

Colorado  
State  
University

**JOURNAL**  
**of**  
**STUDENT**  
**AFFAIRS**  
**1993**



**Colorado State University  
Journal of Student Affairs  
Volume Two, 1993**

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**To submit articles for consideration in future volumes:**

- Please consult the guidelines for manuscript preparation on the inside back cover of this volume.
- Submissions for the 1994 edition (Volume Three) will be accepted through **November 1, 1993.**

**Cover design by Jim Farrand '92.**

## Dedication

On behalf of the Student Affairs and Higher Education program, it is our honor to dedicate this year's edition of the *Colorado State University Journal of Student Affairs* to

### **Dr. Rich Feller.**

Rich has served as a role model, teacher, advisor and friend to the entire SAHE program. His enthusiasm for, love of, and insight into the field of student affairs significantly impacts each student who walks into his classroom or office. Rich is an educator in the truest sense of the word, and his tireless advocacy for the field has been a genuine inspiration. He has helped us shift our paradigms from individual success and competition to group responsibility and community achievement.

When choosing a journal honoree, the selection of Rich Feller seemed obvious. One of Riches central messages is that student affairs professionals must do scholarly research and collaborate with one another if our profession is to surpass the "fluff" stereotype. This year, Rich is preparing to take leave on sabbatical, and we cannot think of a greater loss to our program.

We wish to thank Rich for sharing himself and his insights with us and with all our professors. He has touched our lives significantly and his contributions to our growth and development will not soon be forgotten. "Knowing is Everything."

# A Note from the Editors

*Jodi H. Berman*

*Brad A. Lau*

It is certainly a great privilege to be able to present the second edition of the Journal on behalf of the 1993 Editorial Board and the SAHE/CSPA Program at Colorado State University. We were faced with a difficult task in trying to follow the outstanding 1992 inaugural edition. Without the hard work of this year's Board in building upon the great foundation from last year, this final product would not be possible.

The changing nature of Higher Education demands that Student Affairs professionals adapt to the new environment as integrators. With increased budget and resource constraints, it is vital that Student Affairs efforts involve professional collaboration as a prime directive. We believe that this Journal of Student Affairs is intrinsic to that mission.

From its inception, the Journal was established with a four-fold purpose which we reaffirm here. First, it has been our desire to offer educational opportunities and scholarly experiences to the students, faculty, and staff affiliated with Colorado State University. Second, we wished to provide the opportunity for students to produce a professional Journal while developing editorial and critical thinking skills. Third, we wanted to continue to utilize the Journal to promote the Colorado State University SAHE program by engaging professionals across the country in academic and professional discourse. Finally, it has been our goal to again produce a quality, professional Journal designed to serve students and alumni of our program, as well as other professionals in higher education. It is our hope that the final product has met these goals, and are certain that with each year and your help, the Journal will continue to thrive.

We certainly hope that you share our excitement about the Colorado State University Journal of Student Affairs! Enjoy!

## Acknowledgements:

First and foremost, we would like to thank Marie Oamek and the entire Editorial Board responsible for the creation of the inaugural edition of the Journal. Their work has made our task this year much easier. Without the vision and foresight of Marie and others, the Journal would not have become a reality.

The Colorado State University Journal of Student Affairs would not have been possible without the assistance and support of Dr. Keith Miser. He has been a source of inspiration, encouragement, and support. In addition, he provided partial funding for the Journal through the Division of Student Affairs. We are very grateful for Keith's input and wisdom in helping to produce a final product of which we can all be proud.

We would like to thank Dr. Grant Sherwood for providing partial funding from Housing and Food Services, as well as telephone and postage support from the Student Affairs in Higher Education program. His insight and suggestions have also proved invaluable. Thanks also to Manny Cunard of the Lory Student Center for providing additional funding for the Journal, and to Dr. David McKelfresh of Residence Life for providing access to the department's Macintosh lab. Once again, Martha Fosdick of the Vice President for Student Affairs Office was an invaluable source of information and support.

Of course, without the efforts of all who researched and wrote articles there would be no Journal. Thanks to all the authors who submitted articles this year, and be thinking about your plans for next year!

And finally, thanks to the many individuals who continue to support, encourage, and believe in the importance of having a scholarly Journal for Student Affairs in Higher Education at Colorado State University.

Sincerely,

The Editorial Board,  
Colorado State University Journal of Student Affairs

# The State of the Program - 1993

*Grant P. Sherwood*  
*Program Director*  
*Student Affairs in Higher Education*

In last year's premier issue of the *Journal of Student Affairs*, I had the opportunity to provide an update on our academic program changes and enhancements.

We continue to be one of the most sought after masters degree programs in the nation. This year one hundred twenty three (123) applications were received and we anticipate admitting 18-20 students. Our admissions criteria continues to emphasize the following areas: academic record, experience, personal goals and objectives, diversity and recommendations. My thanks to all who recommended outstanding candidates to us. As you can see by the numbers, admission to our program has become extremely competitive.

Those of you who work in higher education realize the very unique economic forces in play on today's campuses. Demographic changes, funding limitations and federal and state policy are having

an increasing impact on the future of student affairs departments. Our goal is to keep our degree program to a size that will allow for the best possible training and preparation of our graduates. In addition, we want to continue our very positive job placement record. The real question is how to keep our students on the cutting edge of policy development, innovative thinking and new technologies. We continue to be in the business of preparing campus leaders for the 21st century.

On a personal note, I really enjoy hearing from our many graduates (over 300) around the nation and in some cases around the world. Our SAHE/CSPA family continues to grow and provide significant support and empathy for each other. As Program Director, I continue to be very proud of the accomplishments of our alumni, current students and faculty.

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# Selecting Your Undergraduate Staff: An Educational and Developmental Approach

*Guy Arnesen, Randy Chittum and Kate McCaffrey*

Each new year brings position openings for residence hall staff, and with those vacancies come many staff selection processes which merely fill available positions. This article will present an approach to view staff selection as an educational and developmental process which supports an appreciation of differences and selects staff members in accordance with the values and vision of the residence life system. We will examine a three step model of setting purpose and goals, designing a selection process through utilization of input from all levels of the organization, and finally, developing an evaluation and re-design process to improve the system each year.

## **Guiding Principles**

One of the early decisions that can help a year go smoothly

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in the residence hall is the selection of staff members who not only have the skills to positively influence a hall population, but who also understand the vision, purpose, and goals of the position they have accepted. If either a lengthy and complex selection program is in place or the Hall Director merely needs to replace a single staff member, the decisions of who to hire can positively or negatively affect an entire floor section, hall staff, or entire residence hall. The extra time and effort put into the selection process can produce great rewards or great headaches as our staff members impact the residence life program on many different levels.

The Hall Director not only has many choices as to who to hire, but also can have many options as to how the selection program can ultimately benefit students living in the residence hall environment. The selection process can provide many teachable moments for the applicants going through the selection process, as well as impacting the current staff who are assisting in various selection



roles. The Hall Director can intentionally create situations and opportunities within the requirements of the selection program to accomplish goals other than filling a vacant position.

### **A. Vision and Goals**

The selection program should be based on the vision and goals of the department. For example, if the housing department believes that the residence halls are a living/learning environment where involvement opportunities are provided for students for their personal development and growth, the selection process should mirror those goals to provide an opportunity for personal growth and development for all students involved in the process. If the system believes that a diverse staff can challenge and support the personal growth of students, the selection process should move from a policy of equal opportunity to one of affirmative action to provide minority representation and role models.

All individuals involved in the selection program should understand the goals of the process. Here are some possible goals for the selection program that can go hand in hand with selecting competent staff members:

1. To provide each candidate with an understanding of the philosophy and goals of the Housing Department.
2. To help candidates understand the values, responsibilities, and expectations of the position, so that applicants can decide if the job is indeed right for them.

3. To challenge candidates to consider current issues and find where they stand on certain awareness topics.

4. To give every candidate (regardless of whether they are hired) direct and honest feedback on how they presented themselves in the selection process, and specifically what were identified during the process as their strengths and areas for improvement.

### **B. Values**

Values of the system might include things such as the respect for the rights of individual students to sleep and study above all else, or diversity being a valued goal to be appreciated within the system. Whatever these values are, they should be easily visible, understood, and role modeled throughout the selection process. The selection program can be an educational process, and steps can be taken to challenge applicants on current issues, awareness topics, leadership styles, and other values such as community development. The goals for interviewing should exceed questioning if candidates can give the right answers using the correct *housing talk*..

Interviews should also provide opportunities for the applicants to hear that looking past personal needs to community responsibility may be the goal behind the discipline system where we ask students to change their behaviors. In the selection process we should provide possible answers to educate them as to job expecta-

tions and what they are getting into by accepting the position that might be offered.

### **C. Translating Theory to Practice**

By using our goals from Student Development Theory we need to develop a new mind set and move away from the historically comfortable ways of selecting staff members. Our system definitions might have to be reevaluated in terms of who is *best* for the position. Is there really a best way to do the RA job, or a personality that best fits with the expectations of the responsibilities of the position? An example that touches on this question might be examining a Residence Assistant position with expectations based on a community development model. Is there a best way to make the incoming freshmen students feel they are an important part of the floor community: that they fit, that they are unique individuals, and although they might be very different from other floor members, that they are still a valued part of the community?

We would argue that there are many effective approaches to the community development mission behind this RA position; from the quiet leader who encourages involvement and teaches responsibility, to the outgoing cheerleader who drags shy folks out of their rooms to go to dinner with the group. If we limit our vision of how the job can be accomplished by looking for *the best*, we will be weeding out the creative, diverse styles and approaches that can be

done equally well by totally different staff personalities.

Looking for the *best candidate* reinforces the competitiveness between members of the system (such as Hall Directors hiring against other directors for their staff positions), not to mention between the candidates acquiring the mentality of *beating others out of the job*. When looking at student development theory, a win/lose message and approach is not what we should be supporting, role modeling, and teaching to staff and students.

The selection program should move away from setting up the best/worst hierarchy of listing candidates from first to fifty, and move towards looking at the values, self-confidence, self-motivation, and creativity in candidates. This new approach will assist in finding if there is a fit that will produce rewards for the candidate, the system, and for students in the hall. There is a tendency to look at what a candidate has done (past leadership experience) rather than who they are (their values, ethics, and attitudes). This shift in hiring criteria may be a tough one to accomplish, because it is relatively easy to find out what leadership positions a candidate has been involved (although not how much effort was put into the involvement). It is much more difficult to successfully look at the candidates' values and whether there is a match with the department. Creative and sometimes time consuming efforts must be put into action to begin to know the candidate well

enough to decide their potential in values, ethics, and attitude criteria.

The new RA who matches values with the department may not necessarily have all the skills in place that other more involved student leaders have had the opportunity to develop, but it is our belief that a good training program can teach skills much more effectively and successfully than attempting to change values that don't match with the department.

One example of a selection tool that can look at candidates' values is a pre-employment class that is required as part of the selection program. Topics for the class can include such things as Student Development Theory (and department values), experiential exercises in diversity, leadership, community development, wellness, programming, student values, alcohol/drug awareness, etc. Interaction between class members while they work through group exercises and tasks will quickly point out individual feelings and values that can help in the selection process and concurrently challenge students to think about current issues which impact the RA position.

#### **D. Commitments**

There are several commitments that must be made in the selection program for it to accomplish hiring qualified staff while also role modeling the values and mission of the department. The program should be committed to creating a positive impact in the following areas:

#### **1. System Commitment**

The selection program should select individuals who believe in and can follow through with the policies, procedures, and ethics of the department. If the department is going to achieve its goals and tasks while providing services to students, it needs employees who believe in and will act in accordance with the philosophy. The Hall Director and their staff can do more with students around the implementation of Housing philosophy and policy than anyone else in the system. The staff in the hall are the bridge between the theory of administrators and the practice of follow through with students. Staff are critical components in developing student growth opportunities or hindering their conception. The selection process has the responsibility of finding those students who can commit and believe in the values of the system.

