



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

Part II

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 Two.

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 at 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.

21st Century College Student

1. You are the Chief Student Affairs Officer (Dean of Students) at Weaver State. You have been appointed to chair a task force regarding the controversial new Center for Diversity and Multiculturalism. Based on this task, please provide in ‘step by step’ fashion how you handle each of the following:
 - A. Describe in detail who you would appoint to the task force.
 - B. Describe in detail why you would appoint each particular representative. What do you hope is gained from their appointment?
 - C. Indicate the ‘roadblocks’ that you anticipate as Chair. What could/should you do before hand to avoid these roadblocks?
 - D. Indicate what assessment measures you would employ and identify how you would determine if you were successful.
 - E. Be certain in all of the above to not only answer the ‘what’ (as in what you would do) but the ‘why’ (indicating the reasoning behind each of your actions).

GRADING RUBRIC FOR QUESTION 1

You must:	Percentage of total	In order to get full percentage:
Identify, who you would appoint to the task force.	30%	Make certain that ALL appropriate parties are represented. However, at the same time be realistic that you have not created so large a task force that it simply cannot function.
Demonstrate within each of the appointees 'why' they are to be part of the task force.	50%	Site specific examples taken from 5001 text, lecture, and readings as to how the connection of task force participants can create the desired outcome of a recommendation to the President.
Indicate the assessment measures you would use to determine your success.	20%	Student Affairs professionals should be constantly assessing their effectiveness. Provide the reasoning behind your specific methodology for assessing this particular outcome. Why did you select it over other possible methodologies? Be specific.
Total	100%	Passing Grade is 70% OUT OF 100%

Current Issues and Trends in Student Affairs

- As the Dean of Students at WSU you have been asked by the President to chair a university wide task force regarding the potential creation of a Center for Diversity and Multiculturalism at the University. How would you proceed to identify the issues specific to WSU that need to be considered in creating the center? Base your response on (1) identifying three (3) issues specific to WSU that need to be considered, and (2) explaining the specific process you would follow to address each of the three (3) issues. Support your explanations by referencing readings and discussions presented in the CSPA 5002 course.

You must:	Percentage of total	In order to get full percentage:
Discuss issues specific to WSU that need to be considered in the creation of the university Center for Diversity & Multiculturalism	25%	Identify three (3) issues specific to WSU in the creation of the Center for Diversity and Multiculturalism. Explain why you believe these three (3) issues to be significant.
How would you proceed to address the first issue?	25%	Explain the process you would follow to address the first issue. What would you do first?

		What would you do second?
How would you proceed to address the second issue?	25%	Explain the process you would follow to address the second issue. What would you do first? What would you do second?
How would you proceed to address the third issue?	25%	Explain the process you would follow to address the third issue. What would you do first? What would you do second?
Total	100%	Passing Grade is 70% out of 100%.

Administration of College Student Affairs

3. As the Dean of Students at WSU you have been asked by the President to chair a university-wide task force regarding the potential creation of a Center for Diversity and Multiculturalism at the university. Why do you believe the Dean of Students would be asked to take a leadership role in this task force? Support your position based upon (1) the history and development of student affairs, (2) the mission of student affairs, and (3) the current practice of student affairs in higher education,

You must:	Percentage of total	In order to get full percentage:
State the role of the Dean of Students in the situation. Support your position based on the history of the development of student affairs, the mission of student affairs, and the current role of and practice of student affairs in higher education	60%	Explain the role in terms of the history of the development of student affairs in higher education. (20%) <ul style="list-style-type: none"> Identify 3 events in the history related to diversity and multiculturalism that support your answer Explain the role in terms of the mission of student affairs in higher education. (20%) <ul style="list-style-type: none"> State the mission of student affairs in higher education Provide two examples of how this mission relates to diversity & multiculturalism Explain the role in terms of the current practice of student affairs in higher education. (20%) <ul style="list-style-type: none"> State the current role of student affairs in higher

		<p>education related to diversity and multiculturalism.</p> <ul style="list-style-type: none"> • Provide two examples of how the current role of student affairs in higher education supports your answer.
State the role of student affairs in a university Center for Diversity & Multiculturalism	40%	<p>Provide two examples of the role of student affairs in a university Center for Diversity & Multiculturalism. (20%)</p> <p>Explain how each of these examples supports your answer. (20%)</p>
Total	100%	Passing Grade is 70% out of 100%

COLLEGE STUDENT AND THE LAW

4. As the Dean of Students the President has appointed you to chair a task force regarding the potential new center requiring the input and participation of all of the stakeholders. You are required to bring a recommendation and plan forward to the President and the Board of Trustees regarding your recommendation.

