end%3D2019%26language%255B0%255D%3Denglish%26start%3D10)

*Llewellyn, Joan 17 February 2018  (has links)*

<p> The purpose of this study was to explore the perspectives of academic advising at a tertiary institution in Jamaica and how it has influenced teacher-efficacy and instructional attentiveness among student teachers. The participants included twelve student teachers and four lecturers who have been intimately involved in academic advising. The student teachers selected have been engaged in academic advising for two to four years while the lecturers have been advising for ten to sixteen years. </p><p> This qualitative study explored how academic advising is related to teacher efficacy and instructional attentiveness among a set of second to fourth year student teachers at a teacher training college in Jamaica. All participants were actively receiving and giving academic advising in a government-owned teacher training institution. The primary source of data was unstructured interviews with student teachers and lecturers. Data were acquired over a two-month period by means of unstructured interviews and field notes. These tools afforded the opportunity to extend the conversations and generate meaning from the responses thereby providing rich descriptive notes of the phenomenon. Data were prepared using triangulation matrices, data coding and the Constant Comparison Approach to generate categories showing patterns and relationships of meaning. </p><p> The findings on the perspectives of the study participants indicate academic advising has significantly influenced teacher-efficacy among the student teachers as their level of confidence increased, appreciation of teamwork blossomed, instructional competency broadened and misbehaviors controlled. Additionally, their valuing of self and acceptance of other personalities grew immensely which positively affected their relationship with various tiers of staff in the learning environment. The interview data garnered from student teachers indicate that instructional attentiveness improved through the use of multiple teaching methods which included authentic assessment, field experience and student-centered learning. Other factors that boosted instructional attentiveness were good relationships with advisors who were understanding of their differences and commended simple efforts. As a result of the academic advising received, there are several implications for practice and policy which need to be addressed in order to help student teachers to identify their strengths and weaknesses, remain on task, avoid drop out and maintain equilibrium between academic and social experiences as they navigate their way through college.

[Perceptions of Academic Advising and Student Retention](http://search.ndltd.org/show.php?id=oai%3Aunion.ndltd.org%3APROQUEST%2Foai%3Apqdtoai.proquest.com%3A10637689&back=http%3A%2F%2Fsearch.ndltd.org%2Fsearch.php%3Fq%3D%2522academic%2Badvising%2522%26source_set_names%3D%26year_start%3D2010%26year_end%3D2019%26language%255B0%255D%3Denglish%26start%3D0)

*Soden, Stacy Renaee 18 November 2017  (has links)*

<p>The purpose of this research study was to examine student and academic advisors? perceptions of advisement techniques to determine the connection between academic advising strategies and student retention. If student retention rates are not addressed, higher education institutions are at risk of losing students, which is costly to the institution and the student (Himes, 2014). Most college students are in a state of change and need academic advice to achieve success during a college transition (Tinto, 2012). Academic advisors can assist students in finding the right career for students? specific strengths. This qualitative study utilized Tinto?s (2012) theories of student departure and retention to provide an understanding of how student retention rates can be based on a lack of positive institutional relationships between students and academic advisors. A higher education institution must establish conditions within its own system to promote positive student experiences and outcomes (Vianden & Barlow, 2015). Four research questions guided this study. Focus groups and interviews were used to collect data from students and academic advisors. Students and academic advisors discussed academic advising experiences, student satisfaction, and information needed to achieve successful advising sessions. Themes emerged relating to developing relationships, personalized advising sessions, and a consistent campus. Tinto (2012) stated students need individualized academic and social support to properly transition into college. Findings of the study indicated progressive academic advisement strategies have a positive impact on student retention.

[Examining the effect of advisor-student relationships on academic major decision-making](http://search.ndltd.org/show.php?id=oai%3Aunion.ndltd.org%3AUTEXAS%2Foai%3Arepositories.lib.utexas.edu%3A2152%2F29247&back=http%3A%2F%2Fsearch.ndltd.org%2Fsearch.php%3Fq%3D%2522academic%2Badvising%2522%26source_set_names%3D%26year_start%3D2010%26year_end%3D2019%26language%255B0%255D%3Denglish%26start%3D10)

