Subject Index

Headings marked with an asterisk (*) are also ERIC descriptors.

Headings marked with a dagger (†) are also National Clearinghouse for Academic Advising descriptors.

**Academic achievement**
- "Change of major and academic success," IV:i:39-45
- "Helping marginal students improve academic performance through self-management techniques," I:i:44-52
- "Perceived importance of role models and its relationship with minority student satisfaction and academic performance," XV:i:48-51
- "Relationship of time of preregistration and academic achievement of university freshmen," I:i:24-28
- "The effects of a freshman seminar on at-risk under-, over-, and low achievers," XV:i:8-14

**Academically underprepared students**
- "Advising underprepared transfer students: Integrating English assessment and academic advising," XII:ii:33-37
- "The developmental student: Advising challenge of the 1980's," II:i:8-12
- *Improving student learning skills* (book review), VI:93-95

† Academic difficulty, students in
- "Academically deficient readmitted students: Are they really a high risk?," VII:i:41-47
- "An active approach for early identification of student problems," IX:ii:31-32
- "Assisting high academic risk athletes: Recommendations for the academic advisor," III:ii:1-10
- Between a rock and a hard place: The at-risk student in the open-door college (book review), X:i:52
- "The effects of a freshman seminar on at-risk under-, over-, and low achievers," XV:ii:8-14
- "Helping marginal students improve academic performance through self-management techniques," I:i:44-52

"High risk" students in higher education (book review), XI:ii:125-126
"Intrusive advising of freshmen in academic difficulty," VIII:i:27-35
"Predictors of success for academically dismissed students following readmission," XIV:ii:8-12
"Problem areas for the student on probation: The role of the academic advisor," I:i:56-58
"Retention strategies for high-risk students at a four-year university," X:i:22-25
"Solving the probation puzzle: A student affirmative action program," VIII:iii:34-45
"Using a comprehensive academic intervention program in the retention of high-risk students," VIII:ii:29-34

Academic integrity
- Academic integrity and student development: Legal issues and policy perspectives (book review), XIV:i:141-142

Academic persistence (see Retention)

Academic planning (see Educational planning)

* Academic probation (see also Academic difficulty, students in)
- "Academic probation, suspension, and the adult student," IX:i:76-85
- "Solving the probation puzzle: A student affirmative action program," VIII:iii:34-45

Academic quality rankings
- "The academic advisor's guide to quality rankings in various fields of study," XI:i:57-74

ACADV (see Computer-assisted advising)

ACT (American College Testing Program)
- "ACT as a strategic resource in enhancing the advising process," IV:i:1-11

ACT Alumni Survey
- "An assessment of the perceived utility of various college majors," X:i:8-17

ACT Assessment Program
- "A partnership to enhance the advising process," I:i:24-29

Adjustment to college (see also Freshmen)

Campus daze: Easing the transition from high school to college (book review), X:ii:51-52; XV:ii:45

College: Getting in and staying in (book review), XV:ii:49
- "Experiential counterparts of test-indicated disillusionment during freshman adjustment to college," XII:i:13-22
Subject Index

"Interventions using scales measuring expected and actual adjustment to college," XII:i:9-17
"Measuring expectations about college adjustment," XIII:i:25-32
"Providing precollegiate assistance for high school athletes in a big city school district," VI:i:13-17
The ultimate college survival guide (book review), XV:ii:63
"The Ursinus College Freshman Advising Program," VII:i:20-22

*Administration
The academic chairperson's handbook (book review), XII:i:59-60
Administration and leadership in student affairs: Actualizing student development in higher education (book review), XIII:i:74-75
Coloring the halls of ivy: Leadership and diversity in the academy (book review), XV:ii:47-48
The dilemma of the deanship (book review), I:i:54-55
Effective communication for academic chairs (book review), XIV:ii:147-148
How administrators can improve teaching: Moving from talk to action in higher education (book review), XIII:i:60-61
Making sense of administrative leadership: The "L." word in higher education (book review), X:ii:45
Myths and realities of academic administration (book review), XI:ii:126-127
Productivity and higher education: Improving the effectiveness of faculty, facilities, and financial resources (book review), XIII:i:92-95
Redesigning collegiate leadership: Teams and teamwork in higher education (book review), X:ii:67-68
"The relationship of student satisfaction with advising to administrative support for advising services," XII:i:15-21
Working effectively with trustees: Building cooperative campus leadership (book review), VIII:ii:93-95

*discipline
Enhancing campus judicial systems (book review), VIII:ii:86

*financial management
Managing money in higher education (book review), XI:ii:132-133

*Administrative organizational systems
Academic advising for student success: A system of shared responsibility (book review), XII:i:59-60
"Academic advising in higher education: A developmental approach for college students of all ages," I:i:12-23
"Advising systems and institutional coordination," VII:i:41-49
"The art and science of academic advising: A case study," VII:i:49-55
"The challenge of career education to the arts and sciences," II:i:37-47

"A computer-based, student-operated advising system for education majors," IX:i:25-32
"Delivering academic advising: Who, what and how?", VII:i:69-75
"Expanding the advising team," IX:ii:25-30
"The impact of administrative support and institutional type on adult learner services," VIII:ii:i:7-16
"Organizational change and the improvement of faculty advising," III:i:21-29
"Peer advising: A supplement to, but not a substitute for, faculty advising," I:i:41-43
"Residence hall coordinators: Academic advising for 'undecided' students," I:i:44-46
"Retention strategies for high-risk students at a four-year university," XI:i:22-25
"Standards and guidelines for academic advising," VII:i:63-66
"Student portfolios: A comprehensive approach to academic advisement," XIV:i:46-49

models of
"An academic advising model," XIV:ii:10-16
"Academic advising with peer advisors and college freshmen," VII:i:7-16
"The classroom as an Institutional resource: An example in computer-assisted advising," I:i:75-89
"A comprehensive advising effort," V:i:71-76
"Developing a faculty mentoring program: An experiment," I:i:47-58
"Developing an effective delivery system—The freshman advising program," VII:ii:41-42
"The development of academic advising programs," VIII:i:11-28
"An effective peer advising program in a large psychology department," XV:ii:41-43
"The mentoring-empowered model: Professional role functions in graduate student advisement," XII:ii:21-26
"A model for advising in an individualized undergraduate college," II:i:90-96
"The necessity for a comprehensive advising system," I:i:29-32
"Open option advising at Iowa State University: An integrated advising and career planning model," III:i:39-48
"Planning and managing academic advising," IV:ii:29-37
"The role of university residence halls in the academic advising process," V:ii:67-75
"Student evaluation: A model for improving advising services," VIII:ii:72-82
"Teaching, advising, and student development: Finding the common ground," VII:i:9-15

NACADA Journal Volume 15 (2) Fall 1995
Subject Index

*Adult students*


"Adult learners: Characteristics, concerns, and challenges to higher education—A bibliography," IX:ii:86-112

*Adults as learners: Increasing participation and facilitating learning* (book review), IV:ii:68

"Adults in mid-career change: Case studies for advisors," VII:ii:16-26

"Advising adults from the commuter perspective," IX:i:67-75

"Advising and counseling adult learners" (book review), IV:ii:57-58

"Applying adult development strategies" (book review), X:ii:126


"Differences in traditional and nontraditional students' preferences for advising services and perceptions of services received," XII:ii:5-12

"Effective teaching and mentoring: Realizing the transformational power of adult learning experiences" (book review), VIII:ii:74-75


"Enhancing transfer," XIV:i:4-7

How Americans in transition study for college credit (book review), IX:i:116-117

"The impact of administrative support and institutional type on adult learner services," VIII:ii:7-16

*Improving higher education environments for adults: Responsive programs and services from entry to departure* (book reviews), IX:i:113-114; X:ii:95-96

*Issues in adult career counseling* (book review), VIII:ii:113-114


Learning to listen, learning to teach: The power of dialogue in educating adults (book review), XV:ii:59-60

Living the possible dream: The single parent's guide to college success (book review), XIII:i:87-88

"NACADA and its commitment to adult learners," IX:iii:i:51-53


"Nontraditional and traditional student persisters and nonpersisters in the community and technical colleges," IV:ii:47-57

"O'Banion's advising model and the adult student," XIV:iv:i:96-102

"Pioneering new support systems for non-traditional baccalaureate students: Interactional advising and peer mentoring," VII:ii:77-82


"Retention of adult college students," VII:ii:7-19


in academic difficulty


women

"Addressing the needs of returning women" (book review), IX:ii:114-115

"Differences between older women undergraduates when compared by marital status," IX:ii:55-66

*Advising, role on campus*

"The complete advisor: President's address," X:ii:5-7

"Developing the advising 'tool kit,'" VIII:ii:81-84

"Enhancing the role of academic advising on the college campus," VIII:i:3-6

"I don't think we can do it alone," IX:ii:86-88

*Advising approaches*

alumni advising

"Student organizations as resources for advisors," IX:ii:33-36

analytical

"Preserving faculty time for analytical advising in a high student-to-faculty ratio," VI:ii:27-38

comprehensive

"A comprehensive advising effort," VI:ii:71-76

"Life planning: Enabling comprehensive advising at small institutions," IX:ii:81-83

"The necessity for a comprehensive advising system," I:ii:29-32

"Student portfolios: A comprehensive approach to academic advisement," XIV:i:46-49

