



**College Student Affairs
Comprehensive Examination –May 2013**

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 any 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 begins on the next page

No Crime in Asking (Adapted)

Recent violence on campuses across the country and events related to the Boston Marathon bombing, especially the age of the younger suspect, have prompted universities to revisit their policies and procedures related to violence prevention and intervention.

At Hershey University (HU), a sophomore, Ryan Golden, age 19, came to the door of his English class at 7:50AM, 10 minutes early. He pulled out a large hunting knife from his jacket pocket. He slashed at the professor, Dr. George Deeley, when the professor saw the knife and tried to block his entry into the classroom. He sliced Deeley's arm and chest and then shoved the professor out the door. Golden then closed and locked the door, shouting, "I have a bomb and we are all going to heaven or hell today!" He opened his jacket to reveal a small black package taped around his waist.

Next, Golden pulled out a second knife and holding a knife in each hand, he chased his former roommate, Curtis McDaniel, around the room. He sliced McDaniel across the face, arms, chest and abdomen. Two other male students, John Montgomery and Stavros Savalas jumped on Golden and tried to take the knives from him. Golden stabbed Montgomery in the chest, but Savalas was able to grab a laptop from a desk and hit Golden over the head repeatedly causing him to drop the knives and fall to the floor. Savalas punched and kicked Golden, causing him to lose consciousness. Grabbing the knives, the students all ran from the room.

Campus police arrived, followed by Williamsburg Police and the State Police bomb squad. Deeley had stumbled into another classroom dazed and bloody and student Toni LaMarco, had used her cell phone to call 911. The bomb squad determined that Golden did not have a bomb. The package only contained batteries. Police arrested Golden; and Dr. Deeley, Montgomery and Golden were all transported to the hospital. All recovered from their injuries.

In light of this incident, Hershey University President Anita Morris has asked Student Affairs Vice President Robert Collins to chair the Campus Safety Task Force. One of the issues being discussed across the campus is how well the university screens prospective students for criminal pasts. Roughly two-thirds of colleges elicit information about the criminal pasts of prospective students, either through questions on their application forms or, increasingly, through the use of background checks. But the inquiries do little to keep their campuses safer, a new study suggests.

The study, published in *Injury Prevention* and conducted by researchers at the Colorado School of Public Health, seeks to gauge whether information that colleges collect about students' pre-college behavior reduces violence or other misbehavior on campuses.

The short answer: No. But the researchers note that the data aren't widespread enough to inform policy, and that the findings don't necessarily mean that there aren't still reasons to ask students about their behavioral backgrounds – a point that some admissions officials reinforce.

The students' pre-college behavior was gauged by reviewing their answers to questions on the students' college applications about their criminal histories. Students were directed to report whether they had been convicted of crimes, taken responsibility for a crime, or had criminal charges pending at the time of their application, excluding minor traffic offenses.

Students who had a history of pre-college criminal behavior were likelier than other students to engage in college misconduct, the researchers found. "In other words, precollege misconduct is a risk factor for college misconduct," they write.

But it does not follow, they say, that the methods that colleges now use to screen for those behaviors (questionnaires and, in some cases, criminal background checks) are effective at identifying, let alone preventing, misbehavior in college.

Only 3.3 percent of the seniors who engaged in misconduct while in college actually reported pre-college criminal histories during the admissions process. And 8.5 percent of applicants with a criminal history in high school engaged in misconduct while in college, the study found. The study suggests that colleges should be careful about using their existing tools to screen people out of higher education, especially given inequity in how the criminal justice system functions.

Hershey Provost Dr. Maria Garcia, a member of this new committee said, "This study is helpful in making it clear that there were risks in overdependence on such screening tools. It certainly raises questions about the utility of these questions in keeping campuses safe. We do ask questions about pre-college criminal behavior on our applications, but we do not do background checks. In light of the Golden situation, we are discussing adding a background check to the application process." Golden had been arrested as a juvenile for making threats to a neighbor, but he had not disclosed the incident on his application to Hershey University.

This issue has now become a hot debate on campus. James St. John, a senior History major is leading a group called, *Safe at All Costs* or SAC. SAC believes that HU should require a full background check for all accepted students prior to being permitted to enroll. On the other hand, a new group called, *Hershey Students for Privacy* (HSP) is opposed to the university requiring the background check. HSP President Marilyn Carter claims that students will be turned away and some from underserved communities may be unjustly denied enrollment due to an inequitable justice system.

