



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

Part II

Please select two questions from the six 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 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 begins on 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 questions.

21st Century College Student

1. Knowing what you know about the 21st Century College Student, it is reasonable to see how two distinctly opposite student groups (SAC and HSP) could materialize so quickly given the crisis and campus climate of ‘safety versus privacy’. Your job, however, is to make certain that the students reach consensus on their position to be able to report to the President. Given this, provide in detail what you would do as a Student Affairs practitioner to gain this student consensus.

GRADING RUBRIC FOR QUESTION 1

You must:	Percentage of total	In order to get full percentage:
Critical Thinking	33%	Make certain you clearly identify the problem (and not just the problem but what created the problem).
Analytical Reasoning	33%	Provide a creative and unique solution to the problem that would resolve the problem and keep it from reoccurring.
Effective Communication in Writing	34%	Writing should be crisp and to the point. Make certain to cite a minimum of two references (only in the narrative, you do not need a reference sheet) from either your texts or other supporting materials from class which would support your solution. MAKE CERTAIN that your references do not BECOME your solution.
Total	100%	Passing Grade is 70% out of 100%

Current Issues and Trends in Student Affairs

2. In light of the recent incident of violence on campus, you as the Vice President of Student Affairs have been asked to chair a Campus Safety Task Force. In order to gain input on the issues related to campus safety at HU, you have called a meeting of some of your directors to identify and broadly discuss campus safety issues, including background checks, and to bring the perspective of their work area to the meeting. (1) As the Director of Student Judicial Affairs identify the issues and perspective you would bring to the meeting (2) As the Director of Residential Life identify the issues and perspective you would bring to the meeting (3) As the Director of to the Student Activities with responsibility for student organizations identify the issues and perspective you would bring to the meeting (4) As the Director of Student Disability Services identify the issues and perspective you would bring to the meeting. Support your response based upon the readings and discussions in the CSPA 5002 course.

REBRIC ON NEXT PAGE

You must:	Percentage of total	In order to get full percentage:
As the Director of Student Judicial Affairs identify the issues and perspective you would bring to be meeting.	25%	Clearly identify and describe 3 issues related to campus safety you would bring to the meeting. Present your perspective of the issues and the impact to your work area.
As the Director of Residential Life identify the issues and perspective you would bring to the meeting.	25%	Clearly identify and describe 3 issues related to campus safety you would bring to the meeting. Present your perspective of the issues and the impact to your work area.
As the Director of Student Activities identify the issues and perspective you would bring to the meeting.	25%	Clearly identify and describe 3 issues related to campus safety you would bring to the meeting. Present your perspective of the issues and the impact to your work area.
As the Director of Student Disability Services identify the issues and perspective you would bring to the meeting.	25%	Clearly identify and describe 3 issues related to campus safety you would bring to the meeting. Present your perspective of the issues and the impact to your work area.
	100%	Passing grade is 70%

Administration of College Student Affairs

3. In response to the recent incident of violence that occurred on campus, the President of Hershey University has asked you as the Vice President of Student Affairs to Chair a Campus Safety Task Force. Why do you believe the President asked you as the VP for Student Affairs to chair the Task Force? What do you believe to be the overall role of Student Affairs at Hershey University is in addressing the issues of violence prevention and intervention on the campus? Support your position based upon (1) the history and development and the current practice of student affairs in higher education, and (2) the current and long term implications for the role of student affairs in addressing the issues related to violence prevention and intervention at Hershey University. Support your response by referencing the readings and discussions in the CSPA 5004 course.