"Using a comprehensive academic intervention program in the retention of high-risk students," VIII:i:29-34

customer service


developmental (see Developmental advising)

faculty (see Faculty advising/advisors)

interactional

"Pioneering new support systems for non-traditional baccalaureate students: Interactional advising and peer mentoring," VII:ii:77-82

intrusive

"Centralized intrusive advising and undergraduate retention," IX:ii:39-45

"The impact of an academic advising program: A case study," III:i:57-63

"Intrusive advising of freshmen in academic difficulty," VIII:ii:27-33
“Retention strategies for high-risk students at a four-year university,” X:i:22-25
“Student satisfaction with faculty advisors in an intrusive advising program,” VII:ii:31-33

**organizational**

“The agile academic advisor,” XIV:ii:68-70

**peer (see Peer advising/advisors)**

**prescriptive**

“Developmental versus prescriptive advising: Must it be one or the other?,” XIV:ii:76-79
“The prescriptive relationship in academic advising as an appropriate developmental intervention with multicultural populations,” XIV:ii:108-111

**self-advising**

“Choosing a major: Self-help material developed by advisors,” IX:i:75-80
“A computer-based, student-operated advising system for education majors,” IX:i:25-32

**Advising centers**

“Centralized intrusive advising and undergraduate retention,” IX:i:39-45
“Expanding the advising team,” IX:i:25-30
“The impact of advising skills upon the effectiveness of the departmental academic advising center,” I:i:47-55
“Marketing your advising center,” IX:i:84-85
“Utilizing college advising centers to facilitate and revitalize academic advising,” I:i:13-23

**Advising coordinator (see Personnel)**

† **Advising profession**

“Academic advising as dialectic,” XIV:ii:85-88

Academic advising: Getting us through the eighties (book review), IX:i:101-102
“Academic advising: The challenge of the 90s,” XIII:i:6-8

Academic workplace: New demands, heightened tensions (book review), VII:i:123

“Advising as a profession,” VIII:ii:59-64


“Analysis of the unionization of academic advisors,” XI:i:35-40

“Defining the role of academic advising in the institutional setting: The next phase,” I:i:1-8

“Determinants of MBA advisor job satisfaction: An exploratory study,” XV:i:36-43

“Developmental academic advising: Do handicapped advisors have an advantage?,” IX:i:5-10

“Did I hear you say?,” I:i:16-18

“Faculty development: The advising coordinator’s changing scene,” VIII:ii:31-42

Handbook of academic advising (book review), XIII:i:57-58

“How far have we come—really?,” XII:i:32-34

“Issues in academic advising revisited,” VIII:ii:49-58

“Letter: Publish or perish in advising breeding sloppy scholarship?,” IX:i:62

“Letter: Reply to Faye N. Vowell,” IX:i:52

“The professional advisor,” IX:i:63-68

“The role of professional academic advisors in curriculum development grants,” XI:i:30-34

“Show us the future: The challenges facing academic advising,” VII:ii:5-11

The status and future of academic advising: Problems and promise (book review), X:i:65-67

“A survey of graduate programs addressing the preparation of professional academic advisors,” VII:i:43-47

“Training future academic advisors: One model of a pre-service approach,” I:i:35-40

**consulting**

And on the seventh day (book review), VI:i:101-102

“Some principles of effective advising consulting,” V:i:77-82

**Advising systems (see Administrative organizational systems)**

Advisor burnout (see Stress management)

Advisor Perception Inventory (see Instruments)

**Advisor role**

“Academic advising ain’t what it used to be: Strangers in the university,” XV:i:44-47

“Academic advising in higher education: A developmental approach for college students of all ages,” I:i:12-23

“Advising as teaching,” X:ii:48

“Approaching a definitive position on academic advising,” VII:ii:3-4

“A brief attempt at defining academic advising,” VIII:ii:48

“A caring attitude and academic advising,” IX:i:43-48

“The compleat advisor: President’s address,” I:i:5-7

“Defining the role of academic advising in the institutional setting: The next phase,” I:i:1-8

“Did I hear you say?,” I:i:16-18

“Educating for citizenship through experiential learning: The advisor’s role,” VIII:ii:77-80

“Enhancing the role of academic advising on the college campus,” VIII:ii:3-6

“From the editor,” XI:i:3-4

“Improving the effectiveness of advisory services through performance appraisal,” X:i:26-29

“On the ideal of mentorship,” VIII:i:96-102

“Problem areas for the student on probation: The role of the academic advisor,” I:i:56-58

“Student priorities for academic advising: Do they want a personal relationship?,” IX:i:33-38

“What’s an advisor to do?,” IX:i:9-11

**change agent**

“The academic advisor as an environmental change agent,” VII:ii:43-46

“Changing the campus environment,” XIV:ii:32-37

“Peer advisors: Agents of change for high-risk students,” I:i:9-15

“Planned change projects in academic advising: A NACADA research grant report,” XIV:ii:43-45

**Advisor stress (see Stress management)**

† **Advisor training**

“Advising and causal attribution theory,” I:i:1-7

“Advising for the advisor,” IV:i:41-51

NACADA Journal Volume 15 (2) Fall 1995
A customer service approach to advising: Theory and application," XII:i:49-58
Ethics in academic advising," XIII:i:53-61
A survey of graduate programs addressing the preparation of professional academic advisors," VI:i:43-47
"Training future academic advisors: One model of a pre-service approach," II:i:35-40
*Affirmative action for students
"Solving the probation puzzle: A student affirma-
tive action program," VIII:i:34-45
†African American students
Blacks in college (book review), V:i:85-87
The Black student's guide to college success (book review), XIV:i:51
Black student/White counselor: Developing effective rela-
tionships (book review), VIII:i:97-98
Historically Black colleges and universities: Their place in
American higher education (book review), XV:i:55
"Intragroup differences between Black native and
transfer students at a predominantly White university:
Implications for advising," XVi:31-35
"Perceived importance of role models and its rela-
tionship with minority student satisfaction and academic
performance," XV:i:48-51
"Some resources for advising minority students:
CESHEP, Black colleges and Black members of
NACADA," VI:i:83-88
Athletics
"Advising Black student-athletes," VI:i:3-11
"Advising of Black student-athletes: Twelve recommenda-
tions," VI:i:19-21
"Democratic pluralism: Placing African-American
student-athletes in the context of a new agenda for
higher education," XI:i:28-109
Responses to Harry Edwards, XI:i:109-118
Retention
"The impact of developmental advising for high-
achieving minority students., VIII:i:23-26
"Orientation for African-American students at a
small, liberal arts college," XII:i:4-8
Alcoholism (see Substance abuse)
†Alternatives advising
(see also Major changing and Major selection)
"Advising major-changers: Students in transition," XII:i:29-27
"Change of major and academic success," IV:i:39-45
"Change of major and use of academic resources," V:i:35-40
"Developmental advising of undeclared students
using an integrated model of student growth," VI:i:1-69
"Students needing academic alternative advising: A
national survey," VI:i:77-84
"Undecided, multiple change, and decided students:
How different are they?" IX:i:46-50
Alumni advising (see Advising approaches)
American College Testing Program (see ACT)
Anxiety in students (see Student anxiety)
Approaches to advising (see Advising approaches)

†Asian American students
"Perceived importance of role models and its rela-
tionship with minority student satisfaction and academic
performance," XV:i:48-51
Athletes (see Student-athletes)
*Athletics
(see also Student-athletes)
"Academic advisors in athletics lead the way," XIV:i:66-67
The character of American higher education and intercol-
legiate sport (book review), XII:i:52-53
Attitudes of students (see Student attitudes)
Attrition (see Student attrition)

B
* Bibliographies
"Adult learners: Characteristics, concerns, and chal-
enges to higher education—A bibliography," IX:i:119-122
"Annotated bibliography of recent research related to
"Contemporary issues in intercollegiate athletics—An
annotated bibliography and a proposed course out-
line: 'Contemporary issues in collegiate sports'," VI:i:39-51
The freshman year experience in American higher educa-
tion: An annotated bibliography (book review), XII:i:69
Black students (see African American students)
Buckley Amendment, the (see Privacy, students' rights of)
Burnout (see Stress management)
Business students (see Departmental/course advising)

C
Campus environment
"The academic advisor as an environmental change
agent," VII:i:43-46
"Advising systems and institutional coordination," V:i:41-49
"Changing the campus environment," XIV:i:32-37
The four cultures of the academy: Insights and strategies for
improving leadership in collegiate organizations (book
review), XIV:i:55-57
Improving state and campus environments for quality and
diversity: A selfassessment (book review), XIV:i:61
Involving colleges: Successful approaches to fostering stu-
dent learning and development outside the classroom
(book review), XII:i:58-59
Piled higher and deeper: The folklore of campus life (book
review), XII:i:76-77
"Sexual harassment: Everybody’s problem,” XIII:i:48-55

Community building
“Building community in freshman year,” III:i:47-52
Campus life: In search of community (book review), XII:i:130-131
Creating community on college campuses (book review), XIV:i:144-145
Designing campus activities to foster a sense of community (book review), XIV:i:145
Diversity, disunity, and campus community (book review), XIV:i:146
“From the editor,” XIII:i:3-4

Campus safety
“Male sexual violence and higher education,” XII:i:49-55
“Security on campus: An academic matter?,” XI:i:61-63
Wide awake: A guide to safe campus living in the 90’s (book review), XI:i:92-93

