



**College Student Affairs
Comprehensive Examination –January 2011**

Part I

Please select two questions from the five questions given below. Please list the number of the question. Please use and apply the case study below for all the questions. Please do not put your name on every page. You have four (4) hours to work on Part One. You will then get a one hour break before Part II begins.

Your answers should be well-thought out, clear, well organized, well-written and reflect a solid understanding of the material covered in the program. You must answer all the sections in the questions selected. Please read the questions carefully. You may find it helpful to draft a brief outline to use in organizing your answer. Since this is a graduate level comprehensive exam, you are expected to support your critical analysis by referring to theory, studies, models, and other scholarly work. We do not expect you to have full citations, but you should be able to cite the author, model, theorist, etc.

You will notice that attached to each question is a grading rubric. The grading rubric will show you the expectations of the faculty graders. Please review each rubric carefully. It will assist you in planning and executing your answer. The grading rubric will also be used by the faculty graders in assessing your answers. The department believes the addition of the rubric will provide you with even more clarity about expectations and how your answers will be graded.

The case study provided below applies to the questions and must be used when answering any of the questions.

Good luck!

Case Study

CAMPUS HATE CRIME ISSUES (Adapted from Racial Tension Boils Over on Campus)

On November 21, Kyle Descher, a Korean American, headed out to a bar with his roommate after a Weaver State University football victory. Minutes after hearing a racial

slur from one of three men, Kyle is “sucker-punched” in an unprovoked attack. Doctors add three titanium plates to his broken jaw and it is wired shut.

Kyle’s roommate Jim Bradley tells police that as the pair approached the bar, he heard a derogatory remark directed towards Kyle. He told police Kyle responded by asking them what they said and then heard a repeat of the comment. The roommate said Kyle replied by telling them, “Whatever, have a nice life,” and walked into the bar. Kyle was then punched by an assailant. Witnesses in the bar claim they’re unable to describe the attacker. Investigators are classifying this attack as a possible hate crime.

“I have been able to talk alright with my jaw wired shut,” Kyle told the university newspaper, *The Argonaut*, “but not being able to eat is terrible. Everything must be liquid and squeezed through the cracks in my teeth.”

Brian Lock, former acting director at the Commission on Asian Pacific American Affairs (CAPAA) and a former student at WSU, empathizes with Descher. Lock has communicated with Kyle’s dad, uncle, members of the Human Rights Commission, CAPAA, and the Asian Pacific Islander Coalition regarding the attack. “In Kyle’s situation, it went beyond just a few hurtful words,” says Lock. “I always have a close connection to situations like Kyle’s. I’ve been in close situations going back to my college/grad school days where one sharp reply back to a racially motivated comment could have easily led to a reaction similar to what happened to Kyle — for no apparent reason other than being Asian.”

Two of the three men have been identified as WSU students. One is Bob Johnson, a 21 year old junior varsity football player and the other is Tyler Evans, a 24 year old part time student who attends classes in the evenings. The third, Jake Monroe, is a friend who has no official connection with the university. He is the one who punched Kyle. Bob made a derogatory remark and no remarks have been attributed thus far to Tyler. All three are men who grew up in the local community.

The President of WSU held a forum to address the Kyle Drescher incident. He invited all students and student organizations, faculty, staff, the officers of the alumni association and any alumni who wished to attend. At the forum other incidents were raised involving gay students, Muslim students, African American students, female students, and students with disabilities. Some faculty members have reported disputes in their undergraduate classes involving students from different backgrounds and students from different generations. They have indicated that when working on group projects the differences in age and maturity have also played a part in causing conflicts regarding work ethics, getting work done on a timely basis, and work quality. Staff members have reported incidents of rudeness and bad behavior from some of their colleagues and have attributed it to clashes of age, gender, and culture.

The President has convened his executive board to discuss this matter. He has decided to expand the university’s commitment to diversity. Currently the university has a Diversity Office. The President is considering the formation of a Center for Diversity and

Multiculturalism. He wants this to be a university-wide project and to seek the input and participation of all stakeholders.

The President knows his board and his chief administrators are not in agreement regarding how WSU should proceed. While all of them denounce the violent behavior and believe the university must respond, they do not all agree on 3 major issues. First, what if any punishment should be applied to the 2 students, neither of whom struck Kyle. Second, whether there is a need for a new center or program. Some board members believe in a “no tolerance” policy and think that little more needs to be said. Third, if there is a new program or center, where the funds will come from, since they would have to be diverted from other projects. One project is a new football stadium, one is a new residence hall, and the last is a new science building with laboratories. Several board members and some influential alumni association donors do not support the diversion of funds to this new project and believe the funds would be better used elsewhere. Some others want to see this as the cornerstone project of the university.