#### **2. Staff Commitment**

The current staff in the residence hall also have the opportunity to personally benefit from the selection program. The program should have a commitment to current staff in terms of providing personal growth and development opportunities along with the chance to learn new skills such as interviewing, scheduling, group consensus, evaluation, feedback, and program development. Staff members enjoy having a say in decision making - it is one of the rewards of Student Affairs work. The selection program should commit to involving current staff in as much

of the selection process as possible. This involvement can range from evaluation of last years process, committee work in designing process changes, recruitment, adding expertise during information sessions, assisting in teaching classes, interviewing, and even final selection decisions. The more involved staff become in the planning and process, the more ownership they will take in the goals and mission of the process. From this involvement can come their reward of personal development and pride in a job well done.

### **3. Applicant Commitments**

The selection program can be committed to giving rewards to every student who applies to the position, whether they are selected or not. In the students' mind the end of the process may bring a job offer, but through intentional planning, the process can also provide academic credit, education and personal growth opportunities, and review. The following commitments should be made to every candidate in the selection program:

- A. Each candidate will be treated ethically and honestly throughout the entire process.
- B. Communication and information will be consistent and clear during the process.
- C. The experience will challenge and support everyone as they look at the position and decide if it is right for them.
- D. Everyone will receive honest and direct feedback as to perceptions of their

behaviors, skills, and attitude during the selection process. Strengths and areas of concern as related to the position will be discussed with hopes that the student can use the feedback in positive developmental ways.

### **How To's**

This section will outline one method of selecting undergraduate staff utilizing the tenets from the Guiding Principles section. This section takes on a three pronged approach: establishing clear and objective goals, utilizing methods for reaching those goals, and evaluating and redesigning the selection approach.

### **Establishing Goals**

No process can work effectively nor be evaluated properly without clearly stated goals. These goals should be available in written form for all members of the system, and should not only list the outcomes wanted, but also help the reader understand the vision and mission that are the framework of the goals. There are several issues to consider when attempting to outline goals and objectives. Goals will depend upon the mission and vision of the institution (as well as the department), and they should rely upon the history of selecting undergraduate staff in the department. In addition, these goals will be dictated to a large extent by the developers own values and beliefs. It is important to consider each of these guiding principles to attempt to create goals which

satisfy as many other goals, missions, objectives, etc. as possible.

There are many other issues to consider when developing goals. Some goals may be number driven, for example: How many applicants do we want? How many ethnic minority applicants can we expect? What percentage of our staff should be ethnic minority? How many qualified alternates can we plan for?

Many of the issues to be considered in goal setting are related to quality and evaluation. What should a candidate say about our selection program after they complete it? What outcomes or rewards can every candidate receive from participating in our program? Depending on the experience and history of the selection program, there may be other questions to consider. One needs to be willing to spend some time considering what these questions might be for your system.

Finally, all goals should be stated simply, operationally, and should be reasonable. Once you have put together a rough draft of possible goals, get feedback from others who will be involved in your selection program. There are many things beyond your control in a complicated selection program, and it may take several years to achieve all the goals and outcomes that are set as priorities for the program.

### **Achieving Goals**

The program design presented in this chapter is created using the guiding principles as a basis upon which to build. Over a period of years those principles

have in fact become specific goals of the selection program. The design is not meant to be the answer to all selection programs in all systems, but merely an example of a year round process that strives to reach student development goals while selecting a diverse population of staff members committed to the values and goals of the Housing Department.

### **July - August** **(The summer months):**

The summer months are a time to review last years program and begin revising the current edition based on experience and feedback of those involved in the past programs. It is important to go into the fall semester with a detailed understanding of what to expect from the selection program. The summer months are especially useful to examine the budget, review, edit and print materials.

The months of July and August are useful for making new contacts and renewing old ones. For example, meetings should be conducted with any new staff in areas such as Black Student Services, Greek Programs, Women's Studies, Disabled Student Services, Etc. It is important to have these various specialty groups as allies if you hope to achieve any amount of diversity on your staff.

### **September - October** **(Early semester):**

The first few months of the fall semester are critical for educating and recruiting potential employees. An attempt should be

made to get on as many meeting and club agendas as possible, especially student groups. In addition to student education, anyone who is involved in helping with the selection program should be made aware of goals and plans to achieve those goals.

Applications will become available in early November, so these months are also important for advertising and marketing to the student population. Utilize some of the more nontraditional approaches to advertising (club newsletters, faculty minutes, university calendars) as well as the more traditional flyers, posters and newspaper ads when striving to reach potential staff members.

### **November - December:**

These two months provide the first opportunity to identify interested candidates and to begin the process for them. The first full week in November is the time where interested parties come to an information meeting to learn more about available positions, the selection program, and to pick up an application. Applications are then due back before Thanksgiving break begins.

After acknowledging receipt of an application, candidates are informed to show up on a designated day (before exams) to sign up for a section of the selection class. The class should be taught for credit if possible and run the first seven weeks of the spring semester.

### **Semester/Holiday Break:**

The break is used for updating files for each candidate, doing

grade checks and generating letters to candidates who are not qualified to accept a position.

### **January - Early March:**

These seven weeks are used to teach the selection class. The class meets once each week for two hours. The topics you choose will depend upon your job description and priorities. Some examples of successful topics include community development, diversity, communication skills, and alcohol and drug addictions. The class is taught in an attempt to teach the candidates about the system's values and expectations for them and to learn about each candidate's values. After the class, each candidate meets with his/her class instructors and discusses observations and perceptions surrounding their strengths and areas for improvement.

After the seven week class is completed, the first cut from the candidate pool occurs. Decisions are made based on how well the candidate's values match those of the department. Though skill level is considered, it is assumed that skills can be taught through training.

### **March - April:**

These final months of the program are used to interview remaining candidates, determine needs for the following year, and place candidates in positions. Each remaining candidate is interviewed. This is a chance to assess what the candidate learned from the class and to get input from current staff and students. There should be an opportunity to

again cut candidates after the interview process.

Each current staff member is requested to make a decision about whether they wish to return, and if they wish to transfer to another hall. Current staff are not automatically allowed to return, they must receive a satisfactory performance appraisal from their supervisor. This allows the opportunity to determine the number of positions available for the following year.

Finally, all supervisors are assembled and student staff for the following year are selected. The remaining candidates become alternates.

### **Evaluation and Re-design**

Perhaps the most important part of any program, especially a selection program, is evaluation and subsequent redesign. It is critically important to have the program evaluated by everyone who comes in touch with it. This includes student candidates, offices around campus, class instructors, support staff, interviewers, current staff, candidates who were cut and not selected, and the affirmative action office.

When soliciting feedback, it is important to remain detached and not to become defensive about the program. Seriously evaluate each idea for worth. Change the parts of the program that it makes sense to change. The program should be an ever adapting and changing one.

### **Steps to Take Today**

Let's say you are a third year hall director in a system that has

historically *dumped* its centralized staff training responsibilities in a rotational basis through the system. It has finally caught up with you, and you have been given the task to take charge and make it happen for the next fall. Where to begin? Here are some steps you can take now to help you get things rolling.

Know (or learn) the vision and intention of the task that you have been asked to take on. In this system what has staff selection traditionally meant? What are the minimum expectations of you in the leadership role, and are there any problems or concerns for your supervisor if you spend some time collecting data before beginning the process? Are there any areas of the past training that the supervisor would particularly like you to pay special attention? The more areas that the supervisor can identify as needing to be smoothed out, the better the chance for acceptance of new approaches for reaching the traditional outcomes. If these new approaches bring in a few new outcomes, an additional benefit is achieved.

Evaluate the process with the help of those who have been through it and have been affected by it in the past. This group of helpers should include students who live in the residence halls, staff who are currently in positions, staff who are leaving the system, Hall Directors, administrators, and any professional staff who directly or indirectly work with staff members (receptionists, maintenance staff, food service personnel, custodial staff, etc.).

Many times these people will not only point out concerns and weaknesses in past approaches, but will also provide insights and possible solutions to rough spots and misconceptions in the process.

Plan an approach that reflects the needs and ideas of those members of the system who have given input, and address the concerns that have been brought up during the evaluation process. If the plan reflects the visions of the members of the system it will also gain the commitment and follow through of the members of the system. By comparing what was done in the past (and why it was done) with the current needs of the system and students (as seen by members of the system) you will gain a commitment by all members. Seeing one's ideas put into a plan of action will insure a motivation to take pride in the process and give efforts to make the process a successful one. This positive approach and pride in a process increases the chances for success.

Utilize the members of the department in the selection process. To make it their process they must have an important part in making it happen. They have already had the opportunity to help create it, so if they are provided the chance to volunteer for doing part of the process you may end up a coordinator of volunteers rather than a doer of details. The more you empower others to take on critical and important parts of the process, the more personal pride and motivation they take in making their selection process a successful one.

### **Some final thoughts:**

Be willing to work hard without taking short cuts. Supervisors are usually willing to let someone with energy and enthusiasm collect information and data that can benefit the system and department.

If you are willing to empower others through sincere and critical roles in the evaluation, designing, planning, and actual doing stages of the selection program many members of the system will get involved. People love to be involved when their ideas and thoughts are truly respected and considered. People resent being assigned to committees and work groups that rubber stamp plans that have been developed without sufficient information and input from those who are most affected by the process.

Be willing to share the victory. Give credit where it is due; to the system that has supported change, and to its members who helped create it. People will realize your role in the process without you tooting your own horn. Let others talk about your involvement while you brag about theirs.

If you are not asked to look into the planning of a staff selection program (and no one else is either), volunteer to! Make the time in your schedule, and make the commitment in your head to begin a process of developing Student Affairs Programs that accomplish services to students while challenging their values, beliefs, and attitudes.



# Honesty in Academics: A Partnership for Student Affairs and Academic Affairs

*Mari T. Aylin and Robert N. Aylin III*

*This article reviews the findings of an extensive study conducted at Colorado State University. The purpose of this study was to examine the extent to which academic dishonesty occurs and to evaluate student and faculty attitudes and perceptions toward academic dishonesty.*

The issue of academic dishonesty historically has been considered a problem in the realm of academic affairs alone. Student affairs administrators, however, have an important role in supporting the institutional mission of academic integrity.

Studies show that between 40% and 90% of all college students throughout the United States cheat (Jendrek, 1989). Academic dishonesty is not a new problem, instead it is a problem that has been building over the

years (Baird, 1980). Since 1930 significant percentages of students have been shown to participate in academic misconduct (Pavela, 1981).

Academic dishonesty appears to be a problem that is escalating parallel to society's changing ethical standards. The world in which today's students have grown up, marked by the scandalous and unscrupulous behavior exhibited by public figures, major corporations, and ordinary citizens, is believed to be sending the message that dishonesty and unethical behavior are acceptable ways of getting ahead (Fass, 1986). "Students who cheat are taking their cues from society...they are bombarded with images of the good life, including fancy houses and expensive cars...they are increasingly worried about how they will afford it" (Collison, 1990).

The percentages of students who engage in academic dishonesty reflect a real problem for higher education and society. If academic dishonesty goes unchallenged, society is left with doctors, lawyers, administrators, and other professionals who may

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continue to pursue success at all costs. Educators traditionally have been called upon to nurture high moral values in the educational environment because that environment is important and influential in shaping ethical standards (Pratt, 1989).

Most instances of academic dishonesty occur in the classroom. However, academic integrity is a relevant issue in several essential components of college life, specifically in "the acquisition of knowledge, the development of intellectual competence, and the moral development of students" (Nuss, 1984). Student development theory is the philosophical cornerstone of our profession. In addition to focusing on students' intellectual growth, student affairs administrators are concerned with the overall growth of students, a part of which includes moral development.

### **Methodology**

Two instruments, a faculty survey and a student survey, were administered to assess attitudes and perceptions of academic dishonesty at Colorado State University. A land grant institution, Colorado State has an enrollment of approximately 22,000 students. The surveys were based in part on an instrument developed by Margaret Platt Jendrek, Ph.D., a faculty member at Miami University.