*Leach, Jennifer Kay 07 April 2015  (has links)*

Given extensive research highlighting the benefits of need-supportive practices and need satisfaction, it seems likely that academic advisors who use practices found to be need-supportive in classroom, work, and other contexts, will foster students’ perceived autonomy and competence toward the academic major decision-making process and facilitate longer-term goals of enhancing motivation and satisfaction with their academic coursework. A longitudinal study was conducted in order to examine the stability in perceptions of college students' academic major decision-making experience over time as a function of need-supportive advising. The study also examined the stability in satisfaction and motivation outcomes as a function of need-supportive advising over time. Participants included undecided students who completed an online survey at three time points during either the 2012-2013 or 2013-2014 academic year. The online survey included measures assessing perceptions of advisors' needs-supportive practices, students' autonomous and competent decision-making, satisfaction with and motivation for coursework, and subjective well-being, as well as demographic characteristics. Analyses on several models were performed using Mplus version 6.12. Results suggest need-supportive advising at the beginning of the academic year predicts improved academic satisfaction, academic efficacy, subjective well-being, and value toward coursework toward the end of the academic year particularly when advising sessions satisfy students need for competence throughout the year which, in turn, provides students with increased competence about choosing an academic major. Implications and future directions are discussed.

[Academic Advising Structures that Support First-year Student Success and Retention](http://search.ndltd.org/show.php?id=oai%3Aunion.ndltd.org%3APROQUEST%2Foai%3Apqdtoai.proquest.com%3A3594951&back=http%3A%2F%2Fsearch.ndltd.org%2Fsearch.php%3Fq%3D%2522academic%2Badvising%2522%26source_set_names%3D%26year_start%3D2010%26year_end%3D2019%26language%255B0%255D%3Denglish%26start%3D0)

*McFarlane, Brett Leland 21 November 2013  (has links)*

<p> Academic advising has been touted as a key to student success and retention. Today's academic advising delivery models vary considerably and little is known about the efficiency and effectiveness of these models. The purpose of this study was to determine if there is a relationship between how academic advising is delivered to first-year students at a four-year public, high research activity university located on the west coast and the students' satisfaction with advising, advising learning outcomes, and retention. In the study, responses of 628 first-year students to a survey which asked them about their attitudes toward and experiences with academic advising were examined. Results indicated statistically significant relationships between student satisfaction ratings and advising learning outcomes and how advising is delivered, specifically, who advises students, where students are advised, how frequently students are required to see an advisor, how frequently students choose to see an advisor, and how "mandatory" advising is implemented. Furthermore results showed that student retention was related to who advises students and how "mandatory" advising is implemented with peer-led advising processes showing higher student attrition rates than other processes. The overall advising delivery variable effect size was small. Implications for practice and suggestions for future research are discussed

[Examining effective advising and assessment : the academic advising environment, current practices and experiences at UT Austin](http://search.ndltd.org/show.php?id=oai%3Aunion.ndltd.org%3AUTEXAS%2Foai%3Arepositories.lib.utexas.edu%3A2152%2F24779&back=http%3A%2F%2Fsearch.ndltd.org%2Fsearch.php%3Fq%3D%2522academic%2Badvising%2522%26source_set_names%3D%26year_start%3D2010%26year_end%3D2019%26language%255B0%255D%3Denglish%26start%3D0)

*Wong, Stephen Dajone 23 June 2014  (has links)*

Effective academic advising may be perceived or experienced differently depending on a person’s involvement (student, advisor, or administrator). In addition, a person’s understanding and description of effective advising depends on how it is identified (process, outcome, or approach) or the context in which it is encountered. Results from multiple studies of the relevant literature have demonstrated how the quality of advising influences students in regard to retention, academic and social integration, decision-making processes in selecting academic programs and careers, overall student satisfaction, and success (Banta et al., 2002; Cuseo, 2004, Hunter & White, 2004). However, research on effective advising and the assessment of advising has received very little attention in the literature. Although awareness of the importance of institutional assessment has increased, assessment of academic advising today is – if conducted at all – is piecemeal and consists of simple student satisfaction surveys that may be neither adequate of useful. Even when assessment measures are conducted, advising units are often inept at utilizing the results to create positive change within their programs. Understanding effective advising requires a closer look at the participants, the advising programs, and the assessment practices of programs along with exploring student learning outcomes. The overarching area of inquiry in the research study is: What is effective advising (how is it manifested and in what ways is it measured at the University)? Within this context, the goals for this study were to uncover the following: how academic advising is administered and supported across a specific institution; how perceptions about advising differ among system participants; what valued characteristics are found among effective advisors and advising programs; what assessment of academic advising looks like at the institution; what advisors and advising programs do to contribute to quality and improvement. To achieve these objectives, the study utilized a multi-faceted case study of undergraduate academic advising and the participants within a large public research institution which contained several academic advising centers. Understanding effective advising and the advising system required a comprehensive and multi-dimensional approach that involved the collection and analysis of many different forms of data from a variety of sources and over an extended period of time. A mixed methods, action-research design utilized the collection and review of numerous assessment and advising documents, descriptive and quantitative SPSS analysis of several longitudinal data sets yielded from electronic survey systems of seven colleges, numerous original interviews and focus groups with students, staff, and administrators, and a year’s worth of detailed field observations (journals and critical reflection) of the advising process and the advising system.

