

COLLEGE COUNSELING & PSYCHOLOGICAL SERVICES KNOWLEDGE BASE:

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COLLEGE STUDENT DEVELOPMENT LITERATURE

PHASE 2: 2009-2013



**College Counseling & Psychological Services Knowledge Base
COLLEGE STUDENT DEVELOPMENT LITERATURE
PHASE 2: 1999-2013**

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College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1A: ETHNICITY

Banks, K. H. (2010). African American college students' experience of racial discrimination and the role of college hassles. *Journal of College Student Development, 51*(1), 23-34.

This study examined the relationship between college student racial discrimination and depressive symptoms. Findings suggest the relationship between racial discrimination and depressive symptoms is mediated by the daily hassles of racial discrimination and of college life. Implications are that by reducing the general daily hassles of college life, the indirect relationship between discrimination and depression might be reduced.

Han, M., & Lee, M. (2011). Risk and protective factors contributing to depressive symptoms in Vietnamese American college students. *Journal of College Student Development, 52*(2), 154-156.

This study examined factors with implications for campus-based interventions with Vietnamese American students experiencing concerns related to well-being. The roles of parental and peer attachment, intergenerational conflict, perceived racial discrimination, and the construct, sense of coherence (SOC) on depressive symptoms. Higher levels of parental attachment and higher levels of peer attachment mediated depressive symptoms; further, SOC partially mediated the effect of parental attachment on depressive symptoms and also served a mediating role between perceived racial discrimination and depressive symptoms.

Hipolito-Delgado, C.P. (2010). Exploring the etiology of ethnic self-hatred: Internalized racism in Chicana/o and Latina/o college students. *Journal of College Student Development, 51* (3), 319-331.

The author explored if perceived racism and/or U.S. acculturation act as predictors of internalized racism in the Chicana/o and Latina/o community. Five hundred undergraduate Chicana/o and Latina/o students were recruited from the listserves of three national professional associations and were sent an e-mail inviting them to participate in a study on the identity development of Chicanas/os and Latinas/os. The results of the study were inconclusive.

Hoffman, J., & Vallejo Peña, E. (2013). Too Korean to be White and too White to be Korean: Ethnic identity development among transracial Korean American adoptees. *Journal of Student Affairs Research and Practice, 50*(2), 152-170.

The purpose of this grounded theory study was to explore how lived experiences affect ethnic identity development of transracial Korean American adoptees raised by White parents. Participants included 12 transracial Korean American adoptees who were recent college graduates who were raised in various parts of the U.S. A theoretical model that surfaced from

data collection is presented that demonstrates the complexity of transracial Korean adoptee identity.

Johnson, D.R. (2012). Campus racial climate perceptions and overall sense of belonging among racially diverse women in STEM majors. *Journal of College Student Development*, 53 (2), 336-346.

This study examined the contributions of campus racial climate perceptions and other college environments to overall sense of belonging among racially diverse women in science, technology, engineering, and mathematics (STEM) majors. Data from the 2004 National Study of Living–Learning Programs (NSLLP), a survey of student outcomes associated with participation in living–learning programs located at 34 predominantly White institutions in the United States. Each of the 34 institutions obtained a random sample or full population of students in living–learning programs and a randomly sampled comparison group of students living in residence halls but not participating in living–learning programs. Race/ethnicity, perceptions of the campus racial climate and the residence hall climate, and academic self-confidence emerged as significant predictors of sense of belonging.

Stewart, L.S. (2009). Perceptions of multiple identities among Black college students. *Journal of College Student Development*, 50 (3), 253-270.

A qualitative study of 13 self-identified Black and African American college students across three institutions revealed evidence that Black college students: perceived their identities as multifaceted, dynamic, and fluid; perceived their identities as coherent and consistent; and for most students, spirituality was a lens through which they understood and interpreted their collective identities.

Melendez, M. C., & Melendez, N. B. (2010). The influence of parental attachment on the college adjustment of White, Black, and Latina/Hispanic women: A cross-cultural investigation. *Journal of College Student Development*, 51(4), 327-340.

This study focused on race and parental attachment as they relate to college women and influence their college adjustment. The Parental Attachment Questionnaire (Kenny, 1994) and Student Adaptation to College Questionnaire (Baker & Siryk, 1989) were administered to women students across 3 ethnicities. Parental attachment significantly predicted aspects of college adjustment differentially according to racial/ethnic subgroup – with implications for these women’s college experiences and work with diverse female student populations.

Muñoz, S. M. (2013). “I just can’t stand being like this anymore”: Dilemmas, stressors, and motivators for undocumented Mexican Women in higher education. *Journal of Student Affairs Research and Practice*, 50(3), 233–249.

This study examines the stress factors associated with college persistence among a sample of four undocumented Mexican immigrant women from a small rural community in the Rocky Mountain region who attended a mid-size university located in the region. The in-depth interviews yielded four major themes: 1) financial stressors and missed opportunities; 2) making

meaning in their college degrees as undocumented immigrants; 3) coping with stress while navigating legal status; and 4) anxiety with the navigation of campus resources and climate.

Palmer, R.T., Davis, R.J., & Hilton, A.A. (2009). Exploring challenges that threaten to impede the academic success of academically underprepared black males at an HCBU. *Journal of College Student Development*, 50 (4), 429-445.

Participants in this qualitative study consisted of Black male juniors and seniors who entered a public HBCU through its remedial program and persisted to graduation. Three major themes emerged from interview with the 11 participants as challenges that they experienced that made their successful graduation difficult: 1) lack of financial support; 2) “pride vs. need- the impact of pride as a barrier to seeking needing academic and personal support; and 3) disconnection with their academic goals caused by competing priorities of needs at home and in their communities.

Palmer, R. T., Davis, R. J., & Maramba, D. C. (2011). The impact of family support on the success of Black men at an historically Black university: Affirming the revision of Tinto’s theory. *Journal of College Student Development*, 52(5), 577-597.

This qualitative study examined the experiences of 11 African American male students who entered a public HBCU as academically underprepared learners and persisted through graduation. According to the authors, results of the examinations: have implications for how practitioners at HBCUs assess the relationship between family involvement and academic success among African American male students; and support the need to revise Tinto’s student departure theory to better account for the role of support networks outside the campus environment among ethnic minority students.

Park, J. J., & Millora, M. (2010). Psychological well-being for White, Black, Latino/a, and Asian American students: Considering spirituality and religion. *Journal of Student Affairs Research and Practice*, 47(4), 445–461.

This article explores how the concept of psychological well-being (PWB) relates to the religious and spiritual engagement of college students as well as how levels of PWB vary between racial and ethnic groups over time during college. The study uses descriptive and multivariate analyses to examine PWB for White, Black, Latino/a, and Asian American students. Data were derived from the 2004 and 2007 College Students’ Beliefs and Values Survey, a longitudinal national survey examining the spiritual and religious development of college students.

Parks-Yancy, R. (2012). Interactions into opportunities: Career management for low income first-generation African American college students. *Journal of College Student Development*, 53 (4), 510-523.

The purpose of this study was to explore how low-income, African American college students obtain social capital resources from university contacts to set and achieve career goals. Interviews were conducted with a convenience sample of undergraduate business students who attended a mid-size urban university located in the Southwestern part

of the United States that primarily serves low-income, minority students. Students knew little about career options available to future college graduates beyond jobs that were related to their current jobs. Few students utilized the information, influence, and opportunity resources of their university contacts that could increase their career ambitions because they were unaware that informal interactions with these individuals could be helpful. Possible interventions to increase career expectations of this student population are discussed.

Reeder, M., & Schmitt (2013). Motivational and judgment predictors of African American academic achievement at PWIs and HBCUs. *Journal of College Student Development*, 54 (1), 429-42.

The authors of this study investigated whether African American students at historically Black colleges and universities (HBCUs) differ from African American students at predominantly White institutions (PWIs) in academic motivation and judgment, and whether type of academic institution moderates relationships between these differences and academic achievement. Results indicated that HBCU and PWI students differed in several characteristics and that type of institution moderated relationships between two of the three characteristics examined and achievement. The sample consisted of 664 African American first-year students from 2 HBCUs in the Southeastern United States (one private, one public; n = 440) and from 8 public PWIs in regions throughout the United States.

Reynolds, A. L., Sneva, J. N., & Beehler, G. P. (2010). The influence of racism-related stress on the academic motivation of Black and Latino/a students. *Journal of College Student Development*, 51(2), 135-149.

This study examined effects of racism-related stress on academic stress and psychological factors affecting college success among African American and Latino/a students at multiple universities. In general, institutional racism-related stress was negatively associated with extrinsic motivation, but interestingly, was positively associated with intrinsic motivation. Further, some between-group differences among African American and Latino/a populations were found regarding self-reported amotivation among students experiencing high levels of racism-related stress.

Schwartz, J. L., Donovan, J., & Guido-DiBrito, F. (2009). Stories of social class: Self-identified Mexican male college students crack the silence. *Journal of College Student Development*, 50(1), 50-66.

This qualitative study examined the experiences of 5 self-identified Mexican male college students with a clear focus on the role social class played in their self-identities. The authors discuss practice implications centering on providing supportive and affirming campus experiences for Latino students from socioeconomically disadvantaged families.

Shek, Y. L., & McEwen, M. K. The relationships of racial identity and gender role conflict to self-esteem of Asian American undergraduate men. *Journal of College Student Development*, 53(5), 703-718.

This study used the People of Color Racial Identity Attitudes Scale, Gender Role Conflict Scale, and Rosenberg Self-Esteem Scale to investigate relationships among racial identity and gender

conflict with self-esteem among 173 Asian American male college students. Substantial variance (36.8%) in self-esteem was accounted for by demographic variables, racial identity, and gender role conflict. Implications for campus practice are discussed.

Stansbury, K. L., Wimsatt, M., Simpson, G. M., Martin, F., & Nelson, N. (2011). African American college students: Literacy of depression and help seeking. *Journal of College Student Development*, 52(4), 497-502.

Various well-known barriers to help-seeking among college students with mental health needs include stigma, cost, availability, and failure to recognize depressive symptoms. This study sought to better understand African American college students, in particular, regarding recognition of depression symptoms and their perspectives about treatment. The study used vignettes to assess student literacy and perspectives regarding depression. Implications for counseling center use of social media (such as website) and on-campus strategies are discussed.