The student survey, entitled "Survey of Academic Dishonesty," contained 117 items divided into three sections. The

investigator attended 19 classes with enrollments of 100 or more at which the surveys were distributed and collected, providing for a return rate of nearly 100%. One thousand, five hundred, and seventy-four surveys were collected. Responses only were used for second-year students and above because the investigator felt that students in their first year would not have ample experience upon which to base their observations. Data was collected in October and November, 1991, allowing a first-year student only two to three months to make observations. Thus, a total of 1,244 surveys were used for further analysis and discussion.

In the first section students were presented with 23 behaviors commonly identified as cheating. For each behavior students were asked if they considered the behavior to be academically dishonest, if they had ever engaged in the behavior while at Colorado State University, and if they ever observed others engaging in the behavior. The second section included 21 possible deterrents that students were asked to evaluate on a Likert-type scale. Responses ranged from "strongly encourages academic dishonesty" to "strongly discourages academic dishonesty." The third section contained a variety of questions designed to assess student attitudes about cheating.

The faculty survey, also entitled "Survey of Academic Dishonesty," was mailed to 106 faculty members, all of whom

instructed at least one class with an enrollment of 100 students or more. Forty-five surveys were completed for a return rate of 42.4%.

The same 22 cheating behaviors used in the student survey were presented to faculty participants. Respondents were asked whether or not they considered each behavior to be a form of academic dishonesty. To examine the perceived occurrence of cheating, faculty were asked to report the extent of their awareness of students engaging in any of the 22 cheating behaviors. Faculty participants were also asked to evaluate 15 methods believed to discourage cheating. Lastly, faculty members were asked a wide range of questions to assess their attitudes about academic dishonesty.

## Results

The magnitude of this combined, descriptive study

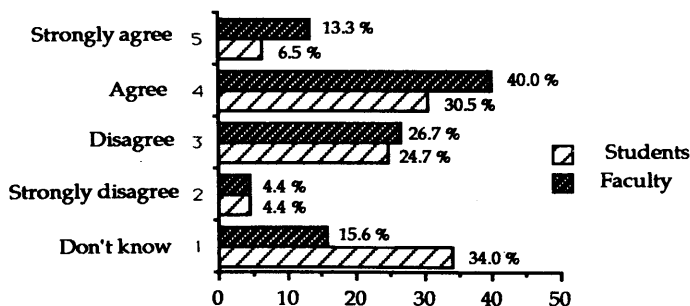
requires that only selected portions of the data be shared in this article. Table 1 presents a comparison of faculty and student perceptions of the extent to which academic dishonesty is a problem at Colorado State University.

Both students and faculty were asked if they considered the following behaviors to be academically dishonest. The percentages below represent their responses. If they responded "Yes", they consider the behavior to be dishonest and if they responded "No", they do not consider the behavior to be dishonest.

## Discussion

When participants were asked if they thought academic dishonesty was a problem at Colorado State University, the responses were divided. (Table 1). Over half of the faculty and slightly over one-third of the students surveyed believed academic dishonesty to be a problem.

**Table 1**



**Academic dishonesty is a problem at Colorado State**

**Table 2**

|  | n=1244            |      | n=45             |      |
|--|-------------------|------|------------------|------|
|  | <u>Students %</u> |      | <u>Faculty %</u> |      |
|  | Yes               | No   | Yes              | No   |
| 1. Copied from another student during a quiz or exam   | 90.1              | 9.9  | 88.9             | 11.1 |
| 2. Brought information into an exam without the approval of the faculty member   | 83.8              | 16.2 | 86.7             | 13.3 |
| 3. Previewed an exam from a test file when the instructor does not permit students to keep copies of exams and does not know that such a file exists | 48.0              | 52.0 | 60.5             | 39.5 |
| 4. Obtained test questions for an exam from another student who had already taken it   | 65.7              | 34.3 | 73.3             | 26.7 |
| 5. Obtained test answers for an exam from another student who had already taken it   | 79.0              | 21.0 | 73.3             | 26.7 |
| 6. Copied a few sentences of material from a source without giving credit to the author  | 68.9              | 31.1 | 71.1             | 28.9 |
| 7. Worked with one or more students on a homework assignment when the instructor does not allow it   | 46.7              | 53.3 | 75.6             | 22.2 |
| 8. Worked with one or more students on a take home exam when the instructor does not allow it  | 66.3              | 33.7 | 77.8             | 22.2 |
| 9. Padded a bibliography   | 71.5              | 28.5 | 63.6             | 34.1 |
| 10. Copied from someone's exam or assignment without his/her knowledge   | 87.2              | 12.8 | 88.9             | 11.1 |
| 11. Arranged to give answers to another student during an exam   | 86.0              | 14.0 | 84.4             | 15.6 |

|  | <u>Students %</u> |      | <u>Faculty %</u> |      |
|--|-------------------|------|------------------|------|
|  | Yes               | No   | Yes              | No   |
| 12. Turned in a paper that was written entirely or in part by another student  | 83.4              | 16.6 | 80.0             | 20.0 |
| 13. Turned in a paper that was purchased from a commercial research firm   | 79.5              | 20.5 | 77.8             | 22.2 |
| 14. Wrote a lab report without actually doing the experiment   | 67.6              | 32.4 | 77.8             | 22.2 |
| 15. Delayed taking an examination or turning in a paper using a false excuse   | 68.2              | 31.8 | 78.4             | 21.6 |
| 16. Changed a response after an assignment, exam, or quiz was graded, then reported a misgrade and asked for credit for the altered response | 84.4              | 15.6 | 84.4             | 15.6 |
| 17. Claimed authorship or participation in a group paper or project when no contribution was made  | 81.2              | 18.8 | 77.8             | 22.2 |
| 18. Read a condensed version of a novel/play/video rather than reading the assigned full-length version                                      | 38.8              | 61.2 | 35.5             | 64.5 |
| 19. Falsely claimed to have handed in an assignment or exam  | 83.2              | 16.8 | 80.0             | 20.0 |
| 20. Turned in the same paper in 2 or more classes without the faculty member's permission  | 40.0              | 60.0 | 47.7             | 52.3 |
| 21. Preprogrammed a calculator for use during an exam or quiz  | 53.6              | 46.4 | 78.4             | 21.6 |
| 22. Took an examination or class for another student   | 82.8              | 17.2 | 80.0             | 20.0 |
| 23. Had another student take an examination or class for me  | 82.9              | 17.1 |                  |      |

**Table 3****Student Behaviors As Perceived By Other Students**

|     |   | Student Percentages: |             |                      |                     |
|-----|---|----------------------|-------------|----------------------|---------------------|
|     |   | <u>Never</u>         | <u>Once</u> | <u>2-5<br/>Times</u> | <u>6+<br/>Times</u> |
| 1.  | Copied from another student during a quiz or exam   | 10.9                 | 9.6         | 41.0                 | 38.5                |
| 2.  | Brought information into an exam without the approval of the faculty member   | 22.1                 | 15.4        | 39.9                 | 22.6                |
| 3.  | Previewed an exam from a test file when the instructor does not permit students to keep copies of exams and does not know that such a file exists | 38.5                 | 16.2        | 26.5                 | 18.8                |
| 4.  | Obtained test questions for an exam from another student who had already taken it   | 14.5                 | 14.0        | 39.3                 | 32.2                |
| 5.  | Obtained test answers for an exam from another student who had already taken it   | 22.8                 | 16.7        | 38.1                 | 22.4                |
| 6.  | Copied a few sentences of material from a source without giving credit to the author  | 17.5                 | 8.8         | 35.1                 | 38.6                |
| 7.  | Worked with one or more students on a homework assignment when the instructor does not allow it   | 24.6                 | 9.9         | 32.7                 | 32.8                |
| 8.  | Worked with one or more students on a take home exam when the instructor does not allow it  | 38.4                 | 17.8        | 28.0                 | 15.8                |
| 9.  | Padded a bibliography   | 32.7                 | 15.5        | 31.7                 | 20.1                |
| 10. | Copied from someone's exam or assignment without his/her knowledge  | 23.7                 | 14.5        | 35.4                 | 26.4                |
| 11. | Arranged to give answers to another student during an exam  | 37.8                 | 19.3        | 28.3                 | 14.6                |

Student Percentages:

|  | <u>Never</u> | <u>Once</u> | <u>2-5<br/>Times</u> | <u>6+<br/>Times</u> |
|--|--------------|-------------|----------------------|---------------------|
| 12. Turned in a paper that was written entirely or in part by another student  | 34.2         | 25.0        | 29.5                 | 11.2                |
| 13. Turned in a paper that was purchased from a commercial research firm   | 80.9         | 11.7        | 5.6                  | 1.8                 |
| 14. Wrote a lab report without actually doing the experiment   | 32.8         | 20.8        | 32.4                 | 14.0                |
| 15. Delayed taking an examination or turning in a paper using a false excuse   | 19.6         | 17.2        | 37.9                 | 25.3                |
| 16. Changed a response after an assignment, exam, or quiz was graded, then reported a misgrade and asked for credit for the altered response | 53.5         | 20.6        | 19.0                 | 6.9                 |
| 17. Claimed authorship or participation in a group paper or project when no contribution was made  | 35.1         | 24.2        | 30.5                 | 10.2                |
| 18. Read a condensed version of a novel/play/video rather than reading the assigned full-length version                                      | 22.2         | 15.7        | 35.6                 | 26.5                |
| 19. Falsely claimed to have handed in an assignment or exam  | 59.3         | 19.2        | 16.0                 | 5.5                 |
| 20. Turned in the same paper in 2 or more classes without the faculty member's permission  | 39.1         | 23.6        | 26.7                 | 10.6                |
| 21. Preprogrammed a calculator for use during an exam or quiz  | 43.3         | 16.0        | 24.2                 | 16.5                |
| 22. Took an examination or class for another student   | 59.4         | 21.3        | 14.7                 | 4.6                 |

**Table 4****Student Behaviors as Perceived by Faculty and their Frequency of Occurrence**

(The non-applicable response is not presented here, therefore percentage totals may not equal 100%.)

|  | <u>Never</u> | <u>Once</u> | <u>2-5 Times</u> | <u>6+ Times</u> |
|--|--------------|-------------|------------------|-----------------|
| 1. Copied from another student during a quiz or exam   | 31.7         | 4.9         | 46.3             | 14.6            |
| 2. Brought information into an exam without the approval of the faculty member   | 53.7         | 7.3         | 22.0             | 4.9             |
| 3. Previewed an exam from a test file when the instructor does not permit students to keep copies of exams and does not know that such a file exists | 42.5         | 2.5         | 2.5              | 5.0             |
| 4. Obtained test questions for an exam from another student who had already taken it   | 62.5         | 5.0         | 5.0              | 7.5             |
| 5. Obtained test answers for an exam from another student who had already taken it   | 65.0         | 5.0         | 2.5              | 5.0             |
| 6. Copied a few sentences of material from a source without giving credit to the author  | 23.8         | 19.0        | 16.7             | 16.7            |
| 7. Worked with one or more students on a homework assignment when the instructor does not allow it   | 25.0         | 12.5        | 7.5              | 5.0             |
| 8. Worked with one or more students on a take home exam when the instructor does not allow it  | 41.5         | 7.3         | 2.4              | -0-             |
| 9. Padded a bibliography   | 29.3         | 9.8         | 14.6             | 12.2            |
| 10. Copied from someone's exam or assignment without his/her knowledge   | 26.2         | 23.8        | 23.8             | 9.5             |
| 11. Arranged to give answers to another student during an exam   | 63.4         | 4.9         | 14.6             | 4.9             |



|  | <u>Never</u> | <u>Once</u> | <u>2-5<br/>Times</u> | <u>6+<br/>Times</u> |
|--|--------------|-------------|----------------------|---------------------|
| 12. Turned in a paper that was written entirely or in part by another student  | 36.6         | 12.2        | 19.5                 | 4.9                 |
| 13. Turned in a paper that was purchased from a commercial research firm   | 61.0         | -0-         | -0-                  | -0-                 |
| 14. Wrote a lab report without actually doing the experiment   | 26.8         | 4.9         | 7.3                  | 2.4                 |
| 15. Delayed taking an examination or turning in a paper using a false excuse   | 19.5         | 17.1        | 29.3                 | 19.5                |
| 16. Changed a response after an assignment, exam, or quiz was graded, then reported a misgrade and asked for credit for the altered response | 84.4         | 15.6        | -0-                  | -0-                 |
| 17. Claimed authorship or participation in a group paper or project when no contribution was made  | 32.5         | 10.0        | 12.5                 | 2.5                 |
| 18. Read a condensed version of a novel/play/video rather than reading the assigned full-length version                                      | 29.3         | 4.9         | 4.9                  | -0-                 |
| 19. Falsely claimed to have handed in an assignment or exam  | 52.5         | 20.0        | 10.0                 | 2.5                 |
| 20. Turned in the same paper in 2 or more classes without the faculty member's permission  | 43.9         | 7.3         | 12.2                 | -0-                 |
| 21. Preprogrammed a calculator for use during an exam or quiz  | 34.1         | 4.9         | -0-                  | -0-                 |
| 22. Took an examination or class for another student   | 62.5         | 15.0        | 5.0                  | -0-                 |

However, the results in Table 3 indicate that there should be concern about the amount of cheating on the campus.