[Through the Eyes of First-Year College Students: The Importance of Trust in the Development of Effective Advising Relationships](http://search.ndltd.org/show.php?id=oai%3Aunion.ndltd.org%3AUCF%2Foai%3Adigital.library.ucf.edu%3AETD%2F5976&back=http%3A%2F%2Fsearch.ndltd.org%2Fsearch.php%3Fq%3D%2522academic%2Badvising%2522%26source_set_names%3D%26year_start%3D2010%26year_end%3D2019%26language%255B0%255D%3Denglish%26start%3D20)

*Lemon, Mark 15 December 2016  (has links)*

This research was conducted to better understand how first-year college students make sense of the role of trust in the development of the relationship with their academic advisors and how they characterize the conditions that enhance or hinder trust in this relationship. An extensive literature review was conducted, identifying relevant scholarship concerning trust and academic advising--the history, philosophy, and professionalization of the field. Also, a brief section on distrust was presented to offer balance in the trust literature and to support the Lewicki, McAllister, & Bies' (1998) theoretical framework that guided this research endeavor. Moreover, a profile of the traditional, first-year college student was introduced, as this distinct population was asked to participate in this study and to share their unique lived experiences, detailing the relationships they have developed with their academic advisors. A phenomenological research design was employed, collecting participant data via in-depth interviews, an advisor/trust orientation exercise, and member checking. After these data were collected, the Moustakas (1994) four-step approach to data analysis was utilized as a means of data reduction. Eight traditional, first-year college students participated in this research endeavor, and all indicated that the role of trust was important in the development of the relationship with their academic advisors. Also, they isolated four trust characteristics that may enhance trust in their advising relationships: initiative, knowledge/expertise, kindness, and reliability. Likewise, the inverse of these named trust facets may hinder trust in their advising relationships. These new discoveries offer powerful insights for advancing the field of collegiate level academic advising. / Ph.D. / Doctorate / Dean's Office, Education / Education and Human Performance / Education; HIgher Education

[Online and Hybrid Graduate Student and Advisor Preferences](http://search.ndltd.org/show.php?id=oai%3Aunion.ndltd.org%3Awaldenu.edu%2Foai%3Ascholarworks.waldenu.edu%3Adissertations-7341&back=http%3A%2F%2Fsearch.ndltd.org%2Fsearch.php%3Fq%3D%2522academic%2Badvising%2522%26source_set_names%3D%26year_start%3D2010%26year_end%3D2019%26language%255B0%255D%3Denglish%26start%3D20)

*Mayo, Melody 01 January 2018  (has links)*

The focus of this study was the advising style preference of graduate-level students and advisors in online and hybrid programs at a university in rural Arkansas. Students and advisors will benefit from the results because the advisors will have a greater understanding of expectations during an advising session. The problem stems from the fact that graduate level advising is not considered important by administrators at the study institution. The purpose of this study was to determine how graduate level advisors can better serve students and to use the results as a tool for advisor training. The study was guided by Crookston's developmental advising style, in which the advisor and student work together to ensure student success. The key research questions for the study were the preferred advising style of graduate-level students in online and hybrid programs and the advising style preferred by graduate-level advisors. A mixed method with an explanatory sequential design was used, and the Academic Advising Inventory was administered to the population of graduate students and their advisors using a web-based survey. After completing each section of the inventory, respondents had an opportunity for open responses to clarify their selections. Student responses to the inventory indicated their preferred advising style, the advising style they had received, and their satisfaction with the advising they had received. Advisor responses detailed the form of advising they practice. Data were collected from students (n = 224) and advisors (n = 9). Responses were analyzed by following the Academic Advising Inventory Manual and using SPSS for calculations. The responses were recoded to separate the prescriptive and developmental responses. Next, the items were calculated to determine if each respondent was advised prescriptively or developmentally. Finally, the advising satisfaction level for students was calculated to determine student satisfaction with each form of advising received. The results indicate that graduate-level students in both online and hybrid programs prefer developmental advising over prescriptive advising. Students enrolled in hybrid programs indicated greater satisfaction with the advising they received than students enrolled in online programs. Overall students who received developmental advising reported higher satisfaction rates than those who received prescriptive advising. Results of this study will serve as the basis for graduate advisor training and the creation of a training manual.

[**http://epubs.surrey.ac.uk/842696/1/10130271.pdf**](http://epubs.surrey.ac.uk/842696/1/10130271.pdf)

Title The nature of American academic advising in the 21st century.