Strayhorn, T. L. (2010). The influence of diversity on learning outcomes among African American college students: Measuring sex differences. *Journal of Student Affairs Research and Practice*, 47(3), 343–366.

National survey data from 594 African American college students were analyzed using descriptive and multivariate statistics to measure the impact of diversity on educational outcomes. Two research questions formed the bases of this study: 1) How do interactional diversity experiences affect learning and development outcomes for African American undergraduates? 2) Does this effect vary between Black men and women? Results suggest that interactional diversity experiences are positively associated with and one of the strongest consistent predictors of perceived student learning.

Wong, Y. J., Brownson, C., & Schwing, A. E. (2011). Risk and protective factors associated with Asian American students' suicidal ideation: A multicampus, national study. *Journal of College Student Development*, 52(4), 396-408.

This study comprised 1377 Asian American students across 66 U.S. campuses. Results indicated the following factors were associated with morbid cognitions: use of psychiatric medication, gender, GPA, undergraduate status, religious affiliation, living with family, living with a partner, and activity in student organizations. Serious consideration of suicide was related to: medication, undergraduate status, living with family, and student organization activity. Further, for those with serious consideration of suicide in the past 12 months, top life events were family, academic, and financial problems.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1B: INTERNATIONAL STUDENTS

Galloway, F. J., & Jenkins, J. R. (2009). The adjustment problems faced by international students in the United States: A comparison of international students and administrative perceptions at two private, religiously affiliated universities. *NASPA Journal*, 46(4), 661-673.

This study suggests that campus administrators and faculty consistently overestimated the extent of adjustment problems experienced by international students studying in the United States, and misunderstood the relative importance of various areas of adjustment for these learners. The findings have implications for campus support programs and interventions when targeting international student populations, and for consultation work with constituencies such as administrators and faculty.

Joshi, M. & Kristie, T.A. (2013). Domestic violence and international students: An exploratory study of the practices and role of U.S. university international offices. *Journal of College Student Development*, 54 (5), 527-533.

The authors invited directors of international offices of the 10 US universities with the most enrolled international students to participate in an exploratory study that focused on the frequency with which they encountered domestic violence involving international students and scholars and their response to it. The six directors who agreed to participate in the investigation indicated that they had few cases of domestic violence reported to them and that it was not a priority among those issues that they dealt with. Participants indicated that information and referral was their response to the few cases which came to their attention.

Kounenou, K., Koutra, A., Katsiadrami, A., & Diacogiannis, G. (2011). Epidemiological study of Greek university students' mental health. *Journal of College Student Development*, 52 (4), 475-486.

The purpose of this study was to assess the general level of mental health of undergraduate students who attended a Greek university. The majority of the students were single (99.1%), resided, were permanent residents of Greece, and lived with their parents (67.1%). Most (77.0%) did not work and they were financially depended on their families (87.3%). The majority of the participants' fathers (46.6%) had a university's degree, whereas a large percentage of the mothers (44.5%) were high school graduates. The authors reported that their investigation of these 805 undergraduate indicated high depression rates and poor mental health. Significant differences in students' mental health were found by gender, age, and parents' educational level.

Li, Y., Lindsey, B.J., Yin, X., & Chen, W. (2012). A comparison of American and Chinese students' perceived stress, coping styles, and health promotion practices. *Journal of Student Affairs Research and Practice*, 49(2), 211–227.

The authors of this study examined the levels of perceived stress reported by convenience samples of Chinese and by American students and the coping strategies and related health practices for each group. Participants were undergraduate students from a Pacific Northwest university and a university located in eastern China. Both American and Chinese students with similar stress levels used strategies related to active coping, venting, positive reframing, religion, self-blame, and planning. American students reported using strategies related to self-distraction, substance use, emotional support, instrumental support, humor and acceptance more often than did their Chinese counterparts. Chinese students reported using strategies related to denial and behavioral disengagement more frequently.

Longerbeam, S. D., DeStefano, T. J., & Lixin, Y. (2013). “We cannot reach them”: Chinese undergraduate student perceptions of the U.S. campus climate. *Journal of Student Affairs Research and Practice*, 50(3), 326–344

The authors of this study examined the relationships between Chinese undergraduate student interaction with U.S. students and faculty, and their perceptions of the U.S. campus climate. Invited participants in the study were all Chinese students participating in the Sino-American Dual Degree 1+2+1 program sponsored by the American Association of State Colleges and Universities and the Chinese Center for International Educational Exchange. Approximately half of the participants indicated that U.S. students generally do not show interest interacting outside of class, and about one third indicated U.S. faculty generally seem uninterested in them as international students.

Moores, L., & Popadiuk, N. (2011). Positive aspects of international student transitions: A qualitative inquiry. *Journal of College Student Development*, 52(3), 291-306.

This qualitative study utilized Critical Incident Technique method and a positive psychology framework to investigate facilitative factors, growth, and personal resources as positive aspects of 7 international students' cross-cultural transitions. Helpful factors in cross-cultural transitions among international students which emerged in the study included: growth/change, social support/building relationships, learning to navigate ones' host culture, findings enjoyable activities outside academic work, previous preparation, support from faculty and staff, persevering, and sense of belonging. The findings have implications for campus support programs and interventions when targeting international student populations.

Nadal, K.L., Pituc, S.T., Johnston, M.P., & Esparrago, T. (2010). Overcoming the model minority myth: Experiences of Filipino American graduate students. *Journal of College Student Development*, 51 (6), 694-706.

This paper presents a qualitative exploration of the experiences of Filipino American graduate students. On-line, open-ended surveys publicized nationally, elicited responses from Filipino Americans currently or recently enrolled in U.S. graduate school programs. Five themes emerged

from participants' responses: deficiencies and lack of resources for Filipino American graduate students; positive experiences as Filipino American graduate students; experiences with support systems; experiences due to race, ethnicity and racism; and recommendations for improving Filipino American graduate school experiences.

Ratanasirpong, P., & Rodriguez, A. (2011). Promoting wellness for Thai college students. *Journal of College Student Development, 52*(2), 217-223.

The health and mental health profile of Thai college students comprises influences of weight, sexual practices, and substance use. This article reports on a clinical investigation of student health profiles and wellness at a university in Thailand, and has potential implications for health and mental health practice when working with Thai clients and patients.

Sanchez, D. (2013). Racial identity attitudes and ego identity statuses in Dominican and Puerto Rican college students. *Journal of College Student Development, 54*(5), 497-510.

This research found that among college students of Dominican and Puerto Rican ethnicities, racial attitudes were significantly related to ego identity statuses. Internationalization racial identity statuses were related to foreclosed ego statuses, and dissonance racial identity statuses were related to moratorium ego statuses. The findings have potential implications for preventive, developmental, adjustment, and mental health practice when working with students of Dominican and Puerto Rican ethnicities.

Urban, E.L., Orbe, M.P., Tavares, N.A. & Alvarez, W. (2010). Exploration of Dominican international students' experiences. *Journal of Student Affairs Research and Practice, 47*(2), 233-250.

This qualitative study explored the experiences of Dominican Republic students as they adjusted to campus life at a large Midwestern, public university and at a mid-size, Western, public university. Five themes emerged: challenges and strategies used to overcome them; experiences and expectations of the U.S. educational system; intergroup relations; cultural norms; and identity.

Yan, K. & Berliner, D.C. (2011). An examination of individual level factors in stress and coping processes: Perspectives of Chinese international students in the United States. *Journal of College Student Development, 52* (5), 523-542.

This qualitative inquiry examines the individual level variables that affect the stress-coping process of Chinese international students and how they conceptualize and adapt to their stress at an American university. Results indicated that demographic variables of individual students such as age, gender, field of study, length of stay, acculturation style, and coping strategies are significantly correlated with stress levels.

Yan, K. & Berliner, D.C. (2013). Chinese international students' personal and sociocultural stressors in the United States. *Journal of College Student Development, 54* (1), 62-84

This qualitative inquiry examined the most stressful aspects of Chinese international students' personal and social lives while in the U.S., how they characterize their stress, and what conditions they believe are responsible. Participants were 18 Chinese graduate students who attended a large, public university, in the Southwestern United States with a Chinese international student enrollment of approximately 1,500. Results reveal that the life of Chinese students in the United States is not easy and that these students have to endure multifaceted life stresses.

Yoo, H. C., & Castro, K. S. (2011). Does nativity status matter in the relationship between perceived racism and academic performance of Asian American college students? *Journal of College Student Development*, 52 (2), 234-245.

These authors investigated the hypothesis that for Asian American college students, perceived racism would negatively correlate with academic performance and that the relationship would be stronger among US-born students than among foreign-born students. In fact, the authors found that nativity status moderated the perceived racism-academic performance connection, but in the opposite direction. They found a trend whereby perceived racism increased academic performance among US-born students but decreased academic performance among foreign-born learners. The findings suggest that immigration factors may have potentially important implications when understanding and addressing the adjustment and wellness needs of Asian American students.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1C: GLBTQ STUDENTS

Castillo, Y., Muscarella, F., & Szuchman, L.T. (2011). Gender differences in college students' perceptions of same-sex sexual harassment: The influence of physical attractiveness and attitudes toward lesbians and gay men. *Journal of College Student Development*, 52 (5), 511-522.

This study examined college students' perceptions of same-sex harassment as a function of the observer's gender, the initiator's physical attractiveness, and observers' attitudes toward lesbians and gay men. Unattractive initiators were perceived to be more harassing, especially by male students. Students with negative attitudes toward homosexuality perceived higher levels of harassment.

Dugan, J. P., Kusel, M. L., & Simounet, D. M. (2012). Transgender college students: An exploratory study of perceptions, engagement, and educational outcomes. *Journal of College Student Development*, 53(5), 719-736.

This study found variation within the transgender college student population (male to female, female to male, intersexed), as well as differences between transgender students, nontransgender LGB students, and heterosexual students on perceptions of the campus climate, educational outcomes, and other dimensions of the college experience. The findings may inform practices with these specialized campus student and potential client populations.

Dugan, J.P., & Yurman, L. (2011). Commonalities and differences among lesbian, gay and bisexual college students: Considerations for research and practice. *Journal of College Student Development*, 52 (2), 201-216.