The results in Table 2 show a significant amount of agreement among students and faculty. Most alarming is that a considerable number of faculty members do not view several specific cheating behaviors as comprising academic dishonesty. Cheating behaviors such as “taking an exam or class for another student,” “turning in a paper that was written in part or entirely by another student,” and “copying a few sentences of material from a source without citing the author” (plagiarizing) yielded some startling ratios. At least 20% of the faculty surveyed did not consider each of the aforementioned behaviors to be dishonest practices.

The results in Table 3 show that almost 90% (89.1%) of students are aware that others have “Copied from another student during a quiz or exam” at least once. Slightly over 80% are aware that others have “Delayed taking an examination or turning in a paper using a false excuse” at least once and 77.9% are aware of others “Bringing information into an exam without the approval of the faculty member” at least once. Over 40% of the respondents were aware of students who have taken an examination or class for another student at least once. These results indicate that there is a significant amount of cheating going on at Colorado State

University and the students are aware of it.

Overall a significant portion of the faculty instructing large classes have been aware of students cheating in their classes. (Table 4). Perhaps this explains why 65% of the faculty surveyed would welcome more resources, training and/or support to deal with issues of academic dishonesty. The most frequently occurring cheating behaviors, as perceived by faculty, are the following: “Delaying taking an exam with a false excuse,” 65.9%; “Copied from another student during a quiz or exam,” 65.8%; “Copied from another student’s assignment or quiz,” 57.1%; “Copied material from a source without citing author,” 52.4%.

### **Conclusions and Recommendations**

Several conclusions can be drawn from this study but the primary conclusion is that students and faculty disagree over how academic dishonesty should be defined. In comparing the faculty and student surveys, there was disagreement over what constitutes academic dishonesty on 10 of the 22 behaviors presented. These discrepancies ranged from 5 to 20 percent. It is evident that students are not aware of how faculty define academic dishonesty and faculty fail to understand how students define academic dishonesty.

Most institutions publish a policy statement defining academic dishonesty in a general catalogue. Colorado State University also

publishes a definition in the Student Rights and Responsibilities Handbook, but these two definitions are not enough. We suggest the publication of a separate brochure specifically designed to educate the university community about academic dishonesty. Such a brochure is used at Iowa State University entitled: *Academic Dishonesty, A Student Guide to Academic Integrity*. The brochure should contain a clear definition of academic dishonesty. The development of a definition and policy statement should be formulated by a group comprised of representatives from all sectors of the campus. The brochure could also contain a list of services where a student accused of academic dishonesty may obtain help. This type of brochure could be developed collaboratively between student affairs and academic affairs.

Institutions need to be committed to the importance of academic integrity (Barnett & Dalton, 1981). This could happen by introducing the subject of academic dishonesty in a number of ways. The academic dishonesty brochure could be included in admissions material mailed to students. The brochure and an accompanying discussion about academic dishonesty could be included in orientation sessions, study skills classes, academic advising sessions, and freshman experience classes. All of these areas fall in the domains

of both academic affairs and student affairs.

Academic affairs and student affairs must work together in the improvement of the academic community. "As is the case with most campus student development issues, a cooperative effort is not only an ideal, but also a necessity to build a solid program of academic integrity" (Ludeman, 1988). In Ludeman's study, 46% of the 153 schools surveyed characterized the student affairs department as the most instrumental part of the institution in developing academic dishonesty policies and procedures. Academic affairs departments were mentioned by 33% of the respondents.

Student affairs administrators also can play a valuable role in helping students cope with stress. "Competition and pressure for good grades is unquestionably the single most important cause of academic dishonesty. Educators should explore ways to minimize the debilitating effects of this influence in student life." (Barnett & Dalton, 1981). Administrators also are teachers in many ways because their actions are noticed and often modeled by students. Consequently, they play an important role in illustrating how to make ethical decisions.

Colorado State University housing administrators have bridged the gap between student affairs and academic affairs by offering and facilitating Ethics Workshops. These workshops provide a forum for discussion of ethical issues and a background in

student development theory and moral reasoning. Attendance at workshops frequently is required as a discipline sanction for students who have been caught cheating or for students who have broken other university policies.

Administrators and faculty members must begin the process of initiating conversations on the topic of academic dishonesty and following up with concrete and specific actions. "Rather than continue to deplore student behavior or lament the increased emphasis on competition and success at all costs, institutions should determine whether their policies and practices are contributing to the problem" (Nuss, 1984). We all have a role to play.

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# Why Ropes Courses Work: An Ecological Perspective

*James H. Banning and Heather Swim Burfiend*

Ropes courses are becoming increasingly popular and are being used in a variety of settings with a diversity of groups including student training and staff development programs on the college campus. (Attarian, 1990; Teaff & Kablach, 1987). A ropes course usually includes a series of ropes, cables, trees, and poles structured into elements which require a combination of balance, agility, coordination and cooperation (Gass, 1983). These elements are usually from one to forty feet off the ground and are designed for both individual and group participation.

Reports of the efficacy of the ropes experience continue to emerge in not only the experiential learning literature, but also in the organizational development field (Galagan, 1987; Gall, 1987; Long, 1987; Teaff & Kablach, 1987). These reports document outcomes ranging from increased self-esteem of the individual participant to increased cooperativeness among work groups. The question of why ropes courses work in producing these outcomes appears to have

received less attention.

The "why" and "how" questions of a positive experience with a ropes course have been most frequently addressed by either pointing to metaphors (Long, 1987) or by pointing to personal experiences in the form of "testimonies" (Galagan, 1987; Gall, 1987; and Long, 1987). Metaphors and personal experiences are important ingredients in the quest for developing an understanding of the process involved in ropes courses. The purpose of this article is to build on the contribution of these approaches and to suggest an ecological model for understanding why ropes courses work.

## **The Ecological Perspective**

Ecology is the general concept used to represent the study of organism-environmental transactions. (Banning, 1978, 1988). In the domain of learning, the ecological perspective focuses on the relationships among the learner(s) and the educational environment or program. The ecological question for educational endeavors becomes: What are the interrelationships among person and environmental variables that produce learning. Within this general ecological perspective, Blocher (1974, 1978) has developed a conceptual model

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that focuses on the question of person-environmental transaction and the process of individual development.

### **The Blocher Model**

Beginning from a cognitive development framework, Blocher (1978) suggests that there are three related subsystems in a learning environment: (a) an opportunity subsystem which includes the elements of involvement, challenge, and integration; (b) a support system which includes the elements of support and structure; and (c) a reward system which includes the elements of feedback and environment are the important ingredients in fostering (1978) what follows:

1. The learner actively engages the learning environment in a way that puts at risk significant psychological values such as self-esteem, approval of significant others, or important aspects of an existing self-concept. This is the condition of involvement.

2. The learner is in a condition of mild disequilibrium or tension. A moderate degree of discrepancy exists between the learner's present coping behaviors or cognitive structures and those demanded by the tasks of stimulation present in the learning environment. Generally, the levels of stimulation in a learning environment are measurable in terms of variables such as novelty, complexity, abstractness, ambiguity, and

intensity. At any rate, an optimal mismatch should exist between the learner and the requirements for mastery of those aspects of learning environment that lead to intrinsic rewards such as feelings of competence and control. This is the condition of challenge.

3. The learner experiences a degree of empathy, caring and honesty from other human beings in the learning environment. That is, the learner is touched by a network of positive human relationships. This is the condition of support.

4. The learner has available examples of functioning of performance slightly more advanced than his or her own and is able to observe these performances, see that they can resolve the task demands in the learning environment, and witness them being rewarded. In the research literature on moral development, this is sometimes called "plus one modeling." It is termed here the condition of structure.

5. The learner has opportunities to practice the use of new cognitive structures and their related skills, and to receive clear, accurate and immediate information about his or her performance relative to the demands of the environment. This is termed the condition of feedback.

6. The learner is able to test actively new concepts, attitudes and skills in a variety of natural settings and situations in which opportunities for improved relationships, problem solving,

decision-making or appreciation can be directly experienced. This is the condition of application.

7. Finally, the learner is able to review, critically examine, and evaluate new learning in a safe, reflective, and unhurried atmosphere in which new learning can be reconciled and assimilated with past experiences. This is the condition of integration. (Blocher, 1978, pp. 19-20)

### Application of Blocher's Ecological Model to Ropes Courses

In Rastall's (1984) general definition of a ropes course, a process-oriented definition is given and the applicability of Blocher's concept is apparent:

...A ropes course is a progression of initiative problems, challenges, and trust activities. Its main purpose is to create an environment to facilitate the development of both personal and interpersonal skills through adventure, suspense, and drama. With the willingness to 'risk', to experiment, and to learn in an atmosphere of mutual support and cooperation, through a gradual progression of challenges and successes, ... a participant inevitably reaches for goals far beyond previous self-expectations and self-set limitations... (p. 1)

The seven elements of Blocher's system can be found in Rastall's definition. First, the reaching for goals beyond one's expectation and self-defining

limitations is the essence of the structural change or "learning" that is addressed by Blocher. To achieve this goal in the Blocher model there must be an opportunity subsystem. In Rastall's definition this is captured by the notions of "a progression of initiative problems, challenges, and trust activities." Also, the elements of the support subsystem are present in Rastall's definition which states "to learn in an atmosphere of mutual support and cooperation." Finally, the reward subsystem with its intrinsic emphasis is captured by the concept of "development of interpersonal skills." The Rastall definition was developed from an experiential base, but the fit of his definition to Blocher's model underscores the potential usefulness of the model in explaining why ropes courses work.

The foregoing definitional analysis suggests the usefulness of the Blocher model, but the relationship between Blocher's ecology model of learning and why ropes courses work can be explored in greater depth by looking at each of the seven elements and their relationship to the ropes course experience. For example:

**Involvement:** The level of involvement is determined by the choice of the participant. Participants in ropes courses are told that it is their choice to participate and they have the right to say "no" to any activity. The expression of "challenge by choice" is often used to capture this aspect of the experience.

The activities of the ropes course are designed to involve the person psychologically, emotionally, and physically. If the participant chooses to participate, then the environment is designed to create "holistic" involvement.

**Challenge:** The very essence of the ropes course is challenge, taking risks, and "stretching" oneself. Because of the multiple physical as well as social tasks involved in a ropes course, individuals are likely to find that "optimal mismatch" between where they are and the appropriate challenge for new learning. For some this challenge is made available by finding the personal courage to attempt a "high" element, for others the challenge may come in "trusting" others, and for still others the challenge may come in the form of "sharing feelings."

**Support:** If the essence of a ropes course is challenge, it must also contain support. The very design of the course with "belayers", "spotters", and various tasks focused on building individual and group support illustrates the importance of the condition of support and its pervasive presence.

**Structure:** The condition of structure speaks to having available a range of models of functioning or performance that can serve as slightly more advanced models for the individuals of the group. As a group participates in the various high and low elements of a ropes course, many individual participants play the role of providing the "plus one modeling" for others. While individuals watch

and support their companions, they are also learning what might work or not work, both physically and emotionally.