Career advising
“Academic planning as a career strategy,” VII:i:87-89
“ACT as a strategic resource in enhancing the advising process,” I:ii:1-11
“Adults in mid-career change: Case studies for advisors,” VII:i:16-26
Aside from teaching, what in the world can you do? (book review), III:i:69-70
“An assessment of the perceived utility of various college majors,” I:i:8-17
Career choice and development: Applying contemporary theories to practice (book review), VII:i:93-95
Career guidance through the life span: Systematic approaches (book review), I:i:55-56
“Career indecision: A dilemma and a solution,” III:i:3-58
Career planning and decision-making for college-Instructor’s guide (book review), III:i:98-99
Career planning for the 1990’s: A guide for today’s graduates (book review), XII:i:60-61; XII:i:376
Careers in foreign languages: A handbook (book review), III:i:61
“The challenge of career education to the arts and sciences,” I:ii:37-47
College majors and careers: A resource guide for effective life planning (book review), XV:i:53-54
Designing careers (book review), VI:i:121-122
“Everything you need to know about career development you already know,” XII:i:42-48
Facilitating students’ career development (book review), I:i:60-61
Internships (book review), III:i:70-72
Issues in adult career counseling (book review), VIII:i:113-114
Jobs in arts and media management (book review), XIV:i:149-150

Life designing in the market of the future,” III:i:49-55
“Maximizing career-oriented academic advising at the departmental level,” III:i:17-20
The new professional: Everything you need to know for a great first year on the job (book review), XII:i:70-71
“Open options advising at Iowa State University: An integrated advising and career planning model,” III:i:39-48
Peterson’s job opportunities for engineering, science, and computer graduates: 1991 (book review), XII:i:75-76
“Placement data and advising: Handle with flair but care,” IV:i:59-65
Put your degree to work (book review), I:i:53-54
Questers—Dare to change your job—and your life (book review), IX:i:127-128
Radio and television career directory (book review), XV:i:66-67
“An skills approach to career development,” III:i:13-16
Straight talk on careers: 80 pros take you into their professions (book review), XII:i:82-83
“Students decided and undecided about career choice: A comparison of college achievement and student involvement,” XVI:i:22-30
To work: A guide for women college graduates (book review), III:i:85-86
Voyage: A chartbook for career/life planning (book review), I:i:87

Teach for America
“The driven—yet undirected—generation...and the difference we can make,” XII:i:56-58
Career Maturity Inventory (see Instruments)
Centralized advising (see Advising centers)
CESHEP (Consultants in Evaluating & Surveying Higher Education Programs)
“Minority advising resources: An example of consultative services,” I:i:30-3
“Some resources for advising minority students: CESHEP, Black colleges and Black members of NACADA,” IV:i:83-88
Change agents (see Advisor role)
Characteristics, student (see Student characteristics)
Chemical dependency (see Substance abuse)
Church-related colleges (see Religion and religious colleges and universities)
Citizenship (see Values education)
Civic learning (see Values education)
Clearinghouse on Higher Education
“Academic advising: ERIC as a resource,” II:i:1-13
Cognitive style
“Applying cognitive development theory in the advising setting,” VI:i:13-18
“Improving advising through the use of cognitive style,” IV:i:17-22
Learning styles: Implications for improving educational practices (book review), X:i:64-65
"Validation of the Learning and Study Strategies inventory with a sample of students in nursing," XI:i:5-13
"Why poets just don't get it in the physics classroom: Stalking the second tier in the sciences," XIII:i:42-44

*College admission*
"An analysis of an enrollment control program at an open admission university," IX:i:10-24
College admissions and counseling: A handbook for the profession (book review), IV:i:99-100
Getting into college (book review), I:i:60-61
Getting into college: A guide for students and parents (book review), XIII:i:83

College environment (see Campus environment)

College selection
College choice: Understanding student enrollment behavior (book review), XIV:i:52-53
College match: A blueprint for choosing the best school for you! (book review), XVI:i:53
The complete guide to college visits (book review), XIV:i:153
Looking beyond the ivy league: Finding the college that's right for you (book review), XII:i:69-70

College Student Personnel Abstracts
"Academic advising literature since 1965: A College Student Personnel Abstracts review," I:i:14-23

*Communication*
"Communication apprehension and academic advising: Advising the communicatively apprehensive student," X:ii:130-133
"Did I hear you say?" I:i:16-18
Effective communication for academic chairs (book review), XIV:i:147-148
"Effects of forms of address on advisees' perceptions of advisors," X:i:14-19
Essential interviewing: A programmed approach in effective communication (book review), II:ii:57-58
"Overcoming communication barriers in advising," IV:i:70-73
Gender differences
"Cross talk on campus: Collegiality and hostility," XV:ii:34-40

Community (see Campus environment)
Community college, transfer from (see Transfer student advising and matriculation)

*Community colleges*
"An academic advising model," XIV:ii:10-16
The American community college (book review), IV:i:69
Between a rock and a hard place: The at-risk student in the open-door college (book review), XV:i:52
Bridges to opportunity: Are community colleges meeting the transfer needs of minority students? (book review), XII:i:90
Democracy's open door: The community college in America's future (book review), XV:ii:54-55
"A different approach to an old problem," VI:i:83-88

Nontraditional and traditional student persisters and nonpersisters in the community and technical colleges," IV:i:47-57
"A positive approach to student retention: The academic advising, intervention and monitoring system," V:ii:19-24
"Reflections in a rearview mirror—Revisiting the O'Banion model," XII:i:39-42

Community service (see Values education)

*Commuting students*
"Advising adults from the commuter perspective," I:i:67-75
The student as commuter: Developing a comprehensive institutional response (book review), XIII:i:99-100

Comprehensive advising (see Advising approaches)

*Computer-assisted advising*
"The classroom as an institutional resource: An example in computer-assisted advising," I:i:76-89
"The compleat advisor: President's address," X:i:5-7
"Computer-assisted advising: The next agenda item for computer development," IX:i:33-39
"A computer-based, student-operated advising system for education majors," IX:i:25-32
"Computerized grade calculations for academic advisors," XIV:ii:138-140
Computers in guidance, counseling, and psychotherapy (book review), XIII:i:79-80
"Evaluation of a computer-assisted advising system," XII:ii:21-27
"Preadmission student advising: A prototype computerized system," XII:i:42-47
"Using computer technology to aid faculty advising," V:ii:51-61

ACADV
"Computer communications for advisors," XIII:i:27-33

Constructive developmental theory (see Philosophies and theories of advising)

Consultants in Evaluating & Surveying Higher Education Programs (see CESHEP)
Consulting (see Advising profession)

Continuous Quality Improvement (CQI)
(see also Total Quality Management)
Continuous quality improvement: Making the transition to education (book review), XIV:i:143-144
"Continuous quality improvement: Transforming advising using a META approach," XIV:ii:134-137

Cooperative Institutional Research Program (CIRP)
"Students decided and undecided about career choice: A comparison of college achievement and student involvement," XV:i:22-30

*Counseling*
Counseling American minorities: A cross-cultural perspective (book review), XII:i:62-65
"Identifying and referring troubled students: A primer for academic advisors," XIII:i:94-41

Culturally diverse students (see also Multicultural issues)
Subject Index

Bridges to opportunity: Are community colleges meeting the transfer needs of minority students? (book review), Xii:i:90


The effect of assessment on minority student participation (book review), XII:i:65-64

Fostering minority access in higher education: The role of urban community colleges and universities (book review), VIII:i:93-95

Helpful hints for advising and counseling minority students in predominantly White colleges and universities (book review), VIII:i:87-89

"The impact of developmental advising for high-achieving minority students," VIII:ii:23-26

The invisible tapestry: Culture in American colleges and universities (book review), X:ii:45

A kind of passport: A basic writing adjunct program and the challenge of student diversity (book review), XIV:ii:150-151

"Minority advising resources: An example of consultative services," III:ii:30-34

Minority organizations: A national directory (book review), X:ii:151

"The prescriptive relationship in academic advising as an appropriate developmental intervention with multicultural populations," XIV:ii:108-111

Responding to the needs of today's minority students (book review), VIII:i:87-89


Serving culturally diverse populations (book review), XII:i:80-82

"Some resources for advising minority students: CESHAP, Black colleges and Black members of NACADA," IV:ii:85-88

Curricular advising (see Departmental/course advising)

*Curriculum development

"A counseling service's review of a general education curriculum," VIII:i:63-71

"The role of professional academic advisors in curriculum development grants," X:ii:30-34

Customer service (see Advising approaches)

D

*Decision making


Defamation (see Legal issues)

Delivery of advising (see Administrative organizational systems)

†Departmental/course advising


"The effect of multiple roles on women majoring in education," XII:i:9-14

"Helping students choose courses," X:ii:51

"The impact of advising skills upon the effectiveness of the departmental academic advising center," I:ii:47-55

"Maximizing career-oriented academic advising at the departmental level," III:i:17-20

Selecting a thinking skills program (book review), XIII:i:97-98

They're not dumb, they're different: Stalking the second tier (book review), XI:i:99-101

arts and science

"The challenge of career education to the arts and sciences," II:ii:37-47

Liberal arts and community: The feeding of the larger body (book review), XIII:ii:62

business

"Determinants of MBA advisor job satisfaction: An exploratory study," XVI:i:36-43

"Peer advising in a school of business," V:i:17-26


"Student organizations as resources for advisors," X:ii:33-36

Who's going to run General Motors?: What college students need to learn today to become the business leaders of tomorrow (book review), XII:i:85-86

computer science

American university programs in computer science—Their facilities, resources, and course offerings (book review), V:i:92-93