Using a large data set that contained data provided by 980 self-identified LGB students who attended college on 52 different campuses, this study explored the appropriateness of collapsing lesbian, gay, and bisexual (LGB) college students into a single category in quantitative research designs as well as the nature of their engagement with the collegiate environment. Results suggest that LGB students are more similar than they are different across 13 dimensions of the collegiate experience.

Edwards, K. E., & Jones, S. R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. *Journal of College Student Development*, 50, 210-228.

This qualitative study used constructivist grounded theory methodology to investigate 10 college men's experiences pertaining to gender identity. The authors found that the participants' male gender identity was developed through ongoing interaction with society's expectations of them

as men and learning societal expectations. The findings may inform developmental programming and other practices with male student and client populations.

Holland, C., & Holley, K. (2011). The experiences of gay male undergraduate students at a traditional women's college. *Journal of Student Affairs Research and Practice, 48*(2), 179–194.

This study examined the experiences of gay male undergraduate students enrolled at a 4 year, formerly all-female, public college, using the framework of queer theory. Using data collected from student interviews, journals, and document analysis, the findings offer insight into how institutional space as well as peer culture impact identity. The relatively small size of the campus seemed to offer an affirmative environment for the participants. The effect of the feminized culture for each participant is also described.

King, A.R. (2011). Environmental influences on the development of female college students who identify as multiracial/biracial-bisexual/pansexual. *Journal of College Student Development, 52* (4), 440-455.

Using Renn's ecology of college student development model as a theoretical framework, the author describes how a college environment influenced the identity development of the six female college students who participated in a student and who identified as multiracial/biracial-bisexual/pansexual. The author also describes how the results of this study validate Renn's model.

Patton, L. D. (2011). Perspectives on identity, disclosure, and the campus environment among African American gay and bisexual men on one historically Black college. *Journal of College Student Development, 52*(1), 77-100.

This qualitative study employed interviews with 6 gay or bisexual African American men at one HBCU to examine how they made meaning of their sexual identity, how they made decisions about self-disclosure, and influences of the campus context. The participants found their specific campus environment to be supportive. More generally, the challenges with publicly expressing their sexual identities uncovered in the study may have implications for prevention, developmental intervention, and other work with this population.

Pena-Talamantes, A.E., (2013). Empowering the self, creating worlds: Lesbian and gay Latina/o college students' identity negotiation in figured worlds. *Journal of College Student Development, 54* (3), 267-282.

Drawing from Holland, Lachicotte, Skinner, and Cain's (1998) identity theory, this study sought to understand how six self-identified lesbian and gay Latina/o college students negotiated their sexual and ethnic identities. Using a snowball sampling method to locate participants, the author interviewed six undergraduate, self-identified Latinas/os who attended a large, predominantly White, public institution in central Texas. Two sets of data were collected with an interval of one separating the collection of the data. Participants initially seemed situated between their hometown world and the college figured world. Through the senses of freedom,

security, and belonging, the author describes the participants' development of self-empowerment and their individual identities.

Vaccaro, A. (2012). Campus microclimates for LGBT faculty, staff, and students: An exploration of the intersections of social identity and campus roles. *Journal of Student Affairs Research and Practice*, 49(4), 429–446.

Findings as a result of this ethnographic study of lesbian, gay, bisexual, and transgender (LGBT) faculty, staff, graduate and undergraduate students who were affiliated with a mid-size Midwestern university suggest that LGBT individuals with similar organizational roles shared common experiences and perceptions that were informed by localized socio-spatial environments.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1D: GREEK LIFE

Bannon, R. S., Brosi, M. W., & Foubert, J. D. (2013). Sorority women's and fraternity men's rape myth acceptance and bystander intervention attitudes. *Journal of Student Affairs Research and Practice*, 50(1), 72–87.

The primary research question for this study was: Are there differences between fraternity men and sorority women in their bystander efficacy and bystander willingness to intervene in a sexual assault situation? A secondary research question explored whether there was a difference in the rape myth acceptance (RMA) between fraternity men and sorority women. The sample for this study consisted of 796 undergraduate student who were active sorority and fraternity members for at least one semester at a large, public, Midwestern university . Several scales were administered to participants including the Bystander Efficacy Scale, the Bystander Willingness to Help Scale, and the Illinois Rape Myth Acceptance Scale. Results demonstrated that sorority women were more rejecting of rape myths and were more willing to intervene than fraternity men. However, no difference in bystander efficacy was found.

Delgado-Guerrero, M., & Gloria, A. M. (2013). *La importancia de la hermandad Latina: Examining the psychosociocultural influences of Latina-based sororities on academic persistence decisions. Journal of College Student Development*, 54,(4), 361-378.

This study examined how self-beliefs, social support, and cultural fit influenced academic persistence decisions among members of Latina sororities. Differences were found according to upper-division versus lower-division students. Upper-division Latinas in the study reported higher self-efficacy, whereas lower-division Latinas reports greater academic stress as well as greater perceived social support from sorority sister. More complex relationships among division-level, perceived social support from sorority sisters, perception of the university environment, and academic persistence also were found and are fully discussed in the context of implications for practice with Latina populations on campus.

Killos, L.F., & Keller, A. (2012). Hiding in plain sight: Low-risk drinkers in the Greek system. *Journal of College Student Development*, 53 (6), 846-850.

This study examined personal alcohol use, perceptions of peer use, protective behavioral strategies, and negative consequences associated with alcohol use among 276 fraternity and sorority students who were enrolled in one of three mid-size or large, public universities located in the Midwest and Southeast. The three institutions were selected based upon their receipt of external foundation funding to design, implement, and maintain social norms campaigns on their campuses. Overall, 32.6% of this sample met the criteria for low quantity drinking.

Martin, G.L., Hevel, M.S., Asel, A.M., & Pascarella, E.T. (2011). New evidence on the effects of fraternity and sorority affiliation during the first year of college. *Journal of College Student Development*, 52 (5), 543-559.

The authors of this study explored the effects of fraternity and sorority membership on first-year students' development across various liberal arts educational outcomes at 11 institutions. Participants were undergraduate students who attended four year institutions participating in the Wabash National Study of Liberal Arts Education. Fraternity and sorority members in this study did not differ from their unaffiliated peers on dimensions of moral reasoning, critical thinking, intercultural effectiveness, inclination to inquire and lifelong learning, and psychological well-being.

Pascarella, E. T., Flowers, L., & Whitt, E. J. (2009). Cognitive effects of Greek affiliation in college: Additional evidence. *NASPA Journal*, 46(3), 543-559.

Previous studies found substantial negative effects of Greek affiliation on cognitive development after 1 year of college. This study found the negative effects on cognitive development from Greek membership were less pronounced in subsequent years of college. Understanding the entire picture of the influence of Greek participation on young adult development, including cognitive development, has implications for developmental and counseling approaches for understanding the dynamics of this population.

Thompson, J. G., Jr., Oberle, C. D., & Lilley, J. L. (2011). Self-efficacy and learning in sorority and fraternity students. *Journal of College Student Development*, 52(6), 749-753.

Self-efficacy has a well-established connection to academic motivation and academic achievement in college students. This study more narrowly examined self-efficacy levels, academic effort and performance, and related factors among Greek affiliated students. The investigation has potential applications for counseling staff work with fraternities and sororities.

Wechsler, H., Kuh, G., & Davenport, A. E. (2009). Fraternities, sororities, and binge drinking: Results from a national study of American colleges. *NASPA Journal*, 46(3), 395-416.

This study confirmed the widely-held perceptions that widely publicized drinking parties, binge-drinking, and the high-social-status associated with binge-drinking are accurate. This confirmatory research should have implications for counseling center substance use and outreach work.

Wuthrich, C. K. (2009). Reflections on personal responsibility: Sorority members at risk for interpersonal violence. *NASPA Journal*, 46(2), 228-257.

This qualitative study utilized Millennial theory as a conceptual framework to conduct a content analysis of 180 reflection papers written by sorority women to evaluate their how they applied

harm reduction education and how they engaged in social activities while consuming alcohol. Results suggest very low harm reduction application, harm reduction countered by bystander norms, organizational challenges that contribute to injury, and the heavy emphasis on alcohol as a membership benefit. This research should have implications for counseling center substance use and outreach work.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1E: GENDER

Harris, F. III, (2010). College men’s meanings of masculinities and contextual influences: toward a conceptual model. *Journal of College Student Development*, 51 (3), 297-318.

The author used a grounded theory study to construct a conceptual model of the meanings that men ascribe to masculinities. Participants, who attended a large, selective private research institution located in the western region of the United States, equated masculinities with “being respected,” “being confident and self-assured,” “assuming responsibility,” and “embodying physical prowess.” Contextual factors that influenced these meanings are reflected in the model.

Harris, F. III, & Edwards, K.E. (2010). College men’s experiences as men: Findings and implications from two grounded theory studies. *Journal of Student Affairs Research and Practice*, 47(1), 43–62.

This article describes the findings and implications drawn from two independent studies of men’s gender identity development in college. One study was conducted at a large public university in the eastern region of the United States. The participants for this study were 10 college men selected from a group of over 100 participants nominated by faculty and staff members on the campus. The second study involved a total of 68 men who attended a large private institution in the western region of the U.S. Both studies included a diverse group of participants. Shared findings included a narrow view of masculinity, the consequences of this dominant traditional view, and the results of efforts to transcend this view.

Heys, K. H., & Wawrzynski, M. R. (2013). Male peer educators: Effects of participation as peer educators on college men. *Journal of Student Affairs Research and Practice*, 50(2), 189–207.

The authors of this study used data from the National Peer Educator Study to report the effects of participation as peer educators on learning outcomes for 258 college men. Male peer educators show significant growth from their peer educator experience along the cognitive complexity, intrapersonal development, interpersonal development, appreciation and awareness of diversity, and presentation and communication skills.

Mueller, J.A., & Cole, J.C. (2009). A qualitative examination of heterosexual consciousness among college students. *Journal of College Student Development*, 50 (3), 320-336.