**Feedback:** Feedback comes in a variety of ways on a ropes course. The physical/emotional joy and relief of accomplishing an important task is immediate and personal feedback. The voices of support and the cheers for attempting from co-participants is also immediate feedback. And finally, the feedback that comes through the structured and unstructured discussions that occur during and after the course provides personal information on performance.

**Application:** In the feedback sessions, application is stressed. Even before the feedback sessions, participants are encouraged to apply what they learn about one element to the next element. To apply what they learn about themselves as the participant goes from one element to the next is also encouraged. The transfer of experiences and learning on ropes courses to other settings is critical to a well designed ropes course experience. Metaphors are often used to assist in this application. For example, the term "spotting" is often used: "I will be taking a limited risk in my next corporate report-will you spot me?" It is a way to ask for support and guidance.

**Integration:** The basic condition for integration is that the learner is able to review, critically examine, and evaluate new learning in a safe, reflective, and unhurried setting. Again, these are the conditions of a ropes



course. The structure of the experience provides for time to think, to discuss, and to integrate experiences.

### **Conclusion**

Why do ropes courses work?

The foregoing suggests they work because they meet the learning conditions set out by Blocher's (1978) model. There is a good fit between what happens on a ropes course and what needs to happen according to the model to facilitate learning. Not only does the ecology model suggest why ropes courses work, it can also be used to evaluate and redesign the ropes course experience. Examples of how the model can be used as an evaluative and redesign framework are numerous. Perhaps the course has evolved to a point where the challenge condition surpasses the condition of support. If so, a balance toward a more favorable learning condition may need to be sought. What about the condition of integration? Is enough time available to help participants integrate their experiences? If ropes courses work because they meet the conditions for learning as outlined by the Blocher model, then researchers, ropes course designers, and evaluators have an important conceptual framework to serve as the foundation for their efforts.

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# AIDS Policy and Students on University Campuses

*Jodi Berman and Megan Palmer*

Acquired Immunodeficiency Syndrome and Human Immunodeficiency Virus are together an ever-growing issue on college campuses. The need for proactive action by college and university administrators regarding creating policy is essential. According to Dr. Richard Keeling, president of the American College Health Association, "... HIV infection is a current problem on college campuses. Irrespective of any particular level of infection, the fact that HIV infection appears on campuses across the country should cause real concern" (McClain and Matteoli, 1989).

In the creation of policy, however, several issues must be addressed during the development of that policy. These issues include, but are not limited to, the following:

- Privacy issues
- Search and seizure
- Equal protection clause of the fourteenth amendment
- Discrimination law (sexual orientation and disability)
- FERPA/Confidentiality
- Slander/Libel/Defamation
- Tort Law (health care), negligence

- Duty: Duty to warn third parties, duty of care, duty to provide safe environments, duty to share information (limited "need to know")

A primary issue within the realm of AIDS policy is mandatory testing for the HIV virus. Central to this discussion comes the balance between individual rights and the greater social welfare. In the cases of Derdeyn v. University of Colorado, and Anonymous Fireman v. City of Willoughby, the courts determined that individuals have the right to assume that they will not be victims of unreasonable searches in regard to testing. These two cases certainly demonstrate the balance in that with the former, the balance leans more toward individual rights (due to the unreasonableness of the search), and the latter falls on the side of the greater social welfare (due to the public interest and increased risk related to the position of fireman).

"Although courts have generally held that mandatory drug testing is a search and seizure within the meaning of the Fourth Amendment, they have disagreed on whether these tests are unreasonable

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searches and seizures, and therefore unconstitutional. To determine whether testing is reasonable, the courts have looked carefully at the circumstances of the test - how they were conducted, whether privacy and confidentiality were protected, and what use was made of the results" (Falco and Cikins, 1989).

It is important to note that mandatory AIDS testing raises similar Fourth Amendment questions, and therefore, we can infer limitations and guidelines as set forth by precedent related to drug testing. Moreover, the courts may argue that individuals who are HIV positive or who have AIDS should be and have been regarded with a "suspect classification" (Falco and Cikins, 1989), and therefore can be protected by the equal protection clause of the fourteenth amendment.

As well, in order to protect individual rights, proponents of limited mandatory testing maintain that safeguards of confidentiality and privacy must be guaranteed. In addition, those being tested must be fully informed of the nature of the test and the scope of their rights, especially in regard to retesting, if the results should be positive. Furthermore, there is an expectation that adequate pre-test and post-test counseling will be available. More discussion about adequate counseling conditions will be addressed later.

Supporters of mandatory testing suggest that the issue of

social welfare is greater than that of individual rights. Within these arguments, it is suggested that individuals who are HIV positive or those who have AIDS were engaged in high risk activities and therefore can be subject to any discrimination that may occur without legal protection. In addition, due to the fact that transmission may be unknown, it is critical that mandatory testing be in place. "Proponents (of mandatory testing) also believe that testing carries a strong signal that society is determined to identify high risk behavior and penalize those who test positive by excluding them from principal institutions" (Falco and Cikins, 1989). A question that arises in relation to the common good of mandatory testing concerns the willful and wanton transmission of the HIV virus, which may be considered illegal behavior. If the behavior of an HIV infected individual is considered illegal, what then is the duty of an individual to know that he/she is HIV positive?

When examining the concept of voluntary testing, numerous issues arise. Many, if not all of these issues need to be addressed when considering mandatory testing and its implications. College and university administrators must address the increased risk for members of the campus community of contracting HIV due to the fact that there is an inherent need for testing services to be available for members of the campus community. If testing is

available, several issues arise, and these include, but are not limited to: relationships between testing and counseling, informed consent, education, confidentiality, and the duty to warn third parties.

Several conditions must exist to provide sound counseling for members of the campus community who choose to be tested for HIV. According to McClean and Matteoli (1989), the following conditions should be available:

- allotment of sufficient time
- a private setting
- guaranteed confidentiality or anonymity
- encouragement of the patient to ask questions, state fears, and verbalize reactions
- availability of follow-up counseling
- consideration of referral to peer support groups

These conditions are critical due to the fact that an institution has a duty of care for all members of their community. It could be argued that simply providing HIV testing is fulfilling the University's obligation of duty of care. However, research indicates that due to the emotional distress of HIV testing, the need for adequate counseling generally is seen as part of that duty of care.

Another aspect which can be considered especially relevant to testing issues is that of informed consent. According to California State Law, the consent must include information on the accuracy and reliability of the test, and on its limitations.

“Hospital personnel should, prior to obtaining the patient’s signature, determine if the patient has been informed by his or her physician about the test. If the patient indicates that he or she has been informed then the consent may be obtained. If the patient indicates that his or her physician has NOT discussed the test with him or her, then the consent SHOULD NOT be obtained and the blood SHOULD NOT be drawn for the test. It is imperative that counseling occur prior to patient testing” (McClain and Matteoli, 1989).

It certainly is prudent to expect that these standards should be applied to higher education health facilities that are administering HIV testing. Although the law may not exist in all states, this is the most educational and responsible method of administering the testing process. “..Testing without express consent will, except in the most rare circumstances, be a breach of a duty of care and actionable in negligence. The difficulty in such an action will be proving damage and quantifying any loss” (Harris and Haigh, 1990).

The fear of creating AIDS policies stems from the hysteria that surrounds HIV/AIDS, its transmission, and outcome. Due to the numerous myths about the virus, concern is generated in regard to the bad public relations

of creating a policy or program. In addition, HIV/AIDS has not been seen as a concern to the general student population. Myths exist around who the disease is bound to impact, as well as the fact that the transmission of the disease occurs most frequently in what some consider to be "immoral sexual activity," and other high risk behaviors.

AIDS and HIV can be seen as an epidemic of fear. This fear, which stems primarily from ignorance, is not enough to justify allowing discrimination to occur. This was clearly demonstrated by the ruling on School Board of Nassau v. Arline. In this case the courts recognized that fear of contagion is not enough to constitute legalization of discrimination. Since fear has the potential to drive decisions and practices within campus communities, it is imperative that sound and comprehensive education is available. In fact, education should be seen as a factor in an institution's duty to provide a safe environment, and this is directly correlated with the duty to prevent unreasonable risk to members of the community. Institutions may be able to protect themselves from liability if they are making a good faith effort in educating the population about the social transmittal of HIV.

The issue of confidentiality is key in working with HIV and AIDS policy. Breaches of confidentiality lead to increased chances of students being denied access to health insurance. One

of the basic arguments against mandatory testing is related to the denial of health insurance. Jeffrey Levi of the National Gay and Lesbian Task Force stated at the October 27, 1989 conference that "Private health insurance is not just a business. It is a social utility that serves a social function to guarantee Americans access to adequate health care. Screening for AIDS results on the industry's avoidance of the AIDS risk rather than serving its social function." The results of the tests, if not carefully safeguarded, allow for insurance companies to change policies and deny coverage to people who have tested HIV positive. "Testing in effect becomes punitive rather than diagnostic when it is used to prevent people from obtaining jobs and to keep them from obtaining insurance" (Falco and Cikins, 1989).

Some argue that insurance companies should not have to bear the burden of the very costly health care associated with HIV/AIDS patients. This argument is expanded when one begins to ask the question of whether or not adequate health care is an individual's entitlement. However, an institution of higher education that provides health services to its students needs to ask the question of what is its duty to provide adequate health care for its HIV infected students.

The balance issue of privacy and a "need to know" is prevalent in this debate of confidentiality. The privacy of the student who is

infected is certainly important, and it appears that this confidentiality is covered by the Family Education and Rights to Privacy Act, or the "Buckley Amendment." However, when reporting begins, universities may end up in the business of identifying people, singling them out, and then inadvertently opening them up to prejudice and discrimination. In the unsuccessful case of Doe v. Southeastern University, the pertinent discussion related to the principal of confidentiality. "Disclosure of personal information (i.e., HIV/AIDS) is a practice to be carefully considered" (College Students and the Courts, 1990.) These cases may be where institutions open themselves to situations of libel and slander. Some may expound upon the argument and say that should confidentiality be breached, the violation was an intentional infliction of emotional harm. It is imperative that when information is being revealed, it is shared on a "need to know" basis only. It definitely should not be shared over the telephone to ensure that an individual is not receiving the results of another person. The chance that other individuals could gain access to this information suggests potential negligence on the institution's behalf, and therefore, all records containing HIV test results should not be placed in a student's general file that most authorized personnel may access.

The duty to warn third parties is one that is applicable in this regard, as well. Testing facilities

need to address the issue of who needs to be informed should someone test positive. The issue at hand can become that of the duty to inform third parties. If individuals choose not to share his/her positive test results with previous sexual partners, or individuals with whom he/she shared needles, the testing facility then needs to ask the question of its duty to provide this information to the appropriate individuals.

Arguments in support of maintaining absolute confidentiality continue around the area of discrimination law. When addressing HIV/AIDS, the issue of discrimination based on sexual orientation, as well as disability, are at hand. As previously discussed, the results of testing lead to an increased chance and likelihood that the HIV positive individual will experience some type of discrimination. Based on Nassau v. Arline (1990), the courts can apply the standard that fear of contagion of infectious diseases is not enough to discriminate. There must be proof that there is a likelihood of transmission in order to deny discrimination claims. "It is the intent of the act to replace discrimination based on myth and fear with sound reasoned medical judgement." (Young and Gerhing, 1990) Therefore, AIDS can be covered under Section 504 of the Rehabilitation Act of 1973. Moreover, the Department of Justice "supported the opinion that AIDS was a covered disability and that discrimination based

on fear of transmittal was prohibited” (McClain and Matteoli, 1989). The main intent of the court was to apply the “currently available best medical information” standard to cases that arise when discrimination based on fear of transmission occurs. Higher education administrators must apply this to related issues, such as non-discrimination standards when conducting admissions interviews, assigning housing, or administering student employment. Questions related to HIV must be prohibited in order to prevent violation of privacy rights.

Given the many issues discussed throughout this article, it is imperative that the last part of this discussion encompass recommendations for the creation of HIV/AIDS policies on university campuses. Certainly, the theme of our recommendations is that higher education administrators must find a way to strike a balance among providing a caring response to HIV/AIDS infected students, maintaining a safe environment for non-infected students, and doing both according to the guidelines as set forth by legal precedent. As an institution, there is an inherent responsibility to be at the forefront of education, and to serve as a role model for local, state, and federal communities in the humanization of the AIDS epidemic.