By way of background, until 1995 the university was 85% white, the average age of the undergraduates was 20 and the average age of the graduate students was 32. Since then the university has become more diverse albeit still predominantly white with 28% identifying as non-white and 72% white. The average age of the undergraduates is now 27 and the average age of the graduate students is 42.

The President has appointed the Dean of Students to chair a task force regarding the potential new center. He has asked the Dean to make this a university-wide project and to seek the input and participation of all stakeholders. The Dean will then bring a recommendation and plan forward to the President and the Board of Trustees.

Answer two of the following five questions.

Human Factors

Please address the following:

- A. Provide a definition of conflict. What is constructive conflict and what is destructive conflict? Using the conflict regarding the proposed new center, provide an example of each.
- B. Use social cubism to analyze the conflict. Explain the theory of social cubism and why it would be helpful in this situation. Analyze the conflict using 2 of the six factors (Demographics, Economics, Political, Psychocultural, Religious, and Historical).
- C. Analyze this conflict regarding the center using human needs. Identify 3 primary parties/stakeholders and identify 1 position for each party/stakeholder. Identify the human needs of these parties/stakeholders

GRADING RUBRIC FOR QUESTION 1

You must:	% Of Total	In order to get full percentage:
Provide a definition of conflict. What is constructive conflict and what is destructive conflict? Using the conflict regarding the proposed new center, provide an example of each.	10%	Provide a definition of conflict. What is constructive conflict and what is destructive conflict? Using the conflict regarding the proposed new center, provide a detailed example of constructive conflict and a detailed example of destructive conflict 10%
Use Social Cubism to analyze the conflict. Explain the theory of Social Cubism. Use 2 of the 6 factors in the analysis.	35%	Provide a definition and explanation of social cubism. 10% Why would it be helpful in the analysis of this conflict? 5% Select 2 of the 6 factors and use them specifically in the analysis 20% (10% each)
Analyze this conflict regarding the center using human needs. Identify three primary parties/stakeholders and identify one position for each party/stakeholder.	20%	Identify 3 primary parties/stakeholders based on the WSU proposed center situation and your knowledge of college student affairs. 10% Identify at least one position for each party/stakeholder. 10%
Identify the human needs of each primary party.	30%	List three human needs for each primary party/stakeholder listed above. 15 points Provide an explanation for each party/stakeholder for each need. 15 points.
Support your critique by referring to the texts and other related sources.	5%	Refer to texts and other related sources as appropriate. You only need to cite the author, title, theorist, or model, not the entire citation.
Total	100	You must get 70 % out of 100% in order to pass.

Mediation

- D. The Dean would like to see if mediation could be used with Kyle Descher and Bob Johnson. They have agreed to participate. If you were to be the mediator:
- A. What would you say in your summary reflection for each of them? Be sure to incorporate some reframing.
 - B. What mediation model do you think would be best to use? Explain why.
 - C. Create a very brief scenario showing a dialogue between the mediator and one party that shows the mediation moving forward. Do not use the opening statement.

GRADING RUBRIC FOR QUESTION 2

You must:	% Of Total	In order to get full percentage:
Provide a summary reflection with reframing for each party.	40%	Create the mediator’s summary reflection for Kyle and the mediator’s summary reflection for Bob. Summary reflection incorporating facts and feelings. 20%. Reframing in each. 20%.
What mediation model would be best and why?	10%	Identify one of the three models as the best for this situation and explain why it is the best one to use.
Create a scenario showing progress	50%	Create a scenario between the mediator and either party that shows movement forward. Include a balance of dialogue from both. Do not use the opening statement.
Total	100%	You must get 70% out of 100% in order to pass.

Facilitation

- E. The Dean is considering facilitation regarding the center and you would be the facilitator.
- A. Name all the relevant stakeholders who should attend and explain why.
 - B. Explain three ground rules from Schwarz that would be particularly relevant for this facilitation. Explain why you think they would be relevant in this case.
 - C. Describe how you would guide participants through 3 steps of the Schwarz 9 step model.