The purpose of this study was to explore how heterosexual college students understand and make meaning of their life experiences and how they incorporate those into their sexual orientation consciousness. Fourteen self-identified, heterosexual undergraduate and graduate students participated in interviews and discussed the sources of and mechanisms for learning about their

sexual orientation, the role of faith in their views on sexuality, distancing themselves from homophobia, and the invisibility of heterosexuality. Implications for practice and further research are discussed.

Wilsey, S.A. (2013). Comparisons of adult and traditional college-age student mothers: reasons for college enrollment and views of how enrollment affects children. *Journal of College Student Development*, 54 (2), 209-214.

To compare and contrast 2 groups of student mothers (adult and traditional college-age), the authors administered a 39-item survey to 95 student mothers who were enrolled at a women's liberal arts university. The preponderance of the women were either African American or non-Hispanic Caucasian. The data analysis assessed demographic variables, reasons for college enrollment, and views of how mothers' college enrollment affects children.

Yakoboski, T. (2010). Going at it alone: Single-mother undergraduates' experiences. *Journal of Student Affairs Research and Practice*, 47(4), 463-481.

The author used a feminist-informed, epistemological framework to explore the single-parent undergraduate experience and provides suggestions for institutional change. The participants in this study were undergraduates at a Midwestern research institution located in a rural area. Overall, the single-mother undergraduate participants expressed a desire for a stronger sense of support from faculty, staff and peers; more family-friendly events and campus services; more diversity in financial assistance; and more programming and daycare options for children.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1F: FIRST-GENERATION STUDENTS

Bradbury, B. L., & Mather, P.C. (2009). The integration of first-year, first-generation college students from Ohio Appalachia. *NASPA Journal*, 46(2), 258-251.

Although first-generation students comprise a large proportion of today's college learners and although students whose parents did not attend college are increasingly likely to attend higher education, first-generation learners remain at higher risk for non-completion than their non-first-generation peers. This study adds to the literature pertaining to first-generation college student adjustment and success. Connections to family, academic access, sense of belonging, and financial concerns all are salient issues for this population.

Bryan, E., & Simmons, L.A. (2009). Family involvement: Impacts on post-secondary educational success for first-generation Appalachian college students. *Journal of College Student Development*, 50 (4), 391-406.

Using Bronfenbrenner's (1989) ecological theory as a framework, qualitative research was used to examine the experiences of a convenience sample of 10 first-generation Appalachian Kentucky university students and factors they attributed to their educational success. Seven themes representing participants' experiences in a university setting were identified: (a) close-knit families and communities, (b) separate identities, (c) knowledge of college procedures, (d) pressure to succeed, (e) returning home, (f) the pervasiveness of poverty, and (g) the importance of early intervention programming.

Jehangir, R., Williams, R., & Jeske, J. (2012). The influence of multicultural learning communities on the intrapersonal development of first-generation college students. *Journal of College Student Development*, 53(2), 243-266.

This was a longitudinal study of low-income first-generation TRiO students and participation in a multicultural learning community aimed at reducing experiences of social isolation and marginalization. Outcomes were that support interventions which intentionally capitalize on students' lived experiences in the learning process and intentionally providing opportunities for learners to reflect on one's multiple identities appear to have positive, salient effects on intrapersonal adjustment.

Padgett, R. D., Johnson, M. P., & Pascarella, E. T. (2012). First-generation undergraduate students and impacts of the first year of college: Additional evidence. *Journal of College Student Development*, 53(2), 243-266.

This used longitudinal data from the Wabash National Study of Liberal Arts Education to contribute additional evidence to the extant literature suggesting first-generation students are at a

relative disadvantage when compared with non-first-generation college learners for cognitive and psychosocial outcomes. There are natural implications for campus programming targeting cognitive development and psychosocial adjustment for this target population.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1G: STUDENT ATHLETES

Feltz, D. L., Schneider, R., Hwang, S., & Skogsberg, N. J. (2013). Predictors of collegiate student-athletes' susceptibility to stereotype threat. *Journal of College Student Development, 54*(2), 184-201.

This study examined influences on internalization of “dumb jock”-related stereotypes among student athletes. Understanding these dynamics might inform better understanding of student-athlete academic adjustment, personal-emotional adjustment, and persistence and success. The authors found that a sports coach's level of regard for an athlete's academic ability was a significant predictor of stereotype threat. Further, a sports coach's level of regard for academics had a negative relationship with athletic identity, which in turn was positively related to stereotype threat. There are natural implications of these findings for consultation and outreach with sports teams and for work with student-athletes on issues of identity, academic adjustment, and persistence.

Henry, W. J., & Closson, R. B. (2012). The racial identity development of male student athletes when Blacks are the majority and Whites are the minority. *Journal of Student Affairs Research and Practice, 49*(1), 17–32.

Focus groups were used to explore the racial identity development of a convenience sample Black male and White male student-athletes on a predominantly Black, Division One, BCS football team at a large, predominantly White, Southern, public research institution. The White football players in this study expressed initial feelings of discomfort due to their minority status on the team, but over time learned to adjust. One theme that emerged was the emphasis that players of both races placed on the concept of “team” in their responses regarding race. Black players were more team focused than White players, but players of both races often deflected their initial responses to questions about race to maintain an impression of a united team front that operated as a cohesive unit.

Tomon, J.E., & Ting, S.R. (2010). Effects of team climate on substance use behaviors, perceptions, and attitudes of student-athletes at a large, public university. *Journal of College Student Development, 51* (2), 162-179.

The authors sought to determine if team climate (as measured by scores on the enmeshment/influencing and discouraging of substance use subscales of the Student-Athlete Team Climate Substance Use Survey) has a significant effect on student-athletes' substance use behaviors, perceptions, and attitudes. The population for this study included all of the 428 first- through fifth-year scholarship and walk-on student-athletes participating on 22 varsity athletic teams at a large, public university in the southeastern United States. Results

indicated that team climate affected student-athletes' substance use behaviors and perceptions, but not their attitudes.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1H: MILITARY/VETERAN STUDENTS

Elliott, M., Gonzalez, C., & Larsen, B. (2011). U.S. military veterans transition to college: Combat, PTSD, and alienation on campus. *Journal of Student Affairs Research and Practice, 48(3), 279–296.*

The authors of this study utilized quantitative survey data to test a model of what causes alienation on campus among student veterans. They then present quotations from student veterans describing the types of situations they find alienating. The results have direct implications for how student affairs professionals may help veterans succeed in college.

Livingston, W.G., Havice, P.A., Cawthon, T.W., & Fleming, D.S. (2011). Coming home: Student veterans' articulation of college re-enrollment. *Journal of Student Affairs Research and Practice, 48(3), 315–331.*

The primary research question of this grounded theory study was: How do student veterans manage college re-enrollment after deployment, training, or self-induced military absence? Fifteen participants interviewed at one institution were less likely to seek academic support and more inclined to pursue social support in the form of associating with fellow veterans with whom they felt more comfortable. They downplayed or hid their veteran status from campus community members. Findings from this study are congruent with many elements of Schlossberg's (1984) theory in regards to the uncertain and vulnerable nature of transitions. Participants discussed the confusion and uncertainty of navigating the higher education bureaucracy and their perception that the success of transition ultimately depends on an individual's ability to adapt to a new system after experiencing a highly structured environment for an extended timeframe.

Whiteman, S.D. & Barry, A.E. (2011). A comparative analysis of student service member/veteran and civilian student drinking motives. *Journal of Student Affairs Research and Practice, 48(3), 297–313.*

The present study examined the nature and correlates of the drinking motivations of 252 students who had been or were currently military service members and civilian college students. Participants attended one of 16 Midwestern higher institutions and were demographically disparate. Data was collected via electronic survey. Results revealed no differences between military affiliated and civilian students in mean levels of alcohol motivations. However, the links between alcohol motives and problem drinking differed for these two groups of students. Specifically, coping motivations were linked to problem drinking for military service members/veterans but not civilian students.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1I: GRADUATE STUDENTS

Craddock, S., Birnbaum, M., Rodriguez, K., Cobb, C., & Zeeh, S. (2011). Doctoral students and the impostor phenomenon: Am I smart enough to be here? *Journal of Student Affairs Research and Practice*, 48(4), 429–442.

This study explores feelings associated with the impostor phenomenon (IP) as experienced by six doctoral students enrolled in a higher education program at a research-intensive, regional university in the western U.S.. Using data gathered from semi-structured interviews and a focus group, the authors' analysis revealed that participants had feelings related to perceptions of inadequacy and academic preparedness. The authors found that first semester coursework, participants' racial identity, and family expectations shape IP feelings.

Portnoi, L. M., & Kwong, T. M. (2011). Enhancing the academic experiences of first generation master's students. *Journal of Student Affairs Research and Practice*, 48(4), 411–427.

The narratives of 25 first-generation master's students in this phenomenological study challenges not necessarily related to their first generation status. Participants were enrolled at a public comprehensive university in Southern California. The sample represented 10 different Master's programs. The authors discuss three factors as potential areas for enhancing first generation master's students' academic experiences; 1) adapting to and understanding the rules of the game; 2) combatting feelings of inadequacy; and 3) addressing sense of straddling the disparate social fields of academic and home environments.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1J: NATIVE AMERICAN STUDENTS

Okagaki, Helling, M.K., & Bingham, G.E. (2009). American Indian college students' ethnic identity and beliefs about education. *Journal of College Student Development, 50* (2), 157-176.

Native American and European American students were recruited to participate in a study focused on their educational and ethnic beliefs and their perceptions of their mother's and father's support for education. The American Indian students were recruited from one state university and two tribal colleges. The European American students were recruited from the same state university and one additional state university. American Indian students reported that they believed that education has a pragmatic purpose in helping them achieve their personal goals more often than European American students reported this belief. They also affirmed their ethnic identity more strongly, and felt closer to their ethnic group than did European American students.

Waterman, S. J. (2012). Home-going as a strategy for success among Haudenosaunee college and university students. *Journal of Student Affairs Research and Practice, 49*(2), 193–209.