Peterson's job opportunities for engineering, science, and computer graduates: 1991 (book review), XII:i:75-76

education


"Advising future teachers in an era of educational reform," VII:i:73-72

engineering


"Engineering students' use of and satisfaction with faculty and professional academic advising systems," X:ii:37-43

"Freshman decidedness regarding academic major and anticipated and actual adjustment to an engineering college," X:ii:20-26

"Gender-related differences in engineering students," VII:ii:35-45

"Investigating the motivations of the pre-engineering major," V:i:83-92

Peterson's job opportunities for engineering, science, and computer graduates: 1991 (book review), XII:i:75-76

"Predictors of persistence and success in an engineering program," XV:ii:15-21


English/composition

Writing ourselves into the story: Unheard voices from composition studies (book review), XIV:ii:156-157

NACADA Journal Volume 15 (2) Fall 1995
foreign language
- "The foreign language requirement: advising the anxious student," VII:i:45-52

health and medicine
- Allied health education directory (book review), XV:ii:44-45
- Medical school admissions: The insider's guide (book review), XIII:i:88-90
- Plan for success: An organizing guide for prehealth professions students (book review), XIII:i:50-91

"The unsuccessful medical school applicant: A challenge in advising," II:i:48-51

mathematics
- "When math is a college requirement," VII:i:69-71

physical education and athletics
- "Academic advisors in athletics lead the way," XIV:ii:66-67
- "A comprehensive advising effort," V:i:71-75

psychology
- "An effective peer advising program in a large psychology department," XV:i:41-43
- Graduate study in psychology and associated fields (book review), X:i:68-69
- Is psychology for them?: A guide to undergraduate advising (book review), X:i:69-70
- Preparing for graduate study in psychology: Not for seniors only (book review), X:i:68-69

science
- Peterson's job opportunities for engineering, science, and computer graduates: 1991 (book review), XII:i:75-76
- "They're not dumb, they're different: Stalking the second tier (book review), X:i:97-99
- "Why poets just don't get it in the physics classroom: Stalking the second tier in the sciences," XII:i:42-44

social science

Developmental advising
- "Academic advising in higher education: A developmental approach for college students of all ages," I:i:12-23
- "An academic advising model," XIV:i:10-16
- "Advising from a constructive developmental perspective," XIV:i:25-31
- "Applying cognitive development theory in the advising setting," VI:i:13-18
- "Developing a faculty mentoring program: An experiment," II:i:47-58
- Developmental academic advising (book review), VIII:i:87-90

"Developmental academic advising: Do handicapped advisors have an advantage?"; IX:i:5-10
"Developmental academic advising: What do students want?"; I:vi:5-13
"Developmental advising: Practices and attitudes of faculty advisors," XIII:i:15-20
"Developmental advising: The elusive ideal," XIV:i:71-75
"Developmental advising: Where teaching and learning intersect," XIV:i:43-49
"The Developmental Advising Inventory: A new approach to academic advising," X:i:34-50
"Developmental advising of undeclared students using an integrated model of student growth," V:i:61-69
"Developmental advising through life roles: Leisure and leadership," VIII:i:17-22

Developmental approaches to academic advising (book review), VI:ii:103-104

Developmental counseling and teaching (book review), XIII:i:65-66
- "The developmental student: Advising challenge of the 1980's," II:i:8-12
- "Developmental versus prescriptive advising: Must it be one or the other?", XIV:i:76-79
- "A developmental view of academic advising as teaching," XIV:i:5-16
- "Differences in traditional and nontraditional students' preferences for advising services and perceptions of services received," XII:i:5-12
- "From principle to practice: Pain or gain?", XIV:i:80-84
- "The impact of developmental advising for high-achieving minority students," VIII:i:ii:23-26
- "Impediments to developmental advising," XIV:i:105-107
- "The Myers-Briggs Type Indicator: A resource for developmental advising," IV:i:75-81
- "O'Banion's advising model and the adult student," XIV:i:95-102
- "O'Banion revisited: Now more than ever," XIV:ii:89-91
- "The prescriptive relationship in academic advising as an appropriate developmental intervention with multicultural populations," XIV:i:ii:108-111
- "Retrospect and prospect," XIV:ii:117-119
- "The role of university residence halls in the academic advising process," VI:i:ii:57-75
- "Student preferences for personal contact in a student-faculty advising relationship," VII:ii:34-40
Subject Index

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflecting in a rearview mirror—Revisiting the O'Banion model</td>
<td>XIVii:39-42</td>
</tr>
<tr>
<td>Developmental education students (see also Academic difficulty, students in)</td>
<td></td>
</tr>
<tr>
<td>The developmental student: Advising challenge of the 1980's</td>
<td>III:i:8-12</td>
</tr>
<tr>
<td>Distance education</td>
<td></td>
</tr>
<tr>
<td>Distance education: The foundations of effective practice</td>
<td>(book reviews), XVii:56-57; Xvi:i:50-52</td>
</tr>
<tr>
<td>Our electronic university: A guide to distance learning</td>
<td>(book review), Xvi:i:56-57</td>
</tr>
<tr>
<td>Reaching learners through telecommunications</td>
<td>(book review), Xvi:i:56-57</td>
</tr>
<tr>
<td>Drug abuse (see Substance abuse)</td>
<td></td>
</tr>
</tbody>
</table>

E

Ednet (see Computer-assisted advising)

Educational objectives (see Student educational objectives)

Educational planning

Academic planning as a career strategy | VII:i:87-89 |

Education outcomes (see Outcomes of education)

Education reform

Educational leadership in an age of reform | (book review), XIII:i:55-56 |

Education without compromise: From chaos to coherence in higher education | (book review), XI:i:138-140 |

Teachers for our nation's schools | (book review), Xvi:i:60 |

Education students (see Departmental/course advising)

Engineering students (see Departmental/course advising)

Enrollment control programs (ECP)

An analysis of an enrollment control program at an open admission university | IX:i:16-24 |

ERIC

Academic advising: ERIC as a resource | II:i:1-13 |

Maintaining advising excellence: Keeping up with ERIC | IVii:i:17-32 |

Ethics

Ethics and higher education | (book review), XIIii:64-67 |

Ethics in academic advising | XIII:i:53-61 |

Evaluation and assessment

Academic advising: And different expectations | Vii:i:99-105 |

Academic advising evaluation: A review of assessment instruments | VIII:i:52-62 |

ACT as a strategic resource in enhancing the advising process | IVii:i:1-11 |

Advising: Small wins in institutional development | VI:i:39-43 |

Advising alliances: Sharing responsibility for student success | XVi:i:54-58 |

Analysis of student and faculty opinion of academic advising services | VII:i:49-61 |

The art and science of academic advising: A case study | VII:i:49-55 |

Back to the future: Crookston and O'Banion revisited | XVi:i:35-38 |
"CAS general standards and guidelines for student services/development programs," X:ii:37-61
"Components of good advising: Differences in faculty and student perceptions," X:ii:30-36
"Council for the advancement of standards for student services/development programs: Standards and guidelines," X:i:52-60
"Delivering academic advising: Who, what and how?," X:ii:79-82
"Developmental academic advising: What do students want?" IV:i:5-13
"Developmental advising: Practices and attitudes of faculty advisors," X:ii:15-20
"Developmental advising: The elusive ideal," XIV:ii:71-75
"Enhancing the role of academic advising on the college campus," VIII:i:5-6
"Evaluating academic advising in a multiversity setting," XIII:i:34-42
"Evaluating academic advisors: Administrator and faculty perspectives," II:i:30-36
"Evaluation in student affairs (book review), II:i:97-98
"Evaluation of a computer-assisted advising system," XI:ii:21-27
"Evaluation of a pilot program of faculty advising at an urban commuter university," XII:i:28-33
"Factors students use when evaluating advisors," XI:i:28-33
"Fire! (ready, aim): Is criticism of faculty advising warranted?" XII:i:25-31
"The impact of an academic advising program: A case study," III:i:57-63
"Improving the effectiveness of advisory services through performance appraisal," X:i:26-29
"Issues in academic advising revisited," VIII:ii:49-58
"Planning and managing academic advising," IV:ii:29-37
"Some principles of effective advising consulting," VI:i:77-82
"Standards and guidelines for academic advising," VII:i:63-66
"Student and self-ratings of teacher-advisors," I:i:29-33
"Student evaluation: A model for improving advising services," VIII:ii:72-82
"Student perceptions of the developmental advisor-advisee relationship," VI:i:107-117
"Student priorities for academic advising: Do they want a personal relationship?" IX:i:33-38
"Student satisfaction with faculty advisors in an intrusive advising program," VII:ii:31-33
"Using student focus groups to evaluate academic support services," XII:i:38-41

instruments for
"Rating scales for the evaluation of academic advisors," XIV:ii:121-129
"Techniques and tools for improving advising," IV:ii:55-74
"Utilizing the Advisor Perception Inventory," VIII:ii:63-68

NACADA Journal  Volume 15 (2)  Fall 1995

of instructors
"How to grade your professors and other unexpected advice (book review), IX:ii:122-124

Expectations of advising
"The agile academic advisor," XIV:ii:68-70
"Analysis of student and faculty opinion of academic advising services," VII:ii:49-61
"Developmental academic advising: What do students want?" IV:ii:5-13
"Student and faculty expectations of academic advising," III:i:31-37
"Student preferences for personal contact in a student-faculty advising relationship," VII:ii:34-40
"Student priorities for academic advising: Do they want a personal relationship?" IX:i:33-38

*Experiential learning
"Educating for citizenship through experiential learning: The advisor’s role," VIII:ii:77-80