Within policy, education should be the primary goal. Obviously, education is not comprehensive unless the

following conditions exist: specific groups (especially those who exhibit high risk behaviors) are targeted; the education programs explain the facts about the epidemic, as well as specific behaviors that must be changed to avoid transmission; resources are made available for students; academic departments incorporate this education in the curriculum; and orientation programs address the issue at the beginning of one’s college career.

The second recommendation is that institutions provide confidential voluntary testing for students at little or no expense. Certainly, as argued earlier, pre- and post-test counseling is *imperative* when providing this testing service. Without counseling, there is cause to believe that the institution is not behaving prudently. Furthermore, counseling resources must be available in the long term for students who have tested positively, again, at little or no expense to the students. Part of this long-term counseling can and should include peer support groups and should be facilitated by trained health care professionals, who are aware of current and evolving research associated with HIV/AIDS.

We further recommend that institutions begin to research the capability of providing medical care to the HIV/AIDS infected students. Though we realize that this will depend on an institution’s budgetary constraints, we believe that this is a central question to its duty of care to students. If long-

term care cannot be provided at all, the institution must at least provide resources to infected students so that they can obtain the necessary medical care.

The third recommendation is that a component of all AIDS policies state clearly that HIV status will not be used as a mechanism for screening students for admissions or employment, and that it will not be used as a reason for institutional dismissal. Inherent in any policy should be that people with HIV infection cannot be denied access to institutional facilities, programs, classrooms, housing, and other services, unless it can be proven that there is likelihood of transmission through the use of these services. In addition, the university must maintain a strong position that it will try to accommodate the needs of the HIV/AIDS infected student. This may mean providing medical singles in residence hall rooms to these students, preparing faculty that they may need to provide make up work for missed classes, and/or other accommodating techniques unique to each case.

Finally, institutions must take a strong stance regarding to discrimination based on HIV/AIDS status. For example, the Colorado State University AIDS policy states that it, "condemns all occurrences of emotional or physical abuse of persons with positive HIV status or AIDS. Education does much to reduce such incidents, which are based on fear and ignorance." This stance can provide the necessary support to students who are

infected, and, because it relies on education, it supports the basic principle of creating AIDS policies on college and university campuses.

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# Research Priorities in the Study of Higher Education

*Dr. Michael T. Miller*

*Research in the study of higher education has been criticized as non-effectual and self serving. Indeed, the various directions, forms, and types of research in higher education are many, and little consensus has been achieved within scholarly circles on the direction higher education research should take. This investigation was fashioned to find both specific areas and general categories of research needed within the field of higher education. Using a modified Delphi survey approach, 39 specific research areas were identified which were later broken into six thematic categories including: organization and administration; faculty; teaching and learning; policy issues; research; and students and student culture.*

For the past three years, faculty from several departments at the University of Nebraska - Lincoln (UNL) have been in the process of developing a Center for the Study of Higher and Postsecondary Education. As the Center proposal was finalized in

the summer of 1992, coordinators were struck by the diversity and lack of consensus of literature dealing with the study of higher education. Many of the research topics in scholarly journals dealing with the study of higher education reinforced Dressel and Mayhew's (1974) contention that research in the field was often overly broad and non-applicable to many constituencies. The same concept was advanced by Layzell (1990) and Zemsky and Tierney (1986) who reported that higher education leaders felt "too little (research) addressed the problems that leaders and policy makers actually address" (p. 166).

To better define and refine the UNL Center proposal research thrusts, interest was taken in the breadth of existing scholarly work. The current investigation was subsequently designed to identify and establish consensus on particular research needs in the study of higher education. Through the identification and consensus building of research areas, a priority system of higher education research topics for continued study was sought.

Indeed, the current lack of consensus over an accepted realm of knowledge and research direction led to the exploration of basic

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reading materials (Weidman, Nelson, & Radzyminisk, 1984), exemplary graduate education programs (Keim, 1983), and even the determination of research topics for such areas as undergraduate education (Mentkowski & Chickering, 1987). Despite these efforts, Keller (1985) argued that higher education scholars must become more responsive to the higher education community at large, providing solutions and options to those in academic decision making. He also called for a more relevant research agenda in higher education.

Zemsky and Tierney (1986) offered a focus for higher education research concentrating on institution and system structure, educational processes, and higher education's capacity to change. In a similar vein, contributors in Higher Education: Handbook of Theory and Research, edited by John Smart, have offered suggestions for future research. As Keller (Keller & Moore, 1989) noted, however, some of the contributors have allowed personal bias or perceptions to determine research covered and in advocating a research agenda. While the value statements advocated by Zemsky and Tierney and those outlined throughout Smart's multi-volume Handbook all have merit, the activities of the American Association for Higher Education (AAHE) and the American Educational Research Association (AERA) Division J (Postsecondary Education) have indicated that a focused research agenda may

offer the best opportunity for researchers to address topics of need and current importance.

## **Methods**

A stratified sample of 45 faculty, administrators, and graduate students from those attending the 1991 Association for the Study of Higher Education annual conference in Boston, Massachusetts was selected. Study participants included 15 higher education faculty, 15 administrators working in or in cooperation with higher education institutions, and 15 graduate students working on advanced degrees in the study of higher education.

There are many potential topics to be included on a possible research agenda for the study of higher education, yet few research-based listings are available for review or priority generalization by the higher education community. The lack of a comprehensive listing of topics, coupled with the potential breadth of topics, prompted the use of the Delphi survey technique. The Delphi technique allows for a systematic collection of data, providing equal and reflective input from all participants (Sackman, 1975).

For use in this study, the Delphi procedure was modified to utilize not simply known experts, but to allow for input from a diversity of populations. The use of conference participants allowed for students and administrators to have a voice in the identification and establishment of research priorities.

While Mentkowski and

Chickering (1987) developed specific research questions in their research agenda for undergraduate education, specific topics were sought rather than questions for research. From these topics, the statements were categorized based on subject matter to form a framework for future research.

## Results

Of the 45 participants identified for study, 32 responded to all three rounds of the Delphi survey instrument, representing a 68% return rate. The responses included a near equal distribution from throughout the stratification (faculty n=11; administrators n=9; graduate students n=12).

The respondents initially identified 48 items to be included

in a priority listing of higher education research. After checking for duplication and editing for consistency, 39 statements remained that were included in the second and third round administration of the survey instrument.

Respondents altered their initial rating of research items in 210 cases (on average changing 6.5 ratings), and reached a strong level of agreement, as indicated by a final mean rating of 4 or greater on a 1-to-5 Likert scale, on eight research items (see Table 1). The remaining 31 research items all achieved a moderate level of agreement, ranging from a 3.93 to 3.18 rating (see Table 2). No item achieved a group mean below 3.18.

The research items were then

Table 1.

### Research topics Deemed High Priority

| Research Topic  | Final Mean Rating |
|---|-------------------|
| Public perceptions concerning the value and worth of higher education   | 4.25              |
| Teaching strategies used in college classes and the articulation and measurement of criteria for measuring teaching effectiveness | 4.25              |
| Exploration of more effective instructional techniques  | 4.12              |
| Improving undergraduate teaching  | 4.12              |
| Faculty evaluation policies, procedures, and processes  | 4.06              |
| Racial and ethnic relationships on campus   | 4.06              |
| Promoting appreciation of diversity on campus   | 4.06              |
| Improving the recruitment and retention of minority students on campus  | 4.06              |

clustered into six thematic categories which resembled those advanced by Bender and Riegel (1973). Categories included: organization and administration, faculty, teaching and learning, policy issues, research, and students and student culture (see Table 3). The highest degree of consensus was achieved on the

research category ( $\bar{x}=3.87$ ), yet an analysis of variance revealed no significant differences between the thematic categories (see Table 4). Additionally, no significant differences were noted on research items between the three areas of sample stratification (see Table 5). The specific research items for each category include

Table 2.

**Research Topics Deemed Moderate Priority**

| Research Topics  | Final Mean Rating |
|--|-------------------|
| Why higher education research is non-effectual for institutions and policy makers    | 3.93              |
| Promoting academic talent  | 3.87              |
| Impact of governmental control on academic freedom and autonomy                      | 3.87              |
| Faculty reward systems addressing teaching and research                              | 3.87              |
| Incorporating qualitative research into the higher education mainstream              | 3.87              |
| Improving graduate teaching  | 3.87              |
| Impact and frequency of faculty-student interaction                                  | 3.87              |
| Impact of the 'assessment movement' on student learning outcomes                     | 3.75              |
| Projecting positive images of higher education to the public                         | 3.75              |
| Ethical teaching practices and behaviors   | 3.68              |
| Racial and gender climate on campus  | 3.68              |
| Organizational culture and its impact and influence on academic groups and subgroups | 3.68              |
| Current approaches to serving special student populations and segregation            | 3.68              |
| Leadership on campus   | 3.62              |
| Faculty recruitment and retention  | 3.62              |

the following:

Organization and administration:

Financial aid effectiveness;  
leadership on campus; academic  
leadership model development;  
improving the recruitment and  
retention of minority students;  
improving the recruitment and  
retention of adult students; cost  
containment while enhancing

quality; impact of college fiscal  
retrenchment on services to  
students; public perceptions  
concerning the value and worth  
of higher education; projecting  
positive images of higher educa-  
tion to the public; impact of gov-  
ernmental control on academic  
freedom and autonomy; state  
financing of higher education

Table 2 - Continued

**Research Topics Deemed Moderate Priority**

| <b>Research Topics</b>   | <b>Final Mean Rating</b> |
|--|--------------------------|
| Faculty teaching renewal activities  | 3.56                     |
| Erosion of affirmative action  | 3.56                     |
| Academic leadership model development  | 3.56                     |
| Higher education policy analysis   | 3.56                     |
| Changing demographic issues  | 3.5                      |
| Access and quality debate  | 3.5                      |
| Improving the recruitment and retention<br>of adult students                           | 3.5                      |
| Impact of college fiscal retrenchment on<br>services to students                       | 3.5                      |
| State financing of higher education systems  | 3.5                      |
| Different approaches to governance and<br>finance based on cross-cultural examinations | 3.5                      |
| Causes of different levels of undergraduate<br>academic performance                    | 3.43                     |
| Cost containment while enhancing quality   | 3.43                     |
| Financial aid effectiveness  | 3.33                     |
| Student assessment   | 3.33                     |
| Outcome and impact of alternative<br>approaches to general education                   | 3.25                     |
| Multicultural curriculum   | 3.18                     |

Table 3.

**Final Mean Ratings of Research Concentrations by Group**

| Research Concentration          | Graduate Students | Faculty | Administrators | Combined |
|---------------------------------|-------------------|---------|----------------|----------|
|                                 | n=12              | n=11    | n=9            |          |
| Organization and Administration | 3.54              | 3.47    | 3.94           | 3.65     |
| Faculty                         | 3.88              | 3.57    | 4.1            | 3.85     |
| Teaching and Learning           | 3.9               | 3.57    | 3.8            | 3.75     |
| Policy Issues                   | 3.25              | 3.5     | 4.1            | 3.61     |
| Research                        | 3.8               | 4.0     | 3.83           | 3.87     |
| Students and Student Culture    | 3.64              | 4.0     | 3.9            | 3.84     |
| Totals                          | 3.66              | 3.68    | 3.94           | 3.76     |

Table 4.

**ANOVA Summary by Thematic Category**

| Source  | SS    | df | MS    | F    |
|---------|-------|----|-------|------|
| Between | .1852 | 2  | .0926 | 1.67 |
| Within  | .8848 | 16 | .0553 |      |
| Total   | 1.07  | 18 |       |      |

Alpha .05; F value = 3.63.

Table 5.

**ANOVA Summary of Comparison by Sample Group**

| Source  | SS    | df | MS    | F    |
|---------|-------|----|-------|------|
| Between | .349  | 2  | .1745 | 2.38 |
| Within  | 1.32  | 18 | .0733 |      |
| Total   | 1.669 | 20 |       |      |

Alpha .05; F value = 3.16.

systems; and different approaches to governance and finance based on cross-cultural examinations.