The authors of this article investigated the experiences of 26 Iroquois college graduates participants who grew up on or near one of the Haudenosaunee (Iriquois) territories in New York State and Canada and attended community colleges, private and public 4-year institutions (including Ivy League schools), and institutions outside New York. Participants lived in residence halls while attending college and remained culturally centered by going home often, some said "every single weekend" until they could transfer to an institution close to home and commute. The importance of place is discussed in relation to home-going behavior.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 1: SPECIALIZED CAMPUS POPULATIONS

SUB-THEME 1K: STUDENTS WITH DISABILITIES

Lombardi, A., Gerdes, H., & Murray, C. (2011). Validating an assessment of individual actions, postsecondary supports, and social supports of college students with disabilities. *Journal of Student Affairs Research and Practice*, 48(1), 107–126.

The authors developed, administered, and evaluated a measure of individual actions of college students with disabilities and their perceptions of supports available to them. A factor analysis produced nine reliable factors in three areas. Follow-up regression analyses revealed that self-advocacy explained significant unique variance for predicting GPA, indicating that disabled student self-advocacy is critical for college success.

Lombardi, A.R., Murray, C.M., & Gerdes, H. (2012). Academic performance of first-generation college students with disabilities. *Journal of College Student Development*, 53 (6), 811–826.

This study investigated the experiences of first-generation college students with disabilities who were enrolled as undergraduate students at a 4-year public university located in the Pacific Northwest. Participants responded to several measures: (a) the College Self-Efficacy Inventory (CSEI), (b) the Financial Burdens sub scale, and (c) the College Students with Disabilities Campus Climate (CSDCC) survey. Results indicated that first-generation students with disabilities had lower GPAs, family support, and peer support as well as greater financial stress. After controlling for a broad range of demographic characteristics, first generation status contributed unique variance to GPA.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 2: SUBSTANCE USE

Abar, C. C., & Maggs, J. L. (2010). Social influence and selection processes as predictors of normative perceptions and alcohol use across the transition to college. *Journal of College Student Development, 51*, 496-508.

During late adolescence, alcohol use tends to escalate to a peak. Additionally, late adolescence brings about age-related contextual changes, including the transition to college. This study tested a model of social influence and selection processes contributing to alcohol use over the college transition time-period. Findings were that selection processes occur during the transition as matriculants seek out and join friendship circles and peer groups, and then peer influence occurs once students have solidified a circle of friends. Alcohol prevention programming implications are discussed.

Aikins, R.D. (2011). Academic performance enhancement: A qualitative study of the perceptions and habits of prescription stimulant- using college students. *Journal of College Student Development, 52* (5), 560-576.

The focus of this study was students' habits and perceptions relating to stimulant medication use. A convenience sample of students who attended a public, doctoral-granting research university located in the western U.S. was purposefully selected for interviews. The purposeful sample contained those who had taken, licitly or illicitly, a variant of either methylphenidate or amphetamine medications (Ritalin and Adderall, respectively) in college for academic purposes. Key findings identify academic use justifications, diversion pathways, and frames use within a bio-psychosocial development model that impacts perceived self- efficacy, suggesting that academic dependence may develop differently between licit/illicit users.

Bates, J.K., Accordino, M.P., & Hewes, R.L. 2010). Functions of marijuana use in college students. *Journal of College Student Development, 51* (6), 637-648.

The authors of this study examined the prevalence, perceived consequences, and functional sets of marijuana use, as well as its effect on academic achievement among male and female college students. Participants included male and female students from a small private school in New England. Functional factors of personal/physical enhancement as well as activity enhancement were significant predictors of 30-day marijuana use for student living on and off campus.

Colby, S.J., Swanton, D.N., & Colby, J.J. (2012). College students' evaluations of heavy drinking: The influence of gender, age, and college status. . *Journal of College Student Development, 53* (6), 797-810.

Using standardized vignettes describing alcohol abuse, the researchers assessed the extent to which age, gender, and college status influenced student evaluations of heavy drinking. Participants were recruited from the student body of a private Catholic college in the

Northeastern U.S. After reading the vignettes the students completed a questionnaire designed to elicit attitudes and beliefs about the drinking behavior described in the vignettes. When vignettes depicted a 35-year-old engaged in heavy drinking and experiencing negative consequences, participants viewed the heavy drinking as more outside the norm of a typical 35-year-old's drinking patterns, believed that the heavy drinking would produce fewer positive effects for the drinker, and also believed that the heavy drinking was more likely to persist over time. In contrast, the same pattern of drinking and consequences for a 20-year-old was seen as more normative and time-limited and associated with more positive effects.

Demb, A., & Campbell, C.M. (2010). A new lens for identifying potential adult persistent problem drinkers during college. *Journal of College Student Development, 51* (6), 665-678.

This study explored the questions of whether certain personal characteristics or patterns of drinking behavior allow forecasting of those students who persist in their drinking behavior beyond college graduation and those who do not. It also examined the results in the context of insights provided by student development theory. Using a large data set, the study found factors that seemed to separate persisters from non-persisters and that are consistent with student development theories related to drinking behavior, reasons for drinking and matters of control, intervention or consequences.

English, E. M., Shutt, M. D., & Oswalt, S. B. (2009). Decreasing use of alcohol, tobacco, and other drugs on campus: Exploring potential factors related to change. *NASPA Journal, 46*(2), 163-182.

This alcohol, tobacco, and other drugs (ATOD) study involved a survey conducted at summer first-year student orientations sessions at a large public university in the southeast in 2002, 2004, and 2006 to nearly students. The authors found that there was a decrease in the current Millennial cohort's drinking, tobacco, and marijuana. At the same time, the study cites previous research suggesting an increase in student use of alcohol, tobacco, and other drugs (ATOD) when entering along with preexisting patterns of ATOD abuse from students prior to entering campus. Implications for incorporating the characteristics and culture of incoming first-year cohorts when developing prevention programs are discussed.

Hummer, J. F., Pedersen, E. R., Mirza, T., & LaBrie, J. W. (2010). Factors associated with general and sexual alcohol-related consequences: An examination of college students while studying abroad. *Journal of Student Affairs Research and Practice, 47*(4), 427-444.

This study documents general and sexual negative alcohol-related risks and factors associated with such risk. Data were collected over two successive spring semesters at a medium-sized, West Coast university. The manner of drinking, pre-departure expectations related to alcohol use while abroad, culture-related social anxiety, and perceived disparity between home and host cultures differentially predicted consequences abroad.

Hummer, J. F., LaBrie, J. W., & Pedersen, E. R. (2012). First impressions on the scene: The influences of the immediate reference group on incoming first-year students' alcohol behavior and attitudes. *Journal of College Student Development*, 53(1), 149-162.

This study examined first-year students' perceptions of alcohol use and alcohol-related attitudes among their same-sex peers on their residence hall floor. Both male and female residents overestimated their peers' alcohol use and attitudes. Further, the norms they perceived were related to actual individual drinking and more permissive attitudes, with connectedness to floormates mediating this relationship. Understanding normative effects of residence hall floormate peer influences and relationships has implications for alcohol prevention and education.

Juth, V., Smyth, J. M., Thompson, K., & Nodes, J. (2010). Social and environmental predictors of alcohol-related legal infractions in college students. *Journal of College Student Development*, 51(4), 373-384.

Examining the records of students with alcohol-related legal infractions, these researchers identified calendar-related risk factors associated with problematic alcohol use not previously emphasized in the literature. The researchers found that increases in infractions (a proxy for increased problematic alcohol use) were associated with Greek organization rush week and football game days; were significantly more common during weekends; and seemed associated with weather-related factors such as temperatures and snowfall.

Kolek, E. A. (2009). Recreational prescription drug use among college students. *NASPA Journal*, 46(3), 519-539.

This survey study suggested that a substantial portion of college students at a large public university were using prescription drugs recreationally. Further, recreational prescription drug use was associated with the use of other drugs including alcohol, and recreational prescription drug users reported more negative consequences of their substance use than did their non-using peers.

LaBrie, J.W., Kenney, S.R., Lac, A., Garcia, J.A., & Ferraiuolo, P. (2009). Mental and social health impacts the use of protective behavioral strategies in reducing risky drinking and alcohol consequences. *Journal of College Student Development*, 50 (1), 35-49.

The authors of this study investigated the potential moderating effects of mental and social health status on the relationship between protective behaviors and alcohol use as well as alcohol-related negative consequences. Participants were first-year female undergraduate students at a mid-sized private university who affirmed that they had consumed alcohol within the past 30 days. Findings revealed that protective behaviors were particularly effective in reducing both alcohol consumption and related risks among participants reporting lower mental health as compared to higher mental health. Participants with higher social health who utilized protective behaviors consumed significantly fewer maximum drinks per occasion than did peers who also employed protective behaviors but reported lower social health.

Mcchargue, D. E., Klanecky, A. K., & Anderson, J. (2012). Alcohol use problems mediate the relation between cannabis use frequency and college functioning among students mandated to an alcohol diversion program. *Journal of College Student Development*, 53(4), 611-615.

Participants in this screening-questionnaire study were students mandated to an alcohol diversion program. The study combined a focus on alcohol and marijuana use to examine alcohol use problems as an explanation for the relationship between cannabis use frequency and college adjustment difficulties. Problematic alcohol drinking was found to fully mediate the relationship between cannabis use frequency, on one hand, and lower grades and increased legal problems, on the other hand. Conclusions suggest the negative college functioning associated with cannabis use may be dependent on the severity of a student's alcohol use problems.

Misch, D.A. (2011). College student assessment of the signs of alcohol poisoning: To dream the impossible dream. *Journal of Student Affairs Research and Practice*, 48(2), 165-178.

The author asks and answers the question: Can college students accurately assess a peer who is in imminent danger of dying from alcohol poisoning? The conclusion is that there is only one reliable way to avoid death from alcohol poisoning; unfortunately, it is not via college student evaluation of the signs of alcohol poisoning. The most effective way to reduce deaths from alcohol poisoning is simple, even though repudiated by many college students—drink moderately and responsibly.

Novik, M. G., & Boekeloo, B. O. (2013). Comparison of student self-reported and administrative data regarding intercession into alcohol misuse among college freshmen dormitory residents. *Journal of College Student Development*, 53(6), 797-810.

Because first-year university students most commonly live in residence halls, residence responses to alcohol misuse are of special interest. This study of Residence Life intercession into residents' alcohol misuse included self-report surveys of students and Resident Life documentation. 71% of residents reported alcohol misuse; however, only small portions of students (between 6 – 8%) of drinkers were documented with violations, less than 2% were referred for alcohol-related counseling, and .3% were taken to the emergency room. Overall, Residence Life intercession for alcohol use was infrequent (however, some or most problematic drinking might occur off-campus).