GRADING RUBRIC FOR QUESTION 3

You must:	% Of Total	In order to get full percentage:
Name all the relevant stakeholders who should attend the facilitation and explain why they should be included.	16%	List the relevant parties <ul style="list-style-type: none"> • Name all relevant stakeholders. 8% • Explain why each is a stakeholder and should be included. 8%
Explain three ground rules from	42%	Three ground rules.

Schwarz that would be relevant for this facilitation. Explain why they would be relevant in this case.		<ul style="list-style-type: none"> List three relevant Schwarz ground rules. 12% Explain each of the three relevant Schwarz ground rules as you would explain them to the group. 24% Explain why you think each one would be relevant to this case. 6%
Describe how you would guide participants through 3 steps of the Schwarz 9 step model.	42%	<p>Three steps.</p> <ul style="list-style-type: none"> Identify three Schwarz steps that you would use. 12% For each step, script how you would explain the step to the participants. 30%
Total	100%	Passing Grade is 70% out of 100% in order to pass.

Research Design

F. As part of his Task Force’s exploration of the proposed center the Dean has asked you to design a research study. What would your study attempt to find out and why? What method would you use? List your research questions or hypotheses. Describe the method or methods you would use, including participants, process and procedures.

GRADING RUBRIC FOR QUESTION 4

You must:	% Of Total	In order to get full percentage:
What is the goal of your study?	10%	What will your study find out? Indicate what you want to study and why. (10%)
Identify the research questions or hypotheses.	20%	Provide two research questions or hypotheses. (10% each)
Describe the methodology you would use.	70%	<p>Would you use qualitative methods, quantitative methods, or mixed methods? Why? (20%)</p> <p>Who are your participants? How many participants would you need, and how would you get them? (20%)</p> <p>What would you do to get (collect) your data? This is your process and should be specific to the type of study you are conducting, qualitative or quantitative, or mixed methods. (20%)</p> <p>How would you analyze the data, meaning what would you do with the data after collection? Be specific about the analysis</p>

		model. (10%)
Total	100%	You must get 70% out of 100% in order to pass.

Organizational Conflict

G. The Dean of Student Affairs at WSU asked you to assess the situation from an organizational conflict perspective, please include the following:

- A. Define and discuss organizational conflict and its root causes. How does the notion of “systems” relate to this organization? How would you define and explain the various aspects of culture, including organizational culture and how do they relate to this case?
- B. How would you conduct a needs assessment to collect sufficient information from all of the stakeholders? What information would you need and from what groups? Provide 3 steps you would take in conducting the assessment.
- C. As part of the assessment the Dean has asked you to address the process of working with the stakeholders at WSU including what individuals or groups you wish to work with as part of an intervention strategy and the range of conflict resolution skills and services that can be provided. What are the first two steps you think the university should take and why?

Please make sure you support your critique by referring to the texts and other related sources.

GRADING RUBRIC FOR QUESTION 5

You must:	% Of Total	In order to get full percentage:
Define organizational conflict and identify two specific sources of organizational conflict in this situation. Relate each source to organizational systems and/or organizational culture, as they relate to this	25%	<ol style="list-style-type: none"> 1. Define organizational conflict (5%) 2. Identify and discuss 2 specific sources of organizational conflict in this conflict (10%) 3. Relate each source to organizational systems or organizational culture (10%)

organization and situation.		
How would you conduct a needs assessment to determine what this university needs in terms of services, including what information would you need and from whom? Provide 3 steps you would take in conducting the assessment.	30%	<p>Include</p> <ol style="list-style-type: none"> 1. How would you conduct a needs assessment? Include at least 3 steps you would take. (15%) 2. What information you need and from whom? Why? (15%)
As part of the assessment the Dean has asked you to address the process of working with the stakeholders at WSU including what individuals or groups you wish to work with as part of an intervention strategy and the range of conflict resolution skills and services that can be provided. What are the first two steps you think the university should take and why?	40%	<p>Include</p> <ol style="list-style-type: none"> 1. Discuss what individuals or groups you wish to work with as part of an intervention strategy and why. (10%) 2. Discuss what specific conflict resolution skills and services you would offer to the company and why. (15%) 3. What recommendations would you make regarding the first 2 steps you think the company should take to address employee morale and why? (15%)
Support your critique by referring to the texts and other related sources.	5%	Refer to texts and other related sources as appropriate. You only need to cite the author, title, theorist, or model, not the entire citation.
Total	100	Passing grade is 70%