**Faculty:** Faculty evaluation policies, procedures, and processes; promoting academic talent; faculty reward systems addressing teaching and research; faculty recruitment and retention; faculty renewal activities; and organizational culture and its impact and influence on academic groups and subgroups.

**Teaching and learning:** Teaching strategies used in college classes and the articulation and measurement of criteria for measuring teaching effectiveness; causes of different levels of undergraduate academic performance; student assessment; impact of the 'assessment movement' on student learning outcomes; ethical teaching practices and behaviors; multi-cultural curriculum; improving undergraduate teaching; improving graduate teaching; exploration of more effective instructional techniques; and impact and frequency of faculty-student interaction.

**Policy issues:** Erosion of affirmative action; access and quality debate; higher education policy analysis; and outcomes and impact of alternative approaches to general education.

**Research:** Why higher education research is non-effectual for institutions and policy makers; changing demographic issues; and incorporation of qualitative research into the higher education mainstream.

### **Students and student culture:**

Racial and ethnic relationships on campus; promoting appreciation of diversity on campus; racial and gender climate on campus; and current approaches to serving special student populations and segregation.

### **Discussion**

The purpose for conducting this study was to develop priorities for research in the study of higher education. Through the participation in a Delphi survey of 32 actors involved in higher education, 39 items were identified. These items were, in turn, consolidated into six thematic categories which resembled those advanced two decades ago by Bender and Reigel. While the categories were traditional in nature, some anticipated and some unanticipated research items were identified.

Based on a scanning of existing literature, such topics as racism on campus, fiscal concerns, and teaching effectiveness were not surprising. The strength of statements dealing with the image and public perceptions of the higher education community, however, were largely unanticipated based on previous research. Also, with the increasing attention to leadership development in many camps, the lack of research topics focused on leadership was surprising.

Traditional issues such as faculty vitality and instructional effectiveness were well represented, and using responses as an indication of the perception of the academic community, continue to be a major issue in the study of

higher education.

While the research topics were not framed in question format, it seems that the challenge to higher education researchers is to place these topics in a scope which benefits scholars, practitioners, and policy makers. Perhaps it is only through the practical application of research that the field of higher education can assure itself the forefront of applied social science education.

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# Residence Life Strategies for Proactively Meeting the Needs of International Students

*Marie E. Oamek*

## **Introduction**

In the process of examining the needs of foreign students on U.S. campuses, it has become apparent that there are two primary methods through which residence halls can be made more appropriate for (and therefore more welcoming of) these students, especially the undergraduates. These consist of changes in training and programming and changes in systematic and structural conditions. This article will address several areas where expanded awareness or systemic change would benefit foreign students. Two categories of issues follow; those specific to housing and those which are more general. The latter, while not housing specific, includes issues faced by most international students which can influence their satisfaction with housing arrangements as well as their overall university experience. The article will conclude with recommendations for training staff, internationalizing hiring, and coordinating activities.

Suggestions for further research are also included.

## **DEFINITION OF TERMS**

**American:** Used in this context to refer to United States citizens or residents, with the acknowledgment that the term "American" could also be used to describe residents of any one of the countries in North, South or Central America.

**Foreign Student:** The Institute for International Education, in its publication entitled Profiles: The Foreign Student in the United States, defines the foreign student as: "anyone who is enrolled in courses in the United States who is not a citizen or an immigrant (permanent resident)" (Boyan & Rew, 1981. p. v).

**International Student:** This term can be used to identify someone who is "a student of the world," or anyone who has travelled outside his/her home country. However, in this context it will be used synonymously with the term foreign student.

## **Housing specific recommendations**

Several of the needs or problems common to the international student experience are

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related to housing. This is especially logical in light of Maslow's (1970) assertion that one's basic needs must be met before one may move on to higher levels of development and growth.

Obtaining housing is of primary importance. If students have difficulty arranging housing (Stafford, Marion & Salter, 1980) before or upon arrival in the United States, they are going to face immediate problems when they arrive at the university. While it can be extremely difficult to find off-campus housing from outside the country, (due to the need to contact individual landlords), registering for on-campus housing should be easily completed through the mail. If a housing office were to market specifically to prospective foreign students before their departure for the U. S., students could arrive on campus with the issue of housing resolved (or at least closer to resolution).

Three issues must be addressed before this marketing can be successful. First, the information sent to the students must be culturally sensitive. Second, there must be some flexibility in accommodating the students when they arrive in the country. Third, the residence halls must begin to respond to the unique needs identified by foreign students so that they will opt to live on campus.

The first issue, that of culturally sensitive marketing and outreach materials, is crucial, especially when a housing system is recruiting students from non-

Western nations. Religious beliefs regarding dress, especially for women, may cause a family to refuse to send their daughter to a college or to allow her to live on-campus based on images they see in brochure photographs. A foreign student advisor related to this author the negative reaction of Moslem students to a housing brochure containing photos of a woman in a halter-top and cut-offs playing with a dog: (1) that apparel is considered disgraceful by devout Moslems, and (2) dogs are considered unclean in many cultures. Needless to say, this brochure did not assist in the recruitment of Moslem students to the residence halls. That does not mean housing systems should misrepresent themselves or place restrictions on the clothing of resident students, but simply that cultural values should be taken into account when preparing marketing materials. Foreign student advisors are typically more than willing to review publications to look for items which may be considered offensive, and they will probably have a more supportive attitude toward the housing system if they know the needs and values of their students are seriously considered.

The second point, the lack of flexibility in many housing systems, is a deterrent to foreign students and a common frustration for their advisors. Since travel from some parts of the world may take two to three days and travel in and out of many nations is not as simple or as free as entering and exiting the United States can be for Americans, it is virtually

impossible for foreign students to plan exactly when they will arrive in this country, let alone manage to arrive on the day the residence hall officially opens. The possibility of flexible check-in dates for foreign students is important to consider. Perhaps all early arrivals could be housed together temporarily if conferences or other activities are causing their rooms to be unavailable or if staffing patterns do not allow for coverage across campus. A facility utilized for short- or long-term conference guests could be appropriate. Another systematic change would be designating a residence hall as a year-round facility, where students are not required to move out during academic breaks or summer.

The third requirement involves several needs cited by foreign students which are often overlooked in on-campus housing. Roommate difficulties, discrimination, loneliness, and problems revolving around food services are among the most mentioned problems in the research.

Several studies have identified issues around roommate relationships as causing difficulties for international students. Specifically, lack of privacy (Cieslak, 1955) and failure to communicate effectively (Kuczynski, 1984) are important issues. Kuczynski identifies a lack of understanding of and/or skill with assertiveness as a major stumbling block to roommate communication. Americans can be very assertive, and may intimidate their roommates

without having any idea they are doing so. Depending on his or her culture, the foreign student may not feel it is appropriate to voice his or her own needs, but may then become resentful toward the roommate who does not perceive or explore the foreign student's needs. Residence hall staff have the capability, through educational programming, to alleviate these conflicts. Helpful programs include those which sensitize American roommates to the possibility that they may be offending their roommates with their behavior, assertiveness training for foreign students, or communication workshops in which the two roommates begin to communicate in a structured format. Resident advisors should also be trained in conflict mediation (maintaining cultural sensitivity throughout), so that they can be aware of conflicts and respond before they get out of control.

Systematic responses to the difficulties foreign students face with roommates involve the assignments process. Making single rooms available allows students to have some privacy, while a roommate-matching survey which explores issues such as religion and sexuality may assist in placing students together based on similar views and values.

Discrimination and loneliness can be devastating to a foreign student, especially to undergraduates, who are typically younger and have fewer support systems than do graduate students. Discrimination, prejudice, or simple "unfriendliness" was found to be a concern in several studies

(Cieslak, 1955; Dodge, 1990; Stafford, Marion & Salter, 1980; Klineburg & Hull, 1979). Discrimination and prejudice often stem from a fear of the unknown. Educating residence hall students about each other can benefit all involved. International students will often be happy to provide activities and/or information about their cultures if they are simply encouraged and given a safe forum in which to speak (Eisen, 1986; Blimling & Miltenberger, 1984).

The maturity levels of other students in the residence hall also contribute to the amount of prejudice a student may experience. International students on the Colorado State University campus report being most comfortable in a hall which houses upper-division students, nontraditionally-aged students, and single graduate students. While this setting is not necessarily the most appropriate for all foreign students, systematically offering such an environment could be a positive step in supporting these students.

Providing students with an opportunity to report discrimination will also empower them to confront prejudices or harassment they experience, hopefully bringing such behavior to a halt so that it does not continue and affect others. Whether this opportunity takes the form of an individual identified as the contact person or a general approachability of staff members, having a complaint procedure is one form of announcing institutionally that discrimination will

not be tolerated.

After discrimination, food is probably the most commonly cited issue foreign students have with on-campus housing (Cieslak, 1955; Stafford, Marion & Salter, 1980; Eisen, 1986). Granted, it is part of university culture to complain about residence hall food. No matter how good it is, it is almost culturally unacceptable to appreciate institutional food in the U. S. However, international students face additional difficulties based on dietary habits, religious restrictions, or cultural tastes. For example, during the Moslem holiday of Ramadan, believers fast from dawn to dusk and eat only after the sun has set. In other cultures eating pork or beef is strictly forbidden, including foods prepared with fat from those animals. Many of the students with whom this author has spoken report that the reason they live in apartments is so they can cook for themselves. Even Pakistani men, who rarely cook at home (the women are responsible for cooking and serving the men), would rather learn to cook than eat in residence hall dining services.

There are both programmatic and structural ways in which food service programs could be more accommodating of international students. Programmatically, a diverse menu could be served. The ingredients of all prepared dishes could be posted so that there was no doubt as to what one was eating. If a certain dining hall serves a large number of students from one particular nation or region, those students

could be consulted as to what dishes or staples would be appealing to that group. For example, a dining hall which serves a number of Japanese students can win those students over by providing white rice at all meals. This is an inexpensive change, and can go a long way as a goodwill gesture. Systematic changes involve giving students more autonomy: possibly by providing kitchens for student use, providing meal cards which can be used at take-out facilities and campus stores, or offering housing with limited or optional meal plans.

### **General issues which impact students in university housing**

In addition to those needs specifically related to housing, foreign students also face a number of other challenges. Residence hall staff can be supportive by becoming culturally aware and by taking proactive measures.

Cultural values around gender differences can cause acclimation to be much more difficult for women than for men. In some cultures it is not acceptable for women to assert themselves, especially to men. Manese, Sedlacek and Leong (1988) found that women expected to have more difficulty adjusting to the host university, were more easily discouraged, and felt less comfortable speaking up in class than did their male counterparts. Residence hall staff, when made aware of these concerns, can pay special attention to their female interna-

tional students and provide both referrals to international office support services and information on the roles of women in U. S. society.

Culture shock and alienation are problems which all foreign students face in some form or another. The culture shock process is a natural grieving process which cannot be avoided, but can be made less difficult by supportive friends who allow the traveler to experience the stages of cultural transition and then move on. Resident assistants and other hall staff who are trained to recognize the symptoms of culture shock will be in a better position to support the foreign students and to help the other residents in the community be supportive of them as they deal with the emotionally difficult experience of adjusting to a new culture.

Language problems are common to most foreign students, including those who speak English. English difficulties were cited as an area in which foreign students have special needs by Stafford, Marion and Salter (1980), Kuczynski (1984), and Eisen (1986). People who do not have much experience communicating with speakers of other languages often tend to be intimidated by the prospect of approaching someone who they are afraid will not understand them. Students who come to the U. S. to study have typically made a personal commitment to do their best to speak English and improve their skills. However, the students they encounter in the residence halls, including student staff members often are not in that same mindset, and may have difficulties

approaching the foreign students. Training staff and encouraging residents can empower them to approach the foreign students and to have patience when speaking with them. Staff cannot, of course, expect to learn the languages of all their residents, but they can learn some simple tools, such as avoiding slang terminology, speaking slowly, and writing down information or drawing pictures.