*Extracurricular activities
"The longitudinal relationship between extracurricular activities and congruence between initial and final major among college students," XIII:i:28-33

F
Faculty advising/advisors
(see also Departmental/course advising)
"Academic advising: More than a placebo?" I:i:24-28
"Advising as teaching," XII:i:4-8
"The advising coordinator: Managing from a one-down position," I:i:7-15
"Advising: Implications for faculty development," III:i:25-32
"Delivering academic advising: Who, what and how?" VI:i:69-75
"Developing a faculty mentoring program: An experiment," II:i:47-58
"Developmental advising: Practices and attitudes of faculty advisors," XIII:i:15-20
"Evaluation of a pilot program of faculty advising at an urban commuter university," XII:i:28-33
"Faculty advising: Help for student-athletes?" VI:i:67-79
"From the managing editor," XIII:i:4-5
"The impact of advising skills upon the effectiveness of the departmental academic advising center," II:i:47-55
"Impediments to developmental advising," XIV:ii:105-107
"Maximizing career-oriented academic advising at the departmental level," III:i:17-20
"On the ideal of mentorship," VIII:ii:96-102
"Organizational change and the improvement of faculty advising," III:i:21-29
"Peer advising: A supplement to, but not a substitute for, faculty advising." I:ii:41-43

Subject Index
Subject Index

"The professional advisor," IX:i:63-68
"Student and faculty expectations of academic advising," III:i:31-37
"Student satisfaction with faculty advisors in an intrusive advising program," VII:i:31-33
"Using computer technology to aid faculty advising," VII:i:51-61
"Using faculty to advise new students," VII:i:62-66

different from student affairs professionals
  * From the editor," XVI:i:3-4

evaluation and assessment
  "Developmental advising: Practices and attitudes of faculty advisors," XIII:i:15-20
  "Evaluation academic advisors: Administrator and faculty perspectives," II:i:30-36
  "Fire! (ready, aim): Is criticism of faculty advising warranted?" IV:i:25-31
  "The impact of an academic advising program: A case study," III:i:57-63
  "Some principles of effective advising consulting," V:i:77-82
  "Student and self-ratings of teacher-advisors," I:i:29-33
  "Student perceptions of the developmental advisor-advisee relationship," VI:i:107-117

incentives for
  "Advising for the advisor," IV:i:41-51
  "Faculty development: The advising coordinator's changing scene," VII:i:31-42
  "Rewards for academic advising: An evaluation," III:i:53-60

time management
  "Preserving faculty time for analytical advising in a high student-to-faculty ratio," VI:i:27-38

Faculty consulting
  And on the seventh day (book review), VI:i:101-102
  *Faculty development
    "Advising for the advisor," IV:i:41-51
    "Advising: Implications for faculty development," III:i:25-32
    "Advising: Small wins in institutional development," V:i:39-43
    Enhancing faculty careers: Strategies for development and renewal (book review), XIII:i:56-57
    "Faculty development: The advising coordinator's changing scene," VII:i:31-42
    Faculty job satisfaction: Women and minorities in peril (book review), XIV:i:55
    The new faculty member (book review), XIII:i:62-64
    Publication sources in educational leadership (book review), XII:i:123
    Teaching students to think critically: A guide for faculty in all disciplines (book review), VII:i:76

Financial aid
  Fund your way through college (book review), XIII:i:82

First-year students (see Freshmen)

Foreign language requirement (see General education)

Foreign students (see International students)

Fraternities and sororities on the contemporary college campus (book review), IX:i:105
"Student organizations as resources for advisors," IX:i:33-36

Free speech
  How the first amendment applies to offensive expression on the campuses of public colleges and universities (book review), XIII:i:61-62

†Freshmen
  (see also Adjustment to college)
  "Academic advising with peer advisors and college freshmen," VI:i:1-7
  "Changes in social and academic integration in freshmen of high and average ability: Implications for retention," XV:i:9-19
  College smart: The official freshman handbook (book review), XII:i:76
  "Developing a faculty mentoring program: An experiment," II:i:47-58
  "Developing an effective delivery system-The freshman advising program," VII:i:41-42
  "Experiential counterparts of test-induced disillusionment during freshman adjustment to college," XII:i:13-22
  The freshman year experience (book review), XI:i:67-68
  The freshman year experience in American higher education: An annotated bibliography (book review), XII:i:69
  "Honors and nonhonors freshmen: Demographics, attitudes, interests, and behaviors," XIII:i:43-52
  How to survive at college (book review), VII:i:90-93
  "Interventions using scales measuring expected and actual adjustment to college," XIII:i:9-17
  "Intrusive advising of freshmen in academic difficulty," VII:i:27-33
  "Measuring expectations about college adjustment," XII:i:23-32
  Perspectives on the freshman year: Views on the critical first year (book review), XII:i:73-75
  "Relationship of time of preregistration and academic achievement of university freshmen," II:i:54-58
  Residuum programs and the first-year experience (book review), XIII:i:97
  Teaching college freshmen (book review), XII:i:83-84
  "The university college: A NACADA research grant report," IV:i:38-42
  "The Ursinus College Freshman Advising Program," VII:i:20-22
  "Using faculty to advise new students," VII:i:62-66

course/seminar
  "Academic responsibility: Can it be taught?" IX:i:17-24
  "The effects of a freshman seminar on at-risk under-, over-, and low achievers," XV:i:8-14
  The freshman orientation seminar: A research-based rationale for its value, delivery, and content (book review), XII:i:68-69

NACADA Journal Volume 15 (2) Fall 1995
National survey of freshman seminar programming (book review), X:ii:61-62

Write at the start: A guide to using writing in freshman seminar (book review), XV:ii:79-71

major selection

"Freshman decidedness regarding academic major and anticipated and actual adjustment to an engineering college," X:ii:20-26

orientation (see Orientation)

G

Gender issues

(see also Women students and professionals)

"An assessment of the perceived utility of various college majors," X:ii:8-17

"Cross talk on campus: Collegiality and hostility," XV:ii:34-40

Faculty job satisfaction: Women and minorities in peril (book review), XIV:ii:55

"Male sexual violence and higher education," XIII:ii:45-49

Opening the American mind: Race, ethnicity, and gender in higher education (book review), XV:ii:62-63

The pursuit of race and gender equity in American academe (book review), XII:ii:77-80

Realizing gender equality in higher education: The need to integrate work/family issues (book review), XIII:ii:95-97

*General education


"A counseling service's review of a general education curriculum," VIII:ii:63-71

"The foreign language requirement: Advising the anxious student," VI:ii:45-52

"When math is a college requirement," VII:ii:69-71

Goals for education (see Student educational objectives)

Graduate placement data

"Placement data and advising: Handle with flair but care," IV:ii:59-65

Graduate programs

"The academic advisor's guide to quality rankings in various fields of study," XI:ii:57-74

The College Board index of majors and graduate degrees, 1993 (book review), XIV:ii:142-143


"A survey of graduate programs addressing the preparation of professional academic advisors," VI:ii:43-47

*Graduate students

Completing your doctoral dissertation or master's thesis in two semesters or less (book review), XIII:ii:53-54

"Factors influencing choice of graduate program and some implications for student advisement," XI:ii:14-20

Graduate study in psychology and associated fields (book review), XI:ii:68-69

The master's degree: Tradition, diversity, innovation (book review), VII:ii:77

"The mentoring-empowered model: Professional role functions in graduate student advisement," XIII:ii:21-26

"Orientation programming for graduate students: An institutional imperative," IX:ii:37-42

Preparing for graduate study in psychology: Not for seniors only! (book review), XI:ii:68-69

Put your degree to work (book review), I:ii:53-54

Successful dissertations and theses: A guide to graduate student research from proposal to completion (book review), XIV:ii:68-69

Take the bar and beat me: An irreverent look at law school and career choices for prelaw, law students, and advanced prelaw students—and the people who once loved them (book review), XIII:ii:67-68

"The unsuccessful medical school applicant: A challenge in advising," II:ii:48-51

*Grants

Getting funded: A complete guide to proposal writing (book review), XIV:ii:57-58

"The role of professional academic advisors in curriculum development grants," IX:ii:30-34

Greek life (see Fraternities and sororities)

H

†Handbooks for advising

Handbook of academic advising (book review), XIII:ii:57-58

"Producing a comprehensive academic advising handbook," II:ii:61-68


*Higher education

Business and higher education: Toward new alliances (book review), V:ii:90-91

Marketing in higher education (book review), V:ii:89-90

condition of


Cultural literacy: What every American should know (book review), VIII:ii:115

Education without impact: How our universities fail the young (book review), XIV:ii:146-147

The evidence for quality (book review), XV:ii:54-55

Higher education and the public trust: Improving stature in colleges and universities (book review), IX:ii:104

Higher education in a changing economy (book review), XII:ii:67-69

Higher education in a learning society: Meeting the demands for education and training (book review), IX:ii:117-118

"The impact of college on students: Myths, rational myths, and some other things that may not be true," XV:ii:26-33