Supplemental Facts:

1. The students, staff, faculty, employees of WSU are protected by all of the provisions of the U.S. Constitution as a public educational institutions.
2. The President of WSU is on “notice” of an environment at WSU, which is potentially discriminatorily charged (e.g. racial, sexual orientation, religious, disability) as a result of the information obtained during the forum held to discuss the Kyle Drescher incident.

.In order to analyze the potential legal liabilities, identify the following:

- (A) Identify all of the stakeholders in the hypothetical for the creation of the “new center”
- (B) Identify the outside stakeholder entities or agencies, which may have some legal oversight or interest in WSU’s decision to create or not create a “new center”.
- (C) Identify all federal law(s) that are implicated in the hypothetical which may come into play in addressing the issue of whether WSU has any legal duty to create the “new center”;
- (D) Identify and discuss recommendations to the President of WSU regarding your recommendations regarding the duty of WSU to create the “new center” taking into consideration the “notice issue of a discriminatorily charged environment”

GRADING RUBRIC FOR QUESTION 4

YOU MUST:	PERCENTAGE OF TOTAL	IN ORDER TO GET FULL PERCENTAGE:
A Identify all of the stakeholders in the hypothetical to the creation of the new center	20%	<ol style="list-style-type: none"> 1. Identify all of the stakeholders and entities or individuals who may have an interest (10%) 2. Identify for each of the stakeholders identified in No. 1 above what type of interest they may have regarding the creation of the “new center” (10%)
B. Identify the outside stakeholder entities or agencies, which may have some legal oversight or interest in WSU’s decision to create or not create a “new center”.	20%	<ol style="list-style-type: none"> 1. Identify the outside stakeholder entities or agencies, which may have some legal oversight or interest in WSU’s decision to create or not create a “new center”. (10%) 2. Identify the entity’s legal basis(es) for any oversight (e.g. identifying the law or basis for authority) (10%)
C. Identify all federal law(s) that are implicated in the hypothetical which may come into play in addressing the issue of whether WSU has any legal duty to create the “new center”;	30%	<ol style="list-style-type: none"> 1. Identify all federal law(s) that are implicated in the hypothetical which may come into play in addressing the issue of whether WSU has any duty to create the “new center”.
D. Identify and discuss recommendations to the President of WSU regarding your recommendations regarding the duty of WSU to create the “new center” taking into consideration the “notice issue of a discriminatorily charged environment”	30%	<ol style="list-style-type: none"> 1. Discuss your recommendations to the President of Lafayette regarding your recommendations regarding the duty of WSU to create the “new center” taking into consideration the “notice issue of a discriminatorily charged environment” (20%) 2. Discuss any WSU liability should the University forego the creation of a “new center”. (10%)
Total	100%	Passing is 70% out of 100%

College Student Affairs and the Greater University

5. Given the case study on problem at the Weaver State University, identify all the offices within WSU that could possibly be impacted and what the nature of that impact would be (you will note that some offices are already identified which you may continue to use).

Once you have identified each office, indicate IN GREAT DETAIL how you would go about shepherding this highly politicized situation. Based upon your understanding of THE GREATER UNIVERSITY and the challenge at hand, indicate:

1. What would you do BEFORE the first Task Force meeting? Who would you call? Would you have ‘meetings before the meeting’? And if so, with whom and why?
2. How would you conduct the first Task Force meeting? What are the problems you might anticipate and how would you handle them?
3. What would you do AFTER the Task Force meeting? Are there any contacts you should be making? And, if so, why?

Defend your position based any element you learned during CSA 5005. Make certain to site relevant readings from class or other related literature when defending your position.

GRADING RUBRIC FOR QUESTION 5

You must:	Percentage of total	In order to get full percentage:
Identify all offices at WSU which you believe would be impacted by the behavior of the students at the basketball game.	33%	Refer to your training in ‘CSA 5005: College Student Affairs and the Greater University’ when answering this question.
Considering the political impact of the Task Force meeting, described what you would do before, during, and after the meeting to make certain that the Task Force works well together and delivers to the President the requested recommendation.	47%	<ul style="list-style-type: none"> • You will need to effectively show the ‘cause/effect’ relationship between the office and the impact of the student’s behavior (42%) • You will want to also demonstrate how the appropriate reaction by the greater university entity can/will lead to effective student growth and development (5%)
Defend your position based any element you learned during CSA 5005.	20%	Responses can be from lectures, classroom discussion, and/or any readings including the text. You may also wish to cite guest panelist observations in your analysis.
Total	100%	Passing Grade is 70% out of 100%