The Faculty Senate is split on this issue, although the senate has voted to demand better safeguards for faculty. Their president, Dr. Lamar Greene, has been invited to sit on the Task Force.

Vice President Collins will convene the Task Force and has been asked to deliver a report to the President and Cabinet regarding campus safety, including but not limited to the issue of background checks.

Answer two of the following five questions.

Human Factors

1. Please address the following:
 - A. There are several conflicts brewing on the campus of Hershey University. Identify two specific conflicts based on the situation above. Discuss each conflict relating each to notions of constructive and destructive conflict. Define constructive conflict and destructive conflict, discuss how each conflict may become destructive and constructive and provide examples.
 - B. Communication is a key component in conflict. Identify and define 5 communication blockers you think could become significant to this situation. Apply each blocker to this situation and provide specific examples of each blocker. How could each blocker impact the conflict? What would you do specifically to address each blocker and enhance communication?
 - C. Analyze this conflict using human needs. Identify and discuss 3 primary parties/stakeholders and identify 1 position for each party/stakeholder. Identify and discuss at least 3 human needs of each these parties/stakeholders.
 - D. Assume Vice President Collins has instructed you to prepare a communication training for student affairs coordinators, managers, directors and deans at HU. Identify and describe 5 specific communication strategies to enhance the communication between parties/stakeholders (different from what has been discussed in part B). Choose 2 parties/stakeholders from the case study above and create a brief role play dialogue between them including the 5 communication strategies. Discuss and identify where each strategy was used and how each helped to achieve better communication.

GRADING RUBRIC FOR QUESTION 1

You must:	% Of Total	In order to get full percentage:
<p>A. There are several conflicts brewing on the campus of Hershey University. Identify two specific conflicts based on the situation above. Discuss each conflict relating each to notions of constructive and destructive conflict. Define constructive conflict and destructive conflict, discuss how each conflict may become destructive and constructive and provide examples.</p>	<p>10%</p>	<p>Using the case study provided above, specifically identify 2 conflicts at HU. Discuss each of these 2 conflicts and relate each conflict to constructive and destructive conflict. What is constructive conflict and what is destructive conflict?</p>

<p>B.Communication is a key component in conflict. Identify and define 5 communication blockers you think could become significant to this situation. Apply each blocker to this situation and provide specific examples of each blocker. How could each blocker impact the conflict? What would you do specifically to address each blocker and enhance communication?</p>	<p>30%</p>	<p>Identify and define 5 communication blockers relevant to this situation. Apply each of the 5 blockers and provide specific examples of each blocker How could each blocker impact the conflict? What would you do specifically to address each blocker and enhance communication?</p>
<p>C.Analyze this conflict using human needs. Identify three primary parties/stakeholders and identify one position for each party/stakeholder. Identify and discuss at least 3 human needs of each these parties/stakeholders.</p>	<p>30%</p>	<p>Identify 3 primary parties/stakeholders based on the situation and your knowledge of college student affairs.</p> <p>Identify and discuss at least one position for each party/stakeholder.</p> <p>Identify and discuss at least 3 human needs of each these parties/stakeholders.</p>
<p>D.Assume Vice President Collins has instructed you to prepare a communication training for student affairs coordinators, managers, directors and deans at HU. Identify and describe 5 specific communication strategies to enhance the communication</p>	<p>30%</p>	<p>Identify and describe 5 specific communication strategies to enhance the communication between parties/stakeholders (different from what has been discussed in part B).</p> <p>Choose 2 parties/stakeholders from the case study above and create a brief role play dialogue between them including the 5 communication strategies. Discuss and identify where each strategy was used and how each helped to achieve better communication.</p>

between parties/stakeholders (different from what has been discussed in part B. Choose 2 parties/stakeholders from the case study above and create a brief role play dialogue between them including the 5 communication strategies. Discuss and identify where each strategy was used and how each helped to achieve better communication.		
Total	100	You must get 70 % out of 100% in order to pass.

Mediation

2. The V.P. for Student Affairs has been asked by the president if mediation could be used to help resolve any part of this situation. You have been asked to provide your assessment.
 - A. Please define, compare and contrast 3 mediation models. Then select 1 model you think would be the best one to use and explain why.
 - B. Identify and discuss three parts of the mediation process. What is the function of each part?
 - C. If mediation was to be used, how could it be used? Identify 2 parties, and 2 issues for each party.
 - D. 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. Identify and discuss exactly what the forward movement is and what strategies the mediator is using.