NACADA Journal Volume 15 (2) Fall 1995

123
Subject Index

Killing the spirit: Higher education in America (book review), XI:i:127-130
Liberal arts and community: The feeding of the larger body (book review), XIII:i:62
Liberal education in transition (book review), VI:i:100-101
The modern American college (book review), III:i:58-60
Popular education and its discontents (book review), XIII:i:64-65
current issues in
curriculum reform
Education without compromise: From chaos to coherence in higher education (book review), XII:i:138-140
directories
Peterson's register of higher education (book review), XIII:i:58-59
Peterson's register of higher education, 1991 (book review), XI:i:93-95
ethical issues
Ethics and higher education (book review), XII:i:64-67
financial management
Budgeting for higher education at the state level: Enigma, paradox, and ritual (book review), XII:i:75-76
future of
Dateline 2000: The new higher education agenda (book review), XII:i:61-63
Inside college: Undergraduate education for the future (book review), XV:i:57-58
philosophies of
The idea of the university: A reexamination (book review), XV:i:57
standards in
Academic standards in higher education (book review), XIV:i:50
women
Fact book on women in higher education (book review), XII:i:67-68
Higher Education Abstracts
"Higher Education Abstracts: A new resource for academic advisors," IV:i:12-16
High risk students (see Academic difficulty, students in)
High school advising (see Preadmission advising)
History of advising
"Personal perspectives on the history of academic advising," VII:i:57-63
"Personal perspectives on the history of academic advising, part II," VIII:i:89-95
"Personal perspectives on the history of academic advising, part III," VIII:i:65-76
†Honor students
"Changes in social and academic integration in fresh- men of high and average ability: Implications for retention," XV:ii:9-19
"Honors and nonhonors freshmen: Demographics, attitudes, interests, and behaviors," XII:i:43-52
"A model for advising in an individualized undergraduate college," II:i:90-96
I
Incentives for advising (see Faculty advising/advisors)
Institutional development
*Instruction
"Advising as teaching," XII:i:4-8
Charting your course: How to prepare to teach more effectively (book review), XV:ii:46-47
Education for judgment: The artistry of discussion leadership (book reviews), XV:i:55-56, XVii:53-54
Improving your classroom teaching (book review), XV:i:55-56
Learning to listen, learning to teach: The power of dialogue in educating adults (book review), XV:ii:59-60
Teaching from a multicultural perspective (book review), XV:ii:60-61
gender issues
"Cross talk on campus: Collegiality and hostility," XV:ii:34-40
Instruments
ACT Alumni Survey
"An assessment of the perceived utility of various college majors," X:i:8-17
ACT Survey of Academic Advising
"Fire! (ready, aim): Is criticism of faculty advising warranted?," XIV:ii:25-31
Advisor Perception Inventory
"Utilizing the Advisor Perception Inventory," V:i:63-68
Anticipated Student Adaptation to College Questionnaire (ASACQ)
"Experiential counterparts of test-indicated disillusionment during freshman adjustment to college," XII:i:13-22
"Interventions using scales measuring expected and actual adjustment to college," XIII:i:9-17
"Measuring expectations about college adjustment," XII:i:25-32
Career Decision Kit

NACADA Journal Volume 15 (2) Fall 1995
Career Maturity Inventory (Attitude Scale)
"Change of major and academic success," IV:ii:39-45

Computerized Assessment of Teaching Systems (CATS)

International Advising (see Advising approaches)
"The Developmental Advising Inventory: A new approach to academic advising," XI:ii:34-50

Developmental Advising Inventory (DAI)
"Rating scales for the evaluation of academic advisors," XIV:ii:121-129
"Techniques and tools for improving advising," IV:ii:55-74

Learning and Study Strategies Inventory (LASSI)
"Validation of the Learning and Study Strategies Inventory with a sample of students in nursing," XI:ii:5-13

Myers-Briggs Type Indicator
"Improving advising through the use of cognitive style," I:ii:17-22
"The Myers-Briggs Type Indicator: A resource for developmental advising," IV:ii:75-81

Student Adaptation to College Questionnaire (SACQ)
"Experiential counterparts of test-indicated disillusionment during freshman adjustment to college," XII:ii:13-22
"Interventions using scales measuring expected and actual adjustment to college," XIII:ii:9-17
"Measuring expectations about college adjustment," XII:ii:23-32

International advising (see Advising approaches)
International advising
"An international perspective on academic advising: A report from students at a university in Saudi Arabia," VIII:ii:46-51

International students
"Advising international students at small colleges," II:i:52-56

Fields of study in U.S. colleges and universities (book review), I:ii:62-63
A practical guide for foreign visitors (book review), I:ii:62-63

Interviews, advisor/student (see Communication)
Intrusive advising (see Advising approaches)

J
Job search
(see also Resumes)
The complete job and career handbook: 101 ways to get from here to there (book review), XIV:ii:53-54

NACADA Journal Volume 15 (2) Fall 1995

Subject Index

L
Learning-disabled students (see Students, learning-disabled)
Learning and Study Strategies Inventory (see Instruments)
Learning style (see Cognitive style)
Leaving behavior (see Retention and Student attrition)

Legal issues
Academic integrity and student development: Legal issues and policy perspectives (book review), XIV:ii:141-142
The college, the Constitution, and the consumer student (book review), VIII:ii:73-74
Defamation issues in higher education (book review), XIII:ii:54-55
Educational malpractice: Liability of educators, school administrators, and school officials (book review), XV:ii:52-53
How the first amendment applies to offensive expression on the campuses of public colleges and universities (book review), XIII:ii:61-62
Legal implications of academic advising," VII:ii:83-86
Legal issues in faculty employment (book review), X:ii:85-89
Legal issues regarding academic advising," II:ii:41-46
Legal issues regarding academic advising: An update," IV:ii:89-95
"The legal limitations on statements made by advisors," VII:ii:64-68
Student legal issues (book review), XI:ii:83-89
Student services and the law: A handbook for practitioners (book review), X:ii:85-89
"Trends in defamation law: Let the advisor beware," XII:ii:34-41
"A trilogy of academic concerns for the academic advisor of student-athletes: General advising; litigation; and NCAA proposal number 48," III:ii:11-22

Student-athletes
"The student-athlete: Ethical and legal issues," VI:ii:53-66

Liberal arts and sciences (see Departmental/course advising)
Life planning
College majors and careers: A resource guide for effective life planning (book review), XV:ii:53-54
"Life planning: Enabling comprehensive advising at small institutions," IX:ii:81-83
Subject Index

*Lower class students
  *Lives on the boundary: A moving account of the struggles and achievements of America’s educational underclass (book review), XI:i:90-92

M

*Majors (student)
  (see also Alternatives advising)
The College Board index of majors and graduate degrees, 1993 (book review), XIV:i:142-143
College major-occupation index (book review), II:i:98-99
College majors and careers: A resource guide for effective life planning (book review), XV:i:53-54
  “Freshman decidedness regarding academic major and anticipated and actual adjustment to an engineering college,” X:ii:20-26
  “From the editor,” XI:i:3-4
  “Investigating the motivations of the pre-engineering major,” VII:i:83-92
  “The longitudinal relationship between extracurricular activities and congruence between initial and final major among college students,” XIII:i:28-33
changing
  “Advising major-changers: Students in transition,” XI:i:22-27
  “Change of major and use of academic resources,” VII:i:55-40
  “Students needing academic alternative advising: A national survey,” VII:i:77-84
selection
  “Academic planning as a career strategy,” VII:i:87-89
  “Choosing a major: Self-help material developed by advisors,” IX:i:75-80
The College Board guide to 150 popular college majors (book review), XIV:i:142-143
Management (see Administration)
Math anxiety (see Student anxiety)
Medical students (see Departmental/course advising)
Mentorship (see Faculty advising/advisors)
META (Measurement, Empowerment, Teamwork, and Advisee focus)
  “Continuous quality improvement: Transforming advising using a META approach,” XI:i:154-137
Minority students (see Culturally diverse students and Multicultural issues)
Models of advising systems (see Administrative organizational systems)
Multicultural issues
  Coloring the halls of ivy: Leadership and diversity in the academy (book review), XV:ii:47-48
  Cultural pluralism on campus (book review), XIII:i:80-82
  Dialogues for diversity: Community and ethnicity on campus (book review), XV:ii:50
  Facing racism in education (book review), XII:ii:77-80
  Faculty job satisfaction: Women and minorities in peril (book review), XIV:ii:55
  A handbook for developing multicultural awareness (book review), XIII:i:88-84
  Opening the American mind: Race, ethnicity, and gender in higher education (book review), XVI:ii:62-63
  The pursuit of race and gender equity in American academe (book review), XII:i:77-80
  Teaching from a multicultural perspective (book review), XV:ii:60-61
  Writing ourselves into the story: Unheard voices from composition studies (book review), XIV:i:156-157
Myers-Briggs Type Indicator (see Instruments)

N

NACADA
  “NACADA: A brief history,” XI:i:5-25
  “NACADA and its commitment to adult learners,” IX:i:51-53
  “NACADA statement of core values of academic advising,” XV:i:5-7
  “A report on the 1988 NACADA research award winners,” VIII:i:103-111
  “A summary of the 1989 NACADA award-winning research proposals,” IX:i:89-100
  awards
  directory
  future of
  Monograph Committee
    “NACADA: A brief history,” XI:i:5-25
  officers and directors
  research grant reports
    “Planned change projects in academic advising: A NACADA research grant report,” XIV:i:43-45
    “The university college: A NACADA research grant report,” XIV:i:38-42
  survey of members
    “Issues in academic advising revisited,” VIII:i:49-58
    “Planned change projects in academic advising: A NACADA research grant report,” XIV:i:43-45
    “Research priorities in academic advising: Results of survey of NACADA membership,” I:i:34-43
Task Force for Advising Adult Learners
  “The impact of administrative support and institutional type on adult learner services,” VIII:i:7-16
Task Force on Adult Learners
  “Differences in traditional and nontraditional students’ preferences for advising services and perceptions of services received,” XII:i:5-12