RUBRIC ON NEXT PAGE

You must:	Percentage of total	In order to get full percentage:
<p>Why did the President ask the VP of Student Affairs to chair the Task Force?</p> <p>State the overall role of student affairs in addressing the issues of violence prevention and intervention.</p> <p>Support your position based on the history of the development and the current practice of student affairs in higher education</p>	60%	<p>Explain the reason in terms of the history of the development of student affairs in higher education. (20%)</p> <ul style="list-style-type: none"> • Identify 2 events in the history that support your answer <p>Explain the role in terms of the current practice of student affairs in higher education.</p> <ul style="list-style-type: none"> • State the current role of student affairs in higher education. (20%) • Provide 2 examples of how the current role of student affairs in higher education supports your answer. (20%)
<p>State current and long term implications for SA related to issues of violence prevention & intervention at the HU. Support the implications based on the current practice of SA.</p>	40%	<p>Identify 2 current and two long term implications for the role of student affairs in the situation. (20%)</p> <p>Explain how each of these implications supports your answer. (20%)</p>
Total	100%	Passing Grade is 70%

College Student and the Law

4. As the Vice President and Dean of Students, a meeting has been called for all of the directors, managers and coordinators to prepare a report regarding the impact of implementing a background screening for future and existing students as part of the application process. Consider in responding to the following analysis utilizing IRAC the following supplemental facts.

Supplemental Facts:

1. The students, staff, faculty, and employees are protected by all of the provisions of the U.S. Constitution as a public educational institution.
2. HU is accredited by a regional accrediting agency, receives federal financial assistance and is also regulated by the United States Department of Labor.
3. HU is committed to providing a safe campus with a “zero tolerance” regarding workplace and/or campus violence.
4. HU is committed to increasing diversity of underserved populations particularly economically disadvantaged who statistically have a higher proportion of “juvenile criminal” backgrounds.

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

- (A) Identify all of the Student Affairs Department’s internal and external stakeholders in the hypothetical that should be involved in providing input into the Student Affairs Presentation based on your understanding of the organization and sub units of a typical Student Affairs Department on a public university campus to the Committee.
- (B) Identify all federal and state law(s) and potential social policies that are implicated in the hypothetical which should be included in the Student Affairs presentation to the Committee.
- (C) Identify the legal implications of implementing or declining to implement a background screening requirement on all future college applicants and currently enrolled students considering the different views presently on campus (e.g. SAC and HSP)
- (D) Explain how you balance the competing interests of the stakeholders (internal and external) and the various campus interest groups with the legal requirements of providing a safe campus and at the same time avoiding the potential of disparately impacting certain protected classifications and ensuring continued diversity on campus.

RUBRIC ON NEXT PAGE

GRADING RUBRIC FOR QUESTION 4

YOU MUST:	PERCENTAGE OF TOTAL	IN ORDER TO GET FULL PERCENTAGE:
<p>A Identify all of the Student Affairs Department’s internal and external stakeholders in the hypothetical that should be involved in providing input into the Student Affairs Presentation based on your understanding of the organization and sub units of a typical Student Affairs Department on a public university campus to the Committee</p>	<p align="center">25%</p>	<ol style="list-style-type: none"> 1. Identify the critical internal stakeholders in the Student Affairs Department. (10%) 2. Identify the critical external stakeholders that often work in collaboration with Student Affairs in developing or enforcing student policies, procedures, handbooks and training. (10%) 3. Identify the Student Groups which should be included in the Student Affairs presentation as identified in the hypothetical for purposes of input and data collection. (5%)
<p>B. Identify all federal law(s) and potential social policies that are implicated in the hypothetical which should be included in the Student Affairs presentation to the Committee:</p>	<p align="center">30%</p>	<ol style="list-style-type: none"> 1. Identify all federal law(s) that are implicated in the hypothetical based on the hypothetical which should be included in the Student Affairs presentation to the Committee: (15%) 2. Identify all potential social policies that are implicated in the hypothetical which should be included in the Student Affairs presentation to the Committee (15%)
<p>(C) Identify the legal implications of implementing or declining to implement a background screening requirement on all future college applicants and currently enrolled students considering the different views presently on campus (e.g. SAC and HSP)</p>	<p align="center">30%</p>	<ol style="list-style-type: none"> 1. Identify the legal implication of implementing a background screening requirement on all future college applicants and currently enrolled students. (15%) 2. Identify the legal implication of declining to implement a background screening requirement on all future college applicants and currently enrolled students. (15%)
<p>(D) Explain how you balance the competing interests of the stakeholders (internal and external) and the various campus interest groups</p>	<p align="center">15%</p>	<ol style="list-style-type: none"> 1. Explain how you balance the competing interests of the stakeholders (internal and external) and the various campus interest groups (SAC and HSP) with the legal requirements of providing a safe campus and at the same time avoiding the potential of disparately impacting certain

with the legal requirements of providing a safe campus and at the same time avoiding the potential of disparately impacting certain protected classifications and ensuring continued diversity on campus.		protected classifications and ensuring continued diversity on campus.
Total	100%	You must get 70% out of 100% in order to pass.

