

ARTICLE ABSTRACT Journal 4

NAME **Victoria Estrella**

DATE **10-31-2005**

1. Description:

A. Journal title and bibliographic information:

From the Colorado State University Journal of Student Affairs 2003 Volume 12:
Changing Demographics and Generational Shifts: Understanding and working with the Families of Today's college students by Judy Donovan

B. Thesis of article:

This journal examines the changing student and family demographics of the four year, primary residential college and university campus with a focus on parents and guardians being more involved with their child's education. The article compares and contracts the Millennial generation born between (1982-2002) and the Generation X born between (1961-1981).

C. Summary of major themes/concepts/ideas:

For this journal the author, Judy Donovan defines family as: parents, guardians, siblings, grandparents, partners and other relatives. Ms. Donovan sites different resources that talk about the rise of college students either being first generation college students or 2nd generation college students. This new generation has more students coming from homes with one parent and less siblings then the generation before.

2. Interpretation (analysis, what does it mean, what is the author trying to communicate):

The most significant part of the article is Ms. Donovan's argument that colleges will be experiencing a return of "in loco parentis." Millennials have a willingness to ask their family for help in making decisions and believe strongly in nurturing and protecting family. The parents now see college as an investment rather than self-discovery. Research is now labeling "18 to 25" the time where students are emerging into adulthood. I have noticed in my own life with my sister and me, we truly did not become independent from our parents until age 25. It took us both a few years out of college to find a job we could support ourselves.

3. Application (what does it mean to you, how can you apply it to your situation, what questions, issues, disagreements were raised for you):

I found this article to be an excellent resource to see changes happening in student affairs. For some reason or another, we have a new kind of generation with parents who required services too. Ms. Donovan, provided recommendations of how to include parents in orientations along with including on-line resources for parents too. The article is well written, organized and helpful in understanding our current generation of students.

ARTICLE ABSTRACT Journal 5

NAME Victoria Estrella

DATE 10-31-2005

1. Description:

A. Journal title and bibliographic information:

NASPA Journal Vol 40, no. 3, Spring 2003. *Applying Theory to Practice: Supervision in Student Affairs*. Authors: Susan R. Stock-Ward and Mary E. Javorek

B. Thesis of article:

The article describes ways the developmental psychological supervision literature can be applied to student affairs settings. The article looks at clinical supervision theory, application to student affairs supervision, strategies for specific supervisions in terms of level one, two, and three, the tone of supervision and structuring the supervisory relationship.

C. Summary of major themes/concepts/ideas:

The authors see the importance of good supervision as a means of training student affairs professionals. The model of supervision used to describe supervising was The Integrated Development Model (IDM). The key concepts the authors recommended in supervising Student Affairs staff is building a rapport and structuring a supervisory relationship that focuses on having clear agendas at weekly meetings to help the staff member balance the never ending work that often happens in student affairs.

2. Interpretation (analysis, what does it mean, what is the author trying to communicate):

The authors did an excellent job of describing in detail positive ways on how a student affairs staff could be supervised that creates both a positive employee and future professional in the field. One example they recommended was taking the first fifteen minutes of the meeting to review the staff member's weekly checklist as a way to see how the staff member is doing. The authors stated that the most important task of being a supervisor is to facilitate a safe, trustworthy training environment within supervision (85).

3. Application (what does it mean to you, how can you apply it to your situation, what questions, issues, disagreements were raised for you):

I thought the article was very straight forward. There was no statistical research connected with the article. The only other research the authors provided was comparing the evolution of a counselor and their supervisory needs to student affairs professional. I was surprised that the article did not use any personal interviews to see if their recommendations had worked on staff. One recommendation I would have for the authors is to compare advising with supervision. What about the staff who work only with students in an advising and supervision role, could the same tools be used on students? I think I am going to try the weekly check list with my ASB president, who I meet with on a weekly base.