GRADING RUBRIC FOR QUESTION 2

You must:	% Of Total	In order to get full percentage:
A Please define, compare and contrast 3 mediation models. Then select 1 model you think would be the best one to use and explain why.	25%	Define, compare and contrast 3 mediation models. Identify 1 of these models as the best for this situation and explain why it is the best one to use.

B Identify and discuss three parts of the mediation process. What is the function of each part?	15%	Identify and discuss three separate parts of the mediation process. Identify and discuss the function and role of each part in the mediation process.
C If mediation was to be used, how could it be used? Identify 2 parties, 2 issues for each party	20%	Discuss how mediation could be used to resolve at least a part of the conflict. Identify 2 parties you believe could benefit from mediation. Identify and discuss 2 issues for each party.
D Create a scenario between the mediator and either party you identified above, showing progress. Do not include the opening statement	40%	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. . Identify and discuss exactly what the forward movement is and what strategies the mediator is using.
Total	100%	You must get 70% out of 100% in order to pass.

Facilitation

3. The VP for Student Affairs would like your opinion regarding the use of facilitation.
 - A. Name all the relevant stakeholders who should attend and explain why. What are the issues for each one?
 - 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.

Rubric on next page...

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. What are the issues for each?	20%	List the relevant parties <ul style="list-style-type: none"> • Name all relevant stakeholders. • Explain why each is a stakeholder and should be included. • Identify and discuss the issues for each stakeholder, discussing at least 1 issue for each
Explain three ground rules from Schwarz that would be relevant for this facilitation. Explain why they would be relevant in this case.	40%	Three ground rules. <ul style="list-style-type: none"> • List three relevant Schwarz ground rules. • Explain each of the three relevant Schwarz ground rules as you would explain them to the group. • Explain why you think each one would be relevant to this case.
Describe how you would guide participants through 3 steps of the Schwarz 9 step model.	40%	Three steps. <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

- The VP for Student Affairs is considering having research conducted as part of the long term exploration of the issues. If you were to be a part of this project, what would the 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 on next page ...

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.
Identify the research questions or hypotheses.	20%	Provide two research questions or hypotheses. Explain why each question or hypothesis would be important to furthering an understanding of the issue.
Describe the methodology you would use.	70%	Provide a detailed definition of qualitative methods, quantitative methods, or mixed methods .What would you use, qualitative methods, quantitative methods, or mixed methods? Why? Who would be your participants? How many participants would you need, and how would you get them? 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. How would you analyze the data, meaning what would you do with the data after collection? Be specific about the analysis model.
Total	100%	You must get 70% out of 100% in order to pass.

Organizational Conflict

5. The VP for Student Affairs has 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 relate systems and root causes 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. Note, you are not doing the actual assessment.

C. What specific intervention strategies and conflict resolution skills and services would be helpful for this organization? Select one of these

interventions and describe it specifically and how you would proceed. Include the first two steps you would recommend HU take quickly to prevent further conflict escalation.

Please make sure you support your analysis by referring to the texts and other related sources. You are expected to mention sources although you are not expected to provide full citations.

GRADING RUBRIC FOR QUESTION 5

You must:	% Of Total	In order to get full percentage:
A Define and discuss organizational conflict and its root causes. How does the notion of “systems” relate to this organization? How would you relate systems and root causes to this case?	30%	<ol style="list-style-type: none"> 1. Define and discuss organizational conflict. Define and discuss the root causes of organizational conflict. 2. Define and discuss systems and relate it to this case 3. How would you relate systems and root causes 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.	30%	<ol style="list-style-type: none"> 1. Define and describe how would you conduct a needs assessment including all of the stakeholders. Describe the specific information you would need for an assessment. Describe who and what groups of staff you would want to collect data from and relate that to the data you need. 2. Describe 3 specific steps you would take in gathering data and conducting this needs assessment. Note, you are <u>not</u> doing the actual assessment
C What specific intervention strategies and conflict resolution skills and services would be helpful for this organization? Select one of these interventions and describe it specifically and how you would proceed. Include the first two steps you would recommend HU take quickly to prevent further conflict escalation.	40%	<ol style="list-style-type: none"> 1. Define and discuss what specific intervention strategies and conflict resolution skills and services would be helpful for this organization. Include at least 3. 2. Select one of these interventions and describe it specifically and how you would proceed 3. Discuss specifically the first two steps you would recommend HU take quickly to prevent further conflict escalation.
Total	100%	Passing grade is 70%