NACADA Journal Volume 15 (2) Fall 1995
"Toward a pragmatic philosophy of academic advising," I:i:16, I:i:1-6
"What's an advisor to do?" I:i:9-11
career development theory
"Everything you need to know about career development you already know," XII:i:42-48
cognitive development theory
"Applying cognitive development theory in the advising setting," VI:ii:13-18
constructive developmental theory
"Advising from a constructive developmental perspective," XIV:v:25-31
developmental theory
Philosophies of advising (see Philosophies and theories of advising)
*Placement
"Advising underprepared transfer students: Integrating English assessment and academic advising," XII:i:33-37
Placement reports
"Placement data and advising: Handle with flair but care," I:ii:9-11
*Portfolios
"Student portfolios: A comprehensive approach to academic advisement," XIV:i:46-49
Preadmission advising
Looking beyond the Ivy league: Finding the college that’s right for you (book review), XII:i:69-70
Peterson’s panic plan for the SAT (book review), XII:i:72
"Preadmission student advising: A prototype computerized system," XII:i:42-47
"Providing precollegiate assistance for high school athletes in a big city school district," VI:i:13-17
high school and elementary
Promoting success with at-risk students: Emerging perspectives and practical approaches (book review), XV:i:66
Preadmission advising (see Departmental/course advising)
Pre-Professional Skills Test (PPST)
"ACT scores predict success on the Pre-Professional Skills Test," XIII:i:93-97
Prescriptive advising (see Advising approaches)
*Privacy (students’ rights of)
"Legal issues regarding academic advising," I:i:41-46
"Legal issues regarding academic advising: An update," VI:i:89-95
"The legal limitations on statements made by advisors," VII:ii:64-68
Probation (see Academic probation)
Profession of advising (see Advising profession)
Professional development (see Personnel)
*Program development
"Developing academic programs: The climate for innovation (book review), X:ii:49
*Program improvement
"Continuous quality improvement: Transforming advising using a META approach," XIV:i:134-137
Promotion
"Marketing your advising center," IX:i:84-85
R
RaPe (see Sexual violence)
Readmitted students
"Academically deficient readmitted students: Are they really a high risk?" VII:i:41-47
"Making rational reinstatement decisions," VIII:i:18-21
"Predictors of success for academically dismissed students following readmission," XIV:i:8-12
"Response to 'Predictors of success for academically dismissed students following readmission'," XV:i:51
Referral systems (see Counseling)
Registration
"The registration process: Facilitating effective advising," I:i:19-23
"Relationship of time of preregistration and academic achievement of university freshmen," I:i:24-28
Reinstated students (see Readmitted students)
Religion and religious colleges and universities
*Research
"Academic advising literature since 1965: A College Student Personnel Abstracts review," II:i:14-23
By design: Planning research on higher education (book review), XIII:i:3-37
"Planned change projects in academic advising: A NACADA research grant report," XIV:i:43-45
"A report on the 1988 NACADA research award winners," VIII:i:103-111
"A summary of the 1989 award-winning research proposals," IX:i:89-100
"The university college: A NACADA research grant report," XIV:i:38-42
Cooperative Institutional Research Program (CIRP)
"Students decided and undecided about career choice: A comparison of college achievement and student involvement," XV:ii:22-30
current
"Maintaining advising excellence: Keeping up with ERIC," IV:i:17-32
NACADA Journal  Volume 15 (2)  Fall 1995
Incentives for
"Two for the seesaw: Academic advising and research," IV:i:1-4

Methodology
Using qualitative methods in institutional research (book review), XI:ii:155-156

Needs for
"Research priorities for academic advising: Results of survey of NACADA membership," I:i:34-43
"Two for the seesaw: Academic advising and research," IV:i:1-4

Related to Student-Athletes

Residence Halls and Residence Hall Advising
"Residence hall coordinators: Academic advising for 'undecided' students," III:i:44-46
Residence life programs and the first-year experience (book review), XIII:i:97
"The role of university residence halls in the academic advising process," VI:i:67-75

Resource Materials
(see also Bibliographies and Research)
"Academic advising: ERIC as a resource," II:i:1-13
"Academic advising literature since 1965: A College Student Personnel Abstracts review," I:i:14-23
"Adult learners: Characteristics, concerns, and challenges to higher education—A bibliography," IX:i:i:86-112
"Higher Education Abstracts: A new resource for academic advisors," IV:ii:12-16
"Legal issues regarding academic advising," II:i:41-46
"Maintaining advising excellence: Keeping up with ERIC," IV:i:37-32
"Minority advising resources: An example of consultative services," II:i:30-34
"A partnership to enhance the advising process," II:i:24-29
"Some resources for advising minority students: CESHEP, Black colleges and Black members of NACADA," IV:i:85-88
"Techniques and tools for improving advising," IV:ii:55-74

Student-Athletes
"Contemporary issues in intercollegiate athletics—An annotated bibliography and a proposed course outline: Contempoary issues in collegiate sports," VI:i:30-36

Responsibility (see Values Education)

Resumes (Personal)
Liberal arts power! What it is and how to sell it on your resume (book review), XIII:ii:86-87
The 90-minute resume: For job hunters who want top-notch results—fast! (book review), XII:ii:73

Retention
"Academic advising: More than a placebo?," I:i:24-28
"Academic advising to facilitate student retention," I:i:59-69
"Analysis of student and faculty opinion of academic advising services," VII:ii:49-61
"Centralized intrusive advising and undergraduate retention," IX:i:39-45
"Changes in social and academic integration in freshmen of high and average ability: Implications for retention," XV:ii:9-19
"The impact of an academic advising program: A case study," III:i:57-65
"Maslow's hierarchy and student retention," IX:i:69-74
"A positive approach to student retention: The academic advising, intervention and monitoring system," VII:i:19-24
"Predictors of persistence and success in an engineering program," X:ii:15-21
"Retention of adult college students," VII:ii:7-19
"Retention strategies for high-risk students at a four-year university," XII:ii:22-25
"Stated reasons for withdrawal and degrees of satisfaction among student persisters and nonpersisters," III:i:73-84
"A strategy to improve retention," III:i:65-72
Undergraduate completion and persistence at four-year colleges and universities (book review), XIV:ii:52-53
"Using a comprehensive academic intervention program in the retention of high-risk students," VIII:i:29-34
"Why students persist in college: A categorical analysis," VIII:i:31-37

Role Models (For Students)
"Perceived importance of role models and its relationship with minority student satisfaction and academic performance," XV:i:48-51

Satisfaction with Advising
"Academic advising: And different expectations," VII:i:99-105
"Components of good advising: Differences in faculty and student perceptions," X:ii:30-36
Subject Index


"Differences in traditional and nontraditional students' preferences for advising services and perceptions of services received," XII:ii:5-12

"Engineering students' use of and satisfaction with faculty and professional academic advising systems," XII:ii:37-43

"Evaluating academic advising in a multiversity setting," XII:ii:34-42

"The relationship of student satisfaction with advising to administrative support for advising services," XII:ii:15-21


"Student satisfaction with faculty advisors in an intrusive advising program," VII:ii:31-33

Scholastic Aptitude Test or Scholastic Achievement Test (SAT)

"Predicting college grades: An analysis of institutional trends over two decades" (book review), XIII:ii:91-92

Self-advising (see Advising approaches)

Self-direction/self-management

"Helping marginal students improve academic performance through self-management techniques," I:ii:44-52

"Self-direction for lifelong learning" (book review), XV:ii:59

Sexual harassment

"Cross talk on campus: Collegiality and hostility," XV:ii:34-40

"Ivy power: Sexual harassment on campus" (book review), XIV:ii:148-149

"The lecherous professor: Sexual harassment on campus" (book review), XII:ii:133-137


"Sexual harassment in higher education: From conflict to community" (book review), XV:ii:68-69

Sexual violence

"Male sexual violence and higher education," XII:iii:45-49

Sororities (see Fraternities and sororities)

Sports (see Athletics and student-athletes)

Standardized tests (see ACT; Pre-Professional Skills Test; and Scholastic Aptitude Test)

"CAS general standards and guidelines for student services/development programs," VI:ii:57-61

"Council for the advancement of standards for student services/development programs: Standards and guidelines," XI:ii:52-60


Stress management

"The advisor under stress—Fired up or burned out?," VII:ii:47-53

"Coping with faculty stress" (book review), XV:ii:49-50

"The 20-minute break: Reduce stress, maximize performance, and improve health and emotional well-being using the new science of ultradian rhythms" (book review), XIII:ii:100

Student-athletes

(see also Athletics)


"Advising the student-athlete," VI:ii:27-29

"Assisting high academic risk athletes: Recommendations for the academic advisor," III:ii:1-10

"College survival for student-athletes" (book review), VI:ii:103


"Contemporary issues in intercollegiate athletics—An annotated bibliography and a proposed course outline: 'Contemporary issues in collegiate sports',' VI:ii:39-51

"Division III—Another ballgame," VI:ii:25-26

"Going the distance: The college athlete's guide to excellence on the field and in the classroom" (book reviews), XIV:ii:58-60

"Providing precollegiate assistance for high school student-athletes in a big city school district," VI:ii:13-17

"Resources for advising student-athletes: Special issue #3," VI:ii:3-86

Rethinking services for college athletes (book review), VI:ii:90-91

Student athletes: Shattering myths and sharing the realities (book review), XIV:ii:153-154