College Student Affairs and the Greater University

5. The University political structure normally functions at a high level as discussed in CSA 5005. During the time of a crisis, colleges will often become highly politicized as people scramble for answers and blame is often assigned (as evidenced at universities such as Penn State and FAMU). Clearly Hershey University is at a heightend political state given what has happened on its campus.

- a. Therefore, as the Vice President for Student Affairs, explain in detail how you would ‘navigate’ these political waters. Be certain to describe in detail where you believe the political problem is (critical thinking) and then how you would go about solving this problem so that the University can return to its mission of educating students.

GRADING RUBRIC FOR QUESTION 5

You must:	Percentage of total	In order to get full percentage:
Critical thinking: making certain you define what the problem is and what caused the underlying problem.	33%	The student must ‘dig deeper’ to assess the source of the problem and not simply rely on what is obviously presented.
Analytical reasoning: providing a clear solution that will cut through the political ‘mine fields’ of the University.	33%	The student must demonstrate an aptitude for original thought that is creative and is solutions focused.
Effectively communicate in writing.	34%	The student must provide a minimum of two citations which will support her/his creative solution BUT not be the solution. It is not the expectation that a reference sheet is created but that students simply cite within their

		writing references from either the text, classroom discussion, guest panelists, or other information provided in class.
Total	100%	Passing Grade is 70% out of 100%

Student and Human Development Theory

6. You are the Director of Student Development at Hershey University. In this role, you work with student leadership programs, community service, student organizations, and a variety of peer education programs. Due to your unique role as well as your recognized expertise in Student Development Theory, you have been asked to develop a proposal for the Campus Safety Task Force for a developmental intervention that will help students have productive dialogue and programming around this issue of background checks and campus safety in general. This developmental intervention will serve as the “what’s next” phase of the report being developed by the Task Force. Such interventions should be:

- a. Informed and guided by applicable Student Development Theories
- b. Organized by a recognized Theory to Practice Model
- c. Assessed for Impact

You must:	Percentage of total	In order to get full percentage:
Demonstrate your knowledge of Student Developmental theories to inform and guide your intervention.	50%	Identify at least <u>two</u> developmental theories (i.e. cognitive, environmental, psychosocial, moral, environmental, etc.) that will correctly inform or guide your intervention. You must first accurately identify the author(s) of the theory. Second, identify those specific stages, elements, etc. of the theory you will focus on to produce specific developmental growth and outcomes. Third, (a) identify at least TWO intended outcomes that will acknowledge the viewpoints of the two opposing organizations AS WELL AS (b) at least TWO suggestions guided by theory to promote campus safety in general.
Identify and use a Theory to Practice framework that will guide your intervention. This framework must be drawn from the professional literature.	30%	Accurately apply and identify the main components of the CUBE Model (Morrill, Oetting, and Hurst, 1974). Identify and explain Action Steps that align with the components of the model making sure to clearly identify what components of the model the action items correspond to.
Develop an assessment <u>plan</u> that will determine	20%	Clearly identify <u>at least</u> two methods that will capture the (a) impact of your intervention on the students involved

<p>what the students learned from the intervention. This plan must include BOTH quantitative and qualitative methods.</p>		<p>with both organizations and (b) how you would assess the perception of campus safety in general. One method must be quantitative in nature (i.e. developmental theory based instruments (using correct titles of the instruments) or surveys, etc. and the other qualitative methods (journals, interviews, etc.). You must provide in detail the nature of the questions asked and/or other data sources you would draw from.</p>
<p>Total</p>	<p>100%</p>	<p>Passing Grade is 70% out of 100%</p>