Author Baron, Kenneth Craig.

This case study grounded in the tradition of practitioner-research (Jarvis, 1999) was carried out from 1994 to 1999 at a major land-grant university in the United States. Specifically, the study aimed to explore the nature of American academic advising in the 21st century using qualitative research techniques. A review of the traditional literature from the academic advising profession, as well as the literature from the more encompassing field of student affairs (Davis and Liddell, 1997; Gordon and Grites, 1998), suggested that much of the research conducted in these areas has been quantitative and insular in nature. Thus, in response to an apparent need for more naturalistic and broadly-based inquiries in these areas (academic advising and student affairs), this study employed a variety of different qualitative research approaches in an attempt to investigate and contextualize the practice of academic advising within the forces shaping contemporary society. The first part of the thesis engaged the researcher in a comprehensive review of literature from a wide variety of disciplines including economics, history, political science, sociology and education that aided in the construction of a prospective model of society. As a result of this exercise, two research questions emerged that were later posed to 36 participants, representing the following classifications within the model of society: students, academic advisors, career services professionals, faculty, university hierarchy, and employers (6 in each classification). The research questions were: what is the nature of American academic advising in the 21st century in light of the forces of information technology and globalized capitalism, and how were these forces of change resisted? Using the general interview guide approach (Patton, 1990) and "qualitatively-based," content analysis interpretation techniques (Holsti, 1969; Krippendorff, 1980; Patton, 1990) these questions were explored and analyzed and the results compiled into a series of reports based on findings. These uniform reports were subsequently turned into separate chapters based on a comprehensive analysis of each of the 6 participant group "perceptions" of the nature of future academic advising practice. In particular, the inquiry aimed to illuminate participants' awareness of the forces shaping contemporary society, how they perceived the practice would change in the 21st century, how the participants thought the practice should be operated, their perceptions of the major causes of change, and how they perceived the forces of change being resisted in the future. Findings suggested that participant's perceived the future of the practice of academic advising to be influenced greatly by information technology, requiring stakeholders, at all levels throughout the academic advising process to humanistically assess to what degree and in what capacities will information technology be utilized within each, unique practice setting. Other findings suggested that participants both perceived and endorsed a more collaborative mode of practice in the future - consolidating other student services together with academic advising. Recommendations to the profession included the adoption of a new core value that would engage the profession, and its members, in more "outwardly" directed practices reaching beyond institutional barriers. Additionally, there is a recommendation that the profession become more politically and strategically-oriented in the next century, employing "relevance-grounded" public relations efforts to secure stability. Future comparative institutional studies, studies using additional participant groups and the development of quantitative national, and possibly international, surveys using this study as a model and its findings for reference, replication, or further illumination are suggested.

Title On personalized adaptation of learning environments

Author Gavriushenko, Mariia

Subject(s) 113, 516, Academic advising, Adaptiivinen oppiminen, Adaptive learning, älytekniikka, Henkilökohtaistaminen, Learning environment, Oppimisalustat, Palaute, Personalized learning, Räätälöinti, Recommendation system, Semantic Web, Semanttinen web, Suosittelujärjestelmät, Tietokoneavusteinen oppiminen, Verkko-oppiminen

Abstract This work is devoted to the development of personalized training systems. A major problem in learning environments is applying the same approach to all students: i.e., teaching materials, time for their mastering, and a training program that is designed in the same way for everyone. Although, each student is individual, has his own skills, ability to assimilate the material, his preferences and other. Recently, recommendation systems, of which the system of personalized learning is a part, have become widespread in the learning environments. On the one hand, this shift is due to mathematical approaches, such as machine learning and data mining, that are used in such systems while, on the other hand, the requirements of technological standards "validated" by the World Wide Web Consortium (W3C). According to this symbiosis of mathematical methods and advanced technologies, it is possible to implement a system that has several advantages: identifying current skill levels, building individual learning trajectories, tracking progress, and recommending relevant learning material. The analysis of feedback, academic advising, and recommendation systems underlies the proposed idea. The conducted research demonstrates how to make learning environments more adaptive to the users according to their knowledge base, behavior, preferences, and abilities. In this research, a model of a learning ecosystem based on the knowledge and skills annotations is presented. This model is a general model of the lifelong learning process. Second, this thesis focuses on the creation of tools for personalized assessment, recommendation, and advising. Third, it is concentrated on developing an adaptive learning game for children, which takes into account the differing perception of words by students during training.

Type Doctoral dissertation

Identifier <http://urn.fi/URN:ISBN:978-951-39-7287-5>