Palmer, R.S., McMahon, T.J., Moreggi, D.I., Rounsaville, B.J., & Ball, S.A. (2012). College student drug use: Patterns, concerns, consequences, and interest in intervention. *Journal of College Student Development*, 53 (1), 124-132.

The authors used a convenience sample for this study consisting of 262 college students who attended a small, private university located in suburban southern Connecticut and who self-reported lifetime use of an illicit drug. Sixty nine per cent reported at least one negative

consequence over the course of their lifetime and 63% reported such a consequence in the past year. Many also reported being moderately concerned (28%) about their drug or medication misuse and moderately interested in some form of intervention (76%). Ninety percent of the participants reported the use of marijuana and 425 indicated some type of medication misuse.

Patrick, M.E., Neighbors, C., & Lee, C.M. (2012). A Hierarchy of 21st Birthday Drinking Norms. *Journal of College Student Development*, 53 (4), 581-585.

One week prior to their birthday, college students, who were enrolled at a large, northwestern, public university, were asked to complete an online screening survey about their intentions regarding their upcoming 21st birthday celebration. Those who reported their intention to engage in alcohol consumption as part of their celebration were asked to complete a pre and post birthday questionnaire. Results indicate support for a hierarchical organization of normative social influences on 21st birthday drinking. Those who were described as close friends were more influential in the process of setting normative behavior, and should be included in any intervention the goal of which is to moderate 21st birthday drinking behavior.

Perkins, H. W., & Craig, D. W. (2012). Student-athletes' misperceptions of male and female peer drinking norms: A multi-site investigation of the "reign of error". *Journal of College Student Development*, 53(3), 367-382.

Participants in this study were more than 4000 student-athletes at 15 college and universities. Regardless of actual institutional drinking norms, the student-athlete participants in the study routinely over-estimated quantity and frequency norms pertaining to peer drinking behavior. Perceived male drinking norms was the strongest predictor of both male and female student-athlete's actual drinking (at parties and in bars) while female drinking norms were a strong predictor of female (but not male) drinking behavior.

Perron, B. E., Grahovac, I. D., Uppal, J. S., Granillo, T. M., Shuter, J., & Porter, C. A. (2011). Supporting students in recovery on college campuses: Opportunities for student affairs professionals. *Journal of Student Affairs Research and Practice*, 48(1), 47-64.

This article summarizes what is currently known about college students in recovery and ways that student affairs professionals can help build an infrastructure of formal and informal supports for this underserved and at-risk student population.

Reingle, J., Thombs, D., Osborn, C., Saffian, S., & Oltersdorf, D. (2010). Mental health and substance use: A qualitative study of resident assistants' attitudes and referral practices. *Journal of Student Affairs Research and Practice*, 47(3), 325-342.

The authors of this study investigated mental health and substance use referral practices of resident assistants (RAs). Interviews were conducted with 48 RAs at three campuses located in three different states. RAs generally had positive attitudes toward helping residents and believed that existing norms supported their referral actions. However, many perceived referring residents to be emotionally burdensome, and they were not confident referrals would lead to positive

outcomes. RAs reported referring residents for professional assistance only when problems were judged to be severe, essentially engaging in a form of clinical triaging to make referral decisions.

Romosz, A. M., & Quigley, B. M. (2013). Does alcohol use mediate the association between consequences experienced in high school and consequences experienced during the first semester of college? *Journal of College Student Development, 54*(2), 215-221.

In this study, the high school alcohol use, alcohol use since entering college, negative consequences of alcohol use, and academic functioning of 67 volunteer first-year student participants were measured. The main finding was the weekly drinking once at college mediated the relationship between high school alcohol use consequences and college alcohol use consequences generally, and academic consequences specifically.

Rosenberg, H. Bonar, E.E., Pvllick, M., Jones, L.D. Hoffman, E., Murray, S., Faigin, C.A., et. al. Associations between university students' reported reasons for abstinence from illicit substances and type of drug. *Journal of College Student Development, 53* (1), 91-105.

A convenience sample of 211 undergraduates, who were enrolled at a public, Midwestern university, completed complete a self-report questionnaire designed to assess their reasons for abstaining from or limiting their use of a list of commonly used illicit drugs. Concerns about drug-induced impairment and conflicts with self-image were the reasons most frequently mentioned.

Smith, M. A., & Berger, J. A. (2010). Women's ways of drinking: College women, high risk alcohol use, and negative consequences. *Journal of College Student Development, 51*(1), 35-49.

This study employed qualitative methodology to examine 10 college women's high-risk alcohol use and its consequences. A conceptual model centering on "relational ritual reinforcement (R^3)" emerged from the data to help better understand female students' recurring high-risk drinking and its negative consequences.

Smith, S. W., LaPlante, C., Novales Wibert, Mayer, A., Atkin, C. K., Klein, K., Glazer, E., & Martell, D. (2011). Student-generated protective behaviors to avert severe harm due to high-risk alcohol consumption. *Journal of College Student Development, 52*(1), 101-114.

This survey study asked students to describe their perceptions of the most severe and harmful alcohol-related consequences, along with the protective behaviors they thought would most effectively ward off those consequences. Forced sex was the most severe and harmful consequence they identified, whereas personal responsibility was the most commonly noted protective behavior. The findings have direct implications for preventive programming as well as the potential to inform an understanding of student beliefs and attitudes.

College Counseling & Psychological Services Knowledge Base
Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 3: COLLEGE ADJUSTMENT & ACADEMIC SUCCESS

DeWitz, S.J., Woolsey, M.L., & Walsh, W.B. (2009). College student retention: An exploration of the relationship between self-efficacy beliefs and purpose in life among college students. *Journal of College Student Development, 50* (1), 19-34.

The authors investigated the connection between the construct of purpose in life as conceptualized by Frankl (1988) and how, together with measures of Bandura's theory of self-efficacy, struggling first year students could be supported to a successful outcome. A convenience sample of students enrolled at a large, Midwestern university completed several instruments that revealed a student's views on the purpose of life and their self-efficacy. All of the variables measuring self-efficacy were significantly and positively correlated with purpose in life, lending support to the idea of creating interventions based on self-efficacy theory in order to positively influence students' subjective sense of purpose in life for the purpose of improving college student retention.

Fitch, T., Marshall, J., & McCarthy, W. (2012). The effect of solution-focused groups on self-regulated learning. *Journal of College Student Development, 53*(4), 586-595.

This article presents as example of an academic intervention that integrates student development concepts approaches with course curricula. The article describes a solution-focused goal-setting group that was effective for improving academic skills vis a vis self-regulated learning.

Guiffrida, M.F., Lynch, A.F., & Abel, D.S. (2013). Do reasons for attending college affect academic outcomes?: A test of a motivational model from a self-determination theory perspective. *Journal of College Student Development, 54* (2), 121-139.

The authors conducted a Web-based survey of 2,520 college students who were enrolled at a large community college and a small, public liberal arts college. Both institutions were located in the northeastern U.S. The study was designed to test relationships between academic success and college student motivational orientation, conceptualized from a self-determination theory (SDT) perspective. Findings indicated that going to college to fulfill intrinsic motivation needs for autonomy and competence was positively associated with intention to persist and GPA but that motivation geared toward the fulfillment of relatedness needs had a more nuanced relationship to the outcome variables.

Hunt, P. F., Boyd, V. S., Gast, L., Mitchell, A., & Wilson, W. (2012). Why some students leave college during their senior year. *Journal of College Student Development, 53*(5), 737-742.

This study contributed to filling a gap in the attrition literature by using institutional and self-report data to examine the reasons behind college seniors' decisions to leave college before degree completion and by comparing first-generation and non-first-generation college seniors related to leaving-college rationales.

Klingsieck, K. B., Grund, A., Schmid, S., & Fries, S. (2013). Why students procrastinate: A qualitative approach. *Journal of College Student Development, 54*(4), 397-412.

This qualitative study interviewed 29 students to develop themes related to academic procrastination. Themes emerging included previously demonstrated themes, such as lack of motivation and volitional control, as well as relatively new themes, such as students' social connectedness and task competence as they related to procrastination.

Krumrei-Mancuso, E. J., Newton, F. B., Kim, E., & Wilcox, D. (2013). Psychosocial factors predicting first-year college student success. *Journal of College Student Development, 54*(3), 247-266.

This study rounded out the college student success literature by examining a model of potentially relevant psychosocial factors. This seemed important since non-academic factors are so well-established contributors to student adjustment. First-semester GPA was predicted by academic self-efficacy and attention. Further first-semester GPA was a mediation between these 2 variables, and academic self-efficacy was especially important, even in predicting end of the year GPA. Additional factors such as overall college life satisfaction, stress and time management, campus activity levels and emotional satisfaction with the academic experience all were salient to the discussion of first-year success.

Lee, D., Olson, E. A., Locke, B., Michelson, S. T., & Odes, E. (2009). The effects of college counseling services on academic performance and retention. *Journal of College Student Development, 50*(3), 305-319.

This study examined the records of more than 10,000 college first-year and transfer students. The authors report that counseling center experiences were significantly associated with retention, where those receiving counseling were more likely to stay in college; further, individual plus group counseling had the best effects. Although counseling was related to retention, it was not related to academic performance when precollege academics were factored in.

Mattanah, J.F., Ayers, J.F., Brand, B.L., Brooks, L.J., Quimby, J.L., & McNary, S.W. (2010). A social support intervention to ease the college transition: Exploring main effects and moderators. *Journal of College Student Development, 51* (1), 93-108.

This study examined effects of a peer-led social support group intervention on college adjustment. Ninety first year students, who attended a large, suburban, primarily non-residential university, were randomly assigned to participate in the intervention. As a group, they reported higher levels of perceived social support and reduced loneliness when compared to controls after accounting for pre-intervention levels on these variables. Effects were not moderated by precollege adjustment concerns or gender.

Mattern, K.D., & Shaw, E.J., (2010). A look beyond cognitive predictors of academic success: Understanding the relationship between academic self-beliefs and outcomes. *Journal of College Student Development, 50* (1), 1-18.