"A trilogy of academic concerns for the academic advisor of student-athletes: General advising; litigation; and NCAA proposal number 48," III:ii:11-22

Academic performance

"Faculty advising: Help for student-athletes?" VI:ii:67-79

"Issues in advising student-athletes," VI:ii:81-86

African American

"Advising Black student-athletes," VI:ii:3-11


Responses to Harry Edwards, XIII:ii:109-118

Legal issues

"The student-athlete: Ethical and legal issues," VI:ii:53-66

Role on college campus

"Faculty advising: Help for student-athletes?" VI:ii:67-79

Rules and regulations

"NCAA guide for the college-bound student-athlete," VI:ii:87-100

Student adjustment to college (see Adjustment to college)

Student anxiety

"Communication apprehension and academic advising: Advising the communicatively apprehensive student," XIV:ii:130-133

NACADA Journal Volume 15 (2) Fall 1995
“The foreign language requirement: Advising the anxious student,” VI:i:45-52
“When math is a college requirement,” VII:i:69-71

*Student attitudes
“Changes in student attitudes and goals during the undergraduate years,” VII:i:19-30

*Student attrition
“High risk” students in higher education (book review), XIII:i:59-60
Leaving college: Rethinking the causes and cures of student attrition (book review), VII:i:78-79
in sciences
“Why poets just don’t get it in the physics classroom: Stalking the second tier in the sciences,” XIII:i:42-44

predictors of
“Nontraditional and traditional student persisters and nonpersisters in the community and technical colleges,” IV:i:47-57
reasons for
“Campus leaving behavior,” VII:i:23-30
“Stated reasons for withdrawal and degrees of satisfaction among student persisters and nonpersisters,” III:i:73-84
“Why students persist in college: A categorical analysis,” V:i:1-17

*Student characteristics
“Changes in student attitudes and goals during the undergraduate years,” VI:i:19-30
“Relationships between student characteristics and perceived outcomes of a university education,” V:i:53-60
The undergraduates: A report of their activities and progress in the 1980’s (book review), X:ii:44-45
Understanding today’s students (book review), III:i:73-74
When dreams and heroes died (book review), IV:i:67

*Student development
(see also Developmental advising)
“Academic responsibility: Can it be taught?,” IX:i:17-24
Administration and leadership in student affairs: Actualizing student development in higher education (book review), XIII:i:74-75
Character development in the freshman year and over four years of undergraduate study (book review), XII:i:60
College is only the beginning: A student guide to higher education (book review), VIII:i:115
College student development: Theory and practice for the 1990’s (book review), XII:i:60-61
“A developmental view of academic advising as teaching.” XIV:i:5-16
Giving advice to students: A road map for college professionals (book review), IX:i:119-120
How to survive at college (book review), VIII:i:90-93
Involving colleges: Successful approaches to fostering student learning and development outside the classroom (book review), X:vi:58-59

Perspectives on student development (book review), X:vi:83-84
Student development in higher education: Theories, practices and future directions (book review), III:i:88-89
Student success: How to succeed in college and still have time for your friends (book review), X:ii:46-48
A thinking student’s guide to college (book review), IX:i:122-124
Thinking tools: Academic, personal, and career applications (book review), VII:i:95-96

*Student educational objectives
Careerism and intellectualism among college students (book review), VII:i:91-92
“Changes in student attitudes and goals during the undergraduate years,” VIII:i:19-30
Student goals for college and courses: A missing link in assessing and improving academic achievement (book review), XIV:vi:66-68
The uses of a liberal education, and other talks to students (book review), IX:i:125

*Student employment
Summer employment directory of the United States (book review), III:i:72-73

Student organizations
“Student organizations as a resource for advisors,” IX:i:35-36

Student outcomes (see Outcomes of education)

Student problems
(see also Counseling)
“Identifying and referring troubled students: A primer for academic advisors,” XIII:i:34-41
Special problems in counseling the chemically dependent adolescent (book review), XIII:i:65-66

*Students
adjustment to college (see Adjustment to college)
adults (see Adult students)
anxiety (see Student anxiety)
attitudes (see Student attitudes)
characteristics (see Student characteristics)
development (see Student development)
educational objectives (see Student educational objectives)
employment (see Student employment)
graduate (see Graduate students)
international (see International students)
learning-disabled
Campus opportunities for students with learning differences (book review), XV:vi:45
The K & W guide to colleges for the learning disabled (book review), XIV:vi:62
New directions for student services: Helping the learning-disabled student (book review), VI:i:102
Peterson’s colleges with programs for students with learning disabilities (book review), X:vi:64-65
organizations (see Student organizations)
perception of advising

"Differences in traditional and nontraditional students' preferences for advising services and perceptions of services received," XI:i:5-12

"Effects of forms of address on advisees' perceptions of advisors," XI:i:14-19

"Factors students use when evaluating advisors," XI:i:26-33

"Fire! (ready, aim): Is criticism of faculty advising warranted?" XIV:i:25-31

"Student perceptions of the developmental advisor-advisee relationship," VI:i:107-117

"Using student focus groups to evaluate academic support services," XII:i:38-41

Persisters and nonpersisters (see Retention and Student attrition)

Problems (see Student problems)

Tracking (see Track system)

Transfer (see Transfer student advising and matriculation)

Undecided (see Undecided students)

Women (see Women and Student issues)

*Study abroad

Academic year abroad, 1993-94 (book review), XIV:i:142


Time out: Taking a break from school to travel, work and study in the U.S. and abroad (book review), XIII:i:69

*Substance abuse

Special problems in counseling the chemically dependent adolescent (book review), XIII:i:55-66

*Suicide

College student suicide (book review), XIII:i:78

Suicide on campus: Caring and coping (book review), Xvi:i:69-70

T

Teacher education (see Departmental/course advising)

Teach for America

"The driven—yet undirected—generation...and the difference we can make," XII:i:56-58

Teaching (see Instruction)

*Time management

"Preserving faculty time for analytical advising in a high student-to-faculty ratio," VI:i:27-38

Tools for advising

(see also Handbooks)

"Developing the advising 'tool kit'," VIII:i:81-84

*Total Quality Management (TQM)

(see also Continuous Quality Improvement)

"Academic advising: The challenge of the 90s," XIII:i:6-8


Quality: Transforming postsecondary education (book review), Xiv:i:64-65

Total quality improvement guide for institutions of higher education (book review), Xvii:i:62-63

Total quality management in higher education (book review), Xiv:i:154-155

Using Deming to improve quality in colleges and universities (book review), Xvii:i:62-63

Track system (education)

Using student tracking systems effectively (book review), Xiv:i:59

Training for advisors (see Advisor training)

Transfer student advising and matriculation

"Advising underprepared transfer students: Integrating English assessment and academic advising," XII:i:33-37

"Enhancing transfer," XIV:i:4-7

"Promoting advising and course articulation between a university and community colleges," VI:i:93-98

Transferring made easy: A guide to successfully changing colleges (book review), XIII:i:100

"The transfer student: A dual approach," II:i:24-29

African American

"Intragroup differences between Black native and transfer students at a predominantly White university: Implications for advising," Xv:i:51-55

Policies for

"A different approach to an old problem," Xv:i:83-88

U

Undecided students


"Developmental advising of undeclared students using an integrated model of student growth," VI:i:61-69

"Ego-identity statuses of undecided and decided students and their perceived advising needs," IX:i:5-15

"Exploring the uncertain but hopeful future," IX:i:3-4

Issues in advising the undecided college student (book review), Xvii:i:56-57

"Open option advising at Iowa State University: An integrated advising and career planning model," III:i:39-48

"Residence hall coordinators: Academic advising for 'undecided' students," II:i:44-46

"Students decided and undecided about career choice: A comparison of college achievement and student involvement," XV:i:22-30

"Undecided, multiple change, and decided students: How different are they?" IX:i:46-50

The undecided college student: An academic and career advising challenge (book review), VII:i:104-106

Underprepared students (see Academically underprepared students)

Unionization of advisors (see Personnel, unionization)

University colleges

"The university college: A NACADA research grant report," Xvii:i:38-42

NACADA Journal Volume 15 (2) Fall 1995
Subject Index

V

*Values education

"Academic responsibility: Can it be taught?", IX:ii:17-24
Community service as values education (book review), XIII:i:78-79
"Educating for citizenship through experiential learning: The advisor's role," VIII:ii:77-80
Moral values and higher education: A notion at risk (book review), XV:ii:57-58

*Vocational education

The neglected majority (book review), XIV:i:63-64

W

Withdrawal (see Student attrition)
†Women students and career issues
(see also Gender issues)
Addressing the needs of returning women (book review), IX:ii:114-116
"Differences between older women undergraduates when compared by marital status," IX:ii:55-66

Educated in romance: Women, achievement, and college culture (book review), XII:i:56-67
"The effect of multiple roles on women majoring in education," XII:i:9-14
Facilitating the development of women (book review), VII:i:92-93
Fact book on women in higher education (book review), XII:i:67-68
"Gender-related differences in engineering students," VIII:i:35-45
Lifting a ton of feathers: A woman's guide to surviving in the academic world (book review), XV:i:60-61
"Security on campus: An academic matter?," X:i:61-63
To work: A guide for women college graduates (book review), III:i:85-86
Up the ladder: Women professionals and clients in college student personnel (book review), II:i:99-100
Women in academe: Steps to greater equality (book review), IV:i:96-98
Women of influence, women of vision: A cross-generational study of leaders and social change (book review), XIV:i:156