Using a large, national data set, the authors of this study examined the relationship between academic self-beliefs (self-efficacy and degree aspirations), and the intention to seek help when

needed with various academic outcomes. The results indicated that, congruent with a substantial body of literature, students' academic self-beliefs are positively related to academic outcomes.

Reynolds, A. L. & Weigand, M. J. (2010). The relationships among academic attitudes, psychological attitudes, and the first-semester academic achievement of first-year college students. *Journal of Student Affairs Research and Practice*, 47(2), 175-195.

This study examined the relationships among academic and psychological attitudes and academic achievement of first-year students. The College Resilience Scale, the Academic Motivation Scale, the College Self-Efficacy Inventory, and the University Environment Scale were administered to 164 first-year undergraduate students enrolled at a large RU/VH university in the northeastern United States. Only two variables, race and resilience, were significantly related to first-semester grade point average. Significant relationships were found among the core variables in this study, specifically academic motivation, resilience, and self-efficacy.

Ruthig, J.C., Marrone, S., Hladkyj, S. & Robinson-Epp, N. (2011). Changes in college student health: Implications for academic performance. *Journal of College Student Development*, 52 (3), 307-320.

This authors of this study investigated the longitudinal associations of health perceptions and behaviors with subsequent academic performance among a convenience sample of college students who were enrolled at a large, public, research-intensive Midwestern university. After controlling for prior achievement, increased binge drinking negatively predicted female students' academic performance and feelings of success; increased tobacco use negatively predicted male students' performance.

Vuong, M., Brown-Welty, S., & Tracz, S. (2010). The effects of self-efficacy on academic success of first-generation college sophomore students. *Journal of College Student Development*, 51(1), 50-64.

This study utilized an online College Self-Efficacy measure to examine student experience at a combination of 5 institutions. Non-first-generation sophomores demonstrated better persistence rates than their first-generation college peers; and self-efficacy beliefs appeared to effect both GPA and retention.

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THEME 4: COLLEGE STUDENT COUNSELING & MENTAL HEALTH NEEDS
& PRESENTING CONCERNS

Indelicato, N.A., Mirsu-Paun, A., & Griffin, W.D. (2011). Outcomes of a suicide prevention gatekeeper training on a university campus. *Journal of College Student Development, 52* (3), 350-361.

The authors of this study explored the efficacy of a three-step (Question, Persuade, Refer) gatekeeper, campus-wide suicide prevention program created for a large, southeastern university. Results showed significant increases in self-rated knowledge about suicide, suicide prevention, awareness of resources and belief in the appropriateness and likelihood they would ask someone about suicide.

Brockelman, K. F. (2009). The interrelationship of self-determination, mental health, illness, and grades among university students. *Journal of College Student Development, 50*(3), 271-286.

This study examined experiences of 375 undergraduates at a single large university and collected data via the web. While several self-determination factors appears to predict GPA; however, students reporting, and not reporting, a mental illness did not differ by GPA, and for participants with similar self-determination levels, again mental illness was not a predictor of GPA.

Hoepfner, B.B., Hoepfner, S.S., & Campbell, J.F. (2009). Examining trends in intake rates, client symptoms, hopelessness, and suicidality in a university counseling center over 12 years. *Journal of College Student Development, 50* (5), 539-550.

The authors examined 12-year archival intake records of a university counseling center to test for trends regarding: (a) the overall number of student-clients seeking counseling, (b) the frequency with which specific symptoms were reported, (c) the number of times student-clients reported experiencing hopelessness at various levels of intensity, and (d) the number of times student-clients reported suicide ideation at two levels of intensity. Clients were enrolled at a medium-size, rural university campus. Findings suggest a long-term (i.e., more than 10-year) stability of student-clients' self-reported symptoms, and corroborate previous findings of short-term stability of client distress at intake.

Matthews-Ewald, M.R., Zullig, K. (2013). Evaluating the performance of a short loneliness scale among college students. *Journal of College Student Development, 54* (1), 105-109.

The 20-item Revised UCLA Loneliness (R-UCLA) Scale created by Russell and colleagues to assess the degree of perceived loneliness. The purpose of this study was to evaluate the performance of a short version of this scale known as the Three Item Loneliness Scale (TILS)

among randomly selected college students. Results indicated that the TILS showed acceptable internal consistency and reliability, (b) demonstrated acceptable evidence for construct, known groups, and criterion-related validity, and that (c) results were unrelated to demographic variables (gender, race, age, socioeconomic status).

McComb, J. L., & Hanson, W. E. (2009). Problem gambling on college campuses. *NASPA Journal*, 46(1), 1-29.

In this article, the authors assert that as many as 80% of college students gamble – and 8% gamble problematically. The authors' discussion frames college gambling as an institutional public health problem; discusses contributors, the range of problems, and needed responses; and solicits student affairs offices including counseling and health to address the issue.

Park, H.L., Attenweiler, W.J., & Rieck, S.M. (2012). Creation of a mental health treatment fears and obstacles inventory for college students. *Journal of College Student Development*, 53 (5), 750-759.

The authors created a new scale, the Mental Health Treatment Fears and Obstacles (MHTFO). The scale represents an inventory which was generated by college students, and consists of their treatment fears and obstacles to seeking mental health services. Participants, 53 males and 84 females, attended a medium-sized, Midwestern open-enrollment university. The convenience sample age range was 18 to 33 years of age and primarily identified their race as White (88.3%) with a small percentage identifying themselves as African American (4.4%) or other (7.3%).

Potvin-Boucher, J., Szumilas, M., Sheikh, T., & Kutcher, S. (2010). Transitions: A mental health literacy program for postsecondary students. *Journal of College Student Development*, 51(6), 231-250.

The goal of improving mental health literacy is to reduce destigmatize mental illness and, as a mental health promotion strategy, increase help-seeking behavior. This article reports that one specific mental health literacy program, Transitions, which was piloted among 8000 Canadian college students, had some initial successes engaging participants.

Ratanasiripong, P., Sverduk, K., Prince, J., & Hayashino, D. (2012). Biofeedback and counseling for stress and anxiety among college students. *Journal of College Student Development*, 53 (5), 742-749.

This study investigated the impact of using biofeedback and brief counseling in treating stress and anxiety in an ethnically diverse college student population. Reduction in anxiety symptoms, were compared between clients receiving both biofeedback training and brief counseling and those receiving only brief counseling. The study was conducted at a large public university in the western United States that is a Hispanic-Serving Institution. The study's participants were 30 counseling clients from the university's counseling center. The results of this study found that the group of participants who received biofeedback training in conjunction with counseling reported significantly greater reduction in anxiety than did the group who received counseling alone.

Shead, N.W., Derevensky, J.L., Fong, T.W., & Gupta, R. (2012). Characteristics of Internet gamblers among a sample of students at a large, public university in southwestern U.S. *Journal of College Student Development*, 53 (1), 133-14

The authors of this study surveyed the population of undergraduate and graduate students enrolled at a large, public university located in the southwestern U.S. to determine the percent and characteristics of those who indicated that they engaged in Internet gambling. The response rate was not quite 2.5%. The article provides information about the frequency and type of gambling that respondents engaged in.

Yost, M. R., & Smith, L. A. (2012). When does it cross the line? College women's perceptions of the threshold between normal eating and eating disorders. *Journal of College Student Development*, 53(1), 163-168.

This study examined the beliefs of more than 100 women comprising a convenience sample of introductory psychology students concerning eating and eating disorders. Generally, participants identified emerging-level symptoms of eating disorders. Implications for campus practices are discussed.

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Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 5: DATING & RELATIONSHIP VIOLENCE

Banyard, V. L., Moynihan, M. M., & Crossman, M. T. (2011). Reducing sexual violence on campus: The role of student leaders as empowered bystanders. *Journal of College Student Development, 50*,446-457.

Using psychoeducation and outreach to promote positive, engaged bystander actions in sexual violence situations is a growing trend on campuses. This study reported positive outcomes of one pilot bystander program targeting student leaders.

Dahlen, E. R., Czar, K. A., Prather, E., & Dyess, C. (2013). Relational aggression and victimization in college students. *Journal of College Student Development, 54*,140-154.

These researchers found that relational aggression in college students' peer and intimate relationships was associated with depression, anxiety, stress, problematic anger, and alcohol problems. Peer relational aggression was predicted by anxiety, problematic alcohol use, and anger traits.

Earles, J. P. (2009). Acquaintance rape workshops: Their effectiveness in changing the attitudes of first year college men. *NASPA Journal, 46*(3), 417-433.

This study more closely analyzed specific elements of acquaintance rape prevention programs targeting college men to development a strategy for effective intervention for reducing problematic male relationship sexual violence behaviors.

Foubert, J.D., Tatum, J.L. & Godin, E.E. (2010). First-year male students' perceptions of a rape prevention program 7 months after their participation: Attitude and behavior changes. *Journal of College Student Development, 51* (6), 707-715.

Seven months after seeing The Men's Program, a commonly used rape prevention program, first year college men enrolled at a midsized southeastern public university responded to a follow-up questionnaire designed to determine the program's effectiveness. Two thirds of the respondents reported either attitude or behavior changes toward alcohol related sexual assaults.

Leenars, L., & Lester, D. (2011). Indirect aggression and victimization are positively associated with emerging adulthood: The psychological functioning of indirect aggressors and victims. *Journal of College Student Development, 52*, 62-76.

This article reports on a sequence of 2 research studies examining indirect aggression factors among indirect aggressors as well as victims. Indirect violence aggressors were found to often also be victims. Further, higher scores for anger discomfort, silencing the self, and other factors were associated with being either an aggressor and with being a victim.

Lindgren, K. P., Schacht, R. L., Pantalone, D. W., Blayney, J. A., & George, W. H. (2009). Sexual communication, sexual goals, and students' transition to college: Implications for sexual assault, decision-making, and risky behaviors. *Journal of College Student Development, 50*(5), 491-503.

This qualitative study explored 29 students' experiences pertaining to sexual communication and sexual goals, and the high school to college transition. Gender differences emerged in communicating sexual interest, with college men perceiving greater communication of sexualized interests than women intended to communicate. Men also focused more on casual sex goals, compared with women, who expressed more relationship goals and more emphasis on reputation. Gender similarities emerged in that both female and male students preferred indirect nonverbal sexual communication, and both genders preferred the enhanced freedom to pursue sexual goals in the college environment.

Reilly, R.C. & D'Amico, M. (2011). Mentoring undergraduate university women survivors of childhood abuse and intimate partner violence. *Journal of College Student Development, 52* (4), 409-424.

This qualitative study employed a comparative case design that elicited data describing the role of mentoring for undergraduate women survivors of trauma. Four themes emerged: fantasy mentors, mentor as mirror, mentor as nurturer and supporter, and mentor as the embodiment of a profession.

Tatum, J. L., & Foubert, J. D. (2009). Rape myth acceptance, hypermasculinity, and SAT scores as correlates of moral development: Understanding sexually aggressive attitudes in first-year college men. *Journal of College Student Development, 50*(2), 195-209.

This correlational study employed a multiple regression design to examine associations among moral development (using Defining Issues Test scores), endorsement of rape-supportive attitudes (using the Illinois Rape Myth Acceptance Scale), and the additional variable, SAT scores. While rape myth acceptance was associated with moral developmental level, hypermasculinity was not related to moral development. Further, interestingly, aspects of rape myth acceptance plus SAT verbal scores accounted for 9 – 10% of variance in moral development. These authors present implications for practice from their findings.

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Annotated Bibliography: College Student Development Literature, 1999-2013

THEME 6: FAMILY OF ORIGIN ISSUES & INFLUENCES

Harper, C. E., Sax, L. J., & Wolf, D. S. (2012). The role of parents in college students' sociopolitical awareness, academic, and social development. *Journal of Student Affairs Research and Practice*, 49(2), 137–156.

Using data from the University of California Undergraduate Experiences Survey, this study examined the relationship between parental contact and involvement in students' academic progress and decision-making with students' personal, social and academic development. For students identifying as low income or poor, greater parental contact was associated with larger reported gains in sociopolitical awareness. The parental involvement factor was positively related to gains in sociopolitical awareness for first year students, but was negative for sophomores, and seniors.

Hiester, M., Nordstrom, A., & Swenson, L. M. (2009). Stability and change in parental attachment and adjustment outcomes during the first semester transition to college life. *Journal of College Student Development*, 50(5), 521-538.

In this examination of parental attachment, changes in parental attachment, and first-semester psychological functioning and adjustment, more than 270 students completed self-report measures at 2 time-points during the first semester. Higher attachment security resulted in more positive adjustment outcomes for male and female matriculants. Further, students who experienced declining relationships with parents during the study's timeframe also tended to experience higher distress levels and lower adjustment scores. Some differences for students living at home also were found.

Johnson, V.K., Gans, S.E., Kerr, S., & LaValle, W. (2010). Managing the transition to college: Family functioning, emotion, coping, and adjustment in emerging adulthood. *Journal of College Student Development*, 51 (6), 607-621.

The purpose of this study was to test the hypothesis that college students who engage in emotion coping, behaviors will show better academic, social, and emotional adjustment to college compared to those who do not engage in these behaviors. Two cohorts of a total of 320 (93 men, 227 women) first-year undergraduate students at a state university in suburban Philadelphia completed a series of questionnaires about his/her family environment, coping style, and individual functioning. Participants from less expressive families who tended to avoid their emotions reported significantly more difficulty adjusting to college than their peers from more expressive family environments.

LaBrie, J. W., & Cali, J. (2011). Parental interaction with college students: The moderating effect of parental conflict on the influence of perceived peer norms on drinking during the transition to college. *Journal of College Student Development*, 52(5), 610-621.

This study examined college student general contacts with parents on alcohol drinking during the first-year transition. For female students, the authors found that more frequent mother-daughter interactions were associated with reduced drinking, and that contact with mother seemed to moderate peer influences. By comparison, father-daughter contact did not have these associations. Neither father or mother contacts were associated with male drinking. The implications for practice of a relationship between mother-daughter contacts and alcohol in college women is explored.

Stringfellow, E.L., & McAndrew, F.T. (2010). Parents' divorce is more strongly related to the self-perceived promiscuity and drinking behavior of male than of female college students. *Journal of College Student Development, 51 (5), 599-600.*

Students who attended a Midwestern liberal arts college who responded to an online survey provided data that revealed that males and children from divorced families perceived themselves as more promiscuous and drank more than did students from intact families. However, the authors point out that these results were due almost entirely to the fact that responses from males from divorced families were much higher than from any of the other groups.

Turner, E. A., Chandler, M., & Heffer, R. W. (2009). The influence of parenting styles, achievement motivation, and self-efficacy on academic performance in college students. *Journal of College Student Development, 50(3), 337-346.*

This study extending the parenting style knowledge-base to college student performance and adjustment. Relationships among authoritative parenting style, self-efficacy, academic motivation and performance were explored (from a self-determination theory perspective). The main findings were that authoritative parenting continues to influence college learners' academic performance during college, and that intrinsic motivation as well as self-efficacy were predictors of academic performance. The study adds additional findings that might inform counseling work with students with academic concerns as they relate to family and parental dynamics.

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THEME 7: WELLNESS AND PSYCHOLOGICAL ADJUSTMENT

Bowman, N. A. (2010). The development of psychological well-being among first-year college students. *Journal of College Student Development, 51*(2), 180-200.

This study examined background characteristics and precollege characteristics influencing first-year student psychological wellbeing. Being female, Latino/Hispanic, traditional age, and having high academic achievement and aspirations are associated with greater wellbeing at entering college. Then, during the college first year, well-being was related to several precollege attributes, including being a non-first-generation student, female, non-traditional-age, and having high academic achievement. Various college influences also are discussed. Together, these findings might have useful implications for informing counseling assessment and intervention for psychological well-being.

Bowman, N.A., & Small, J.L. (2012). Exploring a hidden form of minority status: college students' religious affiliation and well-being. *Journal of College Student Development, 53* (4), 491-509.

This study examines the relationship between college students' religious affiliations and well-being using a longitudinal sample of 14,527 students at 136 institutions. Analyses show that students who do not identify with any religious affiliation have reduced well-being compared with mainline Christian students. Engaging in religious activities and attending an institution with an inclusive religious climate are associated with greater gains in well-being. Data from the Spirituality in Higher Education project, which was conducted by the Higher Education Research Institute (HERI) and sponsored by the Templeton Foundation, were used for this study.

Lloyd, J. M., Dean, L. A., & Cooper, D. L. (2009). Students' technology use and its effects on peer relationships, academic involvement, and healthy lifestyles. *NASPA Journal, 48*(4), 1245-1259.

This study extended the literature about student media use and peer relationships reported a combination of both positive and negative effects of computer and other media (IM, gaming devices, MP3 players, other screen based devices) on students' peer relationships, academic involvement, and healthy lifestyles

Park, J. J., & Millora, M. L. (2012). The relevance of reflection: An empirical examination of the role of reflection in ethic of caring, leadership, and psychological well-being. *Journal of College Student Development, 53*(2), 221-242.

This study was based on student responses to the College Students' Beliefs and Values measure. The authors found that self-reported engaging in self-reflection and having courses that integrated reflective writing were among the strongest predictors of holding an Ethic of Caring and Leadership during the third year of college; however, self-reflection was negatively

associated with well-being. Implications may exist for incorporating self-reflection into curriculum and in student activities and experiences, and may therefore have implications for consultation, student development, and psychoeducational programming.

Ravert, R. D., Schwartz, S. J., Zamboanga, B. L., Donnellan, M. B., Kim, S. Y., Weisskirch, R. S., Ham, L. S., & Bersamin, M. M. (2013). The association between sensation seeking and well-being among college attending emerging adults. *Journal of College Student Development, 54*(1), 17-28.

This study explored sensation seeking because it is a risk factor for unsafe or reckless behavioral choices. More than 8,000 students at multiple institutions completing self-report measures included a measure of sensation seeking. Sensation seeking scores were associated with risk behavior and psychological well-being – and further, well-being was associated with high novelty seeking but with low intensity seeking.

Rivers, S.E., Brackett, M.O., Sickler, C., Bertoli, M.C., & Salovey, P. (2013). Emotion skills as a protective factor for risky behaviors among college students. *Journal of College Student Development, 54* (2), 172-183.

In this study, the authors compared the contributions of emotional intelligence and self-esteem, to engagement in risk-taking behaviors among a convenience sample of undergraduates who were enrolled at a mid-sized, state university in the northeastern U.S. Structural equation modeling revealed that emotional intelligence, but not self-esteem, was related significantly to risky behaviors. The results of this study indicated that emotional intelligence was related inversely to risky behaviors, including those linked to substance abuse, adjustment problems (e.g., promiscuity, delinquency) and aggression.

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THEME 8: PROFESSIONAL ISSUES & TRENDS

Baker, T. R. (2009). Notifying parents following a college student suicide attempt: A review of case law and FERPA, and recommendations for practice. *NASPA Journal*, 46(4), 674-694.

This article written by an associate dean of students discusses legal implications of disclosure to parents, decision-making about parental disclosure, possibility of subsequent self-harming behavior by the student, and other factors and issues surrounding parental notification following a college student suicide attempt.

Catullo, L. A., Walker, D. A., & Floyd, D. L. (2009). The status of crisis management at NASPA member institutions. *NASPA Journal*, 46(2), 301-324.

This study examined chief student affairs administrators' evaluations of their campuses' preparedness for crisis following the 2007 Virginia Tech shooting. Overall, the administrators' reported better preparedness than they did in an earlier 2001 study, but some additional crisis preparedness needs remained.

Kitzrow, M. A. (2009). The mental health needs of today's college students: Challenges and recommendations. *NASPA Journal*, 46(4), 646-660.

This article is a literature review, current at the time of publication, documenting what was described as a "surge" in mental health needs on campuses and discussing student mental health problem implications for constituencies including students, faculty, staff, and the institution.

Penven, J. C., & Janosik, S. M. (2012). Threat assessment teams: A model for coordinating the institutional response and reducing legal liability when college students threaten suicide. *Journal of Student Affairs Research and Practice*, 49(3), 299-314.

This article examines the mechanisms for assessing and coordinating the response to student behavior resulting from mental health issues. A review of case law and recommendations to mitigate liability when students threaten suicide are provided.



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