Finances can also be a major headache for foreign students. Exchange rates fluctuate, transactions from home may be delayed, assets may be frozen by the U. S. government, emergencies tend to involve expensive travel . . . the list goes on and on (Cieslak, 1955; Klineburg & Hull, 1979; Stafford, Marion & Salter, 1980). While university residential systems cannot be expected to finance students' housing, they can develop strategies to provide flexibility for students who are having difficulties finding lump sums of money to pay their room and board bills. Payment plans and emergency extensions could help ease the pressure and stress students in financial crisis are experiencing.

## **Recommendations**

### **Train residence hall staff**

Many of the above suggestions for changes in residence hall activities to create a more positive and supportive environment for international students have suggested that programs be created and presented to both American students and foreign

students. For these programs to be not only feasible, but also effective, training for residence hall staff is crucial. Staff need to be sensitized to the issues faced by international students, educated on the subject and skills of intercultural communication, and most importantly, must develop an empathy with the students they serve. Foreign students do not want to be pitied, but do benefit tremendously by having an ally when problems seem insurmountable.

Experiential training processes are usually very effective. There are several models of cross-cultural training activities which provide the trainees the opportunity to experience cultural dissonance. The most well known activity is probably the cultural simulation "BaFa', BaFa'," but there are others available. Look for ways in which staff can experience what it means to not be able to communicate with the majority, or to interact within a culture without knowing its rules. This approach will develop more empathy than hours of lectures and testimonies.

### **Internationalize hiring practices**

Another method through which residence hall systems can make themselves more attractive to international students is by hiring people with international experiences. Hiring staff who are themselves foreign students or who are returning from a study abroad experience may not be as convenient as hiring students

currently in the residence halls, but the investment will pay off. Foreign students may have less live-in experience than some of the other candidates, but they bring with them a wealth of other experiences. Foreign students are often much better prepared to assist other foreign students than are Americans who lack a global perspective. The international students may also offer unique and challenging educational programs to the students with whom they work. Students who have participated in study abroad programs also have a global perspective which can enhance a residence hall community. Often students must choose between participating in a student exchange or applying for residence hall staff positions because hiring processes and some training sessions are completed the spring before the academic year for which one is hired. If a system built in the flexibility to allow students to be hired and trained, but then hold their placement until after they have completed their exchange experience, both the staff members and their residents would benefit.

### **Purposefully coordinate activities in support of foreign students**

It is critical that these activities in support of undergraduate foreign students not be left to chance. For this reason, I suggest that every residence hall system which either houses international students or hopes to make itself attractive to international students identify a foreign

student advisor on staff (Oamek, 1991). In these days of economic belt-tightening, this position need not be full-time, but by identifying one key individual the residence life department can insure that international concerns are not overlooked. The foreign student advisor would be responsible for coordinating staff training on intercultural issues, facilitating program and activity opportunities for those interested in international affairs (events for all interested, not exclusively for foreign students), advocating for international students' needs in housing decisions, and serving as a liaison between housing and the international program office. Other activities which could be set up with institutional support include orientations, on-going support networks, focus weeks, and conflict mediation assistance (Oamek, 1991).

### **Suggestions for further research**

There are few studies available which address the specific needs of international undergraduates, and virtually no literature on the subject of housing for this population. We must consider the rapid growth of this population and the possibilities available to those who meet their needs. It would be in the best interest of all student affairs professionals to learn more about ways in which we can support and encourage this portion of our student population. This research should be conducted both on a micro level (individual campuses exploring how their systems

support and are perceived by international undergraduates), and on a macro level (exploring national trends and gathering information on successful programs).

### Conclusion

The projects proposed in this article range from major paradigm shifts to small tasks requiring little to no energy or financing to enact. I hope these suggestions will be useful to the reader. Keep in mind that every little bit helps—rather than making internationalizing the residence halls an all or nothing proposition, do what you can. If every student affairs professional, student staff member, or classified staff person tries his/her best to make the residence halls accessible and inviting to foreign students, all of those efforts will add up and will impact our students significantly.

Even if you are not in the position to restructure a system or plan a training session in the near future, you can be a part of making the residence hall experience a positive one for an international student. Here are some little things you can do:

- Show an interest in the student as an individual.
- Ask questions, especially those you are hesitant to ask.
- Listen carefully, and observe non-verbals.
- Do not make assumptions.
- And, best of all, enjoy getting to know someone new!

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# An Evaluation of a Comprehensive Student Retention Program

*Robert G. Riedel II, Rezzella Wilburn, & James Banning*

*The Academic Success Program was organized by the College of Natural Sciences at Colorado State University to provide individualized academic and personal support services to students on academic probation. The Minority Outreach Program was organized because of the lack of minority student participation in the Academic Success Program. Both the programs provided academic, personal, motivational, and study skills advising to natural science students on academic probation. Retention rates and grade point averages were compared between the students participating in the Academic Success Program and the Minority Outreach Program, with all the other students who were on probation not utilizing either of the two programs. Results indicate that a greater*

*percentage of students utilizing the services improved their grade point averages and their retention rate was higher as compared to non-participating students. Cautions regarding the findings of this study and implications for future research are discussed.*

According to a survey conducted by the National Collegiate Athletic Association, only 53 percent of entering college students graduate over a six year period (Lederman, 1992). Additionally, officials of higher education find that it takes 10 or more years for half of their students to complete baccalaureate programs (Cage, 1992). While there continues to be a growing body of factors discovered as contributing to the increase and decrease of student retention, this study focused more specifically on the effects that study skills and personal advising have on students placed on academic probation.

Several variables have been cited as contributing to student retention. Banning and Banning (1984) explain retention from an ecological perspective under the premise that retention is the

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interaction between person and environment. The Lenning document provided in the Banning and Banning article illustrates the vastness of both student and environmental factors. It includes both positive and negative contributors to retention. Broadly summarized, the document includes 4 areas of student characteristics, 3 areas of environmental characteristics, and an interaction component. The student characteristics include:

1) Academic factors such as high school GPA and class rank, academic aptitude, study habits, first semester grades, and academic rating of high school;

2) Demographic factors such as ethnicity, socioeconomic status, and hometown location;

3) Aspirations and motivations such as level of degree aspiration, transfer plans, commitment to the college, peer group influence, vocational and occupational goals, and satisfaction; and

4) Financial factors such as concern about finances, scholarships, grants, loans, and employment. The three major areas listed under environmental characteristics related to retention include:

1) Objective environment such as status or image, private or public schools, religious affiliation, high costs, on-campus housing, counseling services, academic advising, orientation programs, learning/academic support services, special student services for retention, and a

defined mission and role of the college;

2) Student involvement such as extracurricular activities, close friends, student/faculty relationships, special academic programs (Honors, foreign study, etc.) and academic life (department involvement, curricular design, etc.); and

3) Policies. Even though policies have not been rigorously studied, there is some evidence that claims "policies unrelated to the real needs of the college or that dehumanize the interactions between students and staff can have negative effects on retention." Finally, the interaction between students and the institution is emphasized as a third component important to student retention.

With such a large number of variables accounting for students persistence, the overall picture of how to retain students in a university setting becomes complex. To try and simplify the complexity, several myths about retention have been developed to try and account for some of the confusion. Noel (1987) presents four myths as related to attrition:

1) "Retention means lowering standards. Absolutely not! Inflated grades and watered-down expectations and requirements clearly have an adverse effect on some of our more capable students. If what students get is not substantive - if they don't sense they are learning, growing, and building skills that are preparing them for the future, they

are likely to say it is not worth it”;

2) “Dropouts are flunk outs. Confidential data supplied by many institutions, shows that it is not uncommon to find that the mean grade point average of students who drop out is equal to or greater than the grade point average of students who persist”;

3) “Students drop out because of financial problems but it appears that financial need and availability of financial aid have more to do with college access and choice than with persistence”; and

4) “Many campuses believe that retention is the responsibility of student services and many faculty believe that it is up to or a function of the admissions office. Factually, many retention services are carried out almost exclusively by student services even when it is now clear that the key people on campus in a retention effort are those on the academic side of the institution (i.e., classroom teachers, academic advisers, and academic administrators).”

Myths such as these underscore the importance and need of higher education officials to become involved with student retention issues.

Despite the complexity of factors impacting academic performance, oftentimes the college environment assumes students are already both academically and developmentally prepared to succeed. When this institutional assumption is followed by a lack of attention to

the retention issue, students encounter many difficulties. These difficulties may push students to forego their educational pursuits and/or reduce their academic performance to a level that prevents continuation. Wilder (1983) states that institutions that fail to develop effective programs of student retention will not be able to offset these losses from other college-bound pools.

Another complicating factor is that a major new pool for college enrollment is the high school graduating minority student. In the year 2000 it is predicted that 1 out of 3 college students will be a minority student (Hodgkinson, 1985). But, it appears evident from recent literature that the colleges and universities are not retaining the same percentage of minority students as non-minority students (Ponterotto, 1990; Lichtman, Bass, & Ager, 1989; Lunneborg & Lunneborg, 1986). There is also evidence that non-minority and minority college bound students have different concerns when they go to college (Nickolai & Kammer, 1987; Nettles, Thoeny, & Gosman, 1986; Shang & Moore, 1990). Ascher (1985) suggests that difficulties caused by campus environmental variables, such as cultural stereotypes, may play a role in student retention.

Out of all the complexity of student characteristics and campus environmental variables, it seems evident that the most at-risk student is the student who has been placed on academic probation. A

survey conducted by Altmaier, Rapaport, and Seeman (1983) with 37 liberal arts students on academic probation, found that these students cited a number of factors as interfering with their academic performance. The most common factors cited were: poor study habits or skills, lack of discipline or motivation, uncertainty over career goals, and inability to concentrate. Many of these students reported that they were unaware of and did not use campus intervention programs. More than 50% of students also reported that academic probation interfered with their academic performance, relationships with others, and self-esteem.

The College of Natural Sciences at Colorado State University has implemented a service in an attempt to alleviate some of the problems discussed above. The College of Natural Sciences currently offers two programs for students on academic probation: the Academic Success Program (ASP) and the Minority Outreach Program (MOP). Both programs provide academic, personal, study skills, and motivational counseling. The two programs are virtually identical, with the only difference being additional outreach provided to the minority students on probation through the MOP. The MOP was organized after the ASP because minority students were not utilizing the services available through the ASP program. It was determined that more personal outreach was

needed for minority students. As a result of the MOP, 75% of all minority students on academic probation in the College of Natural Sciences received academic and personal support services during the Fall 1991 semester as compared to only 9% before the existence of the MOP.

The purpose of this research was to examine and evaluate the effectiveness of these two programs. Retention rates and grade point averages (GPA) were compared between students utilizing the ASP and MOP services to all other probation students registered in the College of Natural Sciences that did not respond to the services offered. It was hypothesized that both the ASP and MOP participants would improve their GPA and persistence in school over non-participants.

## Method

### Subjects

All subjects were chosen from a the College of Natural Sciences registration. Twenty-one undergraduate students on academic probation in the 1991 Fall semester were utilized as subjects for the ASP, and fifteen undergraduate minority students on academic probation in the 1991 Fall semester were utilized as subjects for the MOP. The remaining 164 student enrolled in the College of Natural Sciences who qualified to participate were either not interested or could not be contacted because the University lacked an updated phone number or address. Demographics

of ASP and MOP participants can be seen in Table 1.

**Procedure**

Students on academic probation participated in either the ASP or the MOP. Academic probation at Colorado State University is determined by student's cumulative GPA. If students have a cumulative GPA lower than 2.0 on a 4.0 scale, they are placed on academic probation for two semesters. Students may get off academic probation by increasing their cumulative GPA to a 2.0 or better by the end of that probationary

period. If students do not meet those requirements they are dismissed from the school.

**Academic Success Program Organization**

During the Summer of 1991, all Natural Science majors on academic probation were sent letters informing them of the existence of the ASP services and the success of past participants. The letter encouraged students to begin their participation by calling the office and indicating their interest. Each student who called was immediately assigned to an adviser. When the advisers

**Table 1**  
**Demographics of ASP and MOP Participants**

**ASP Participants**

|                         |    |                               |    |
|-------------------------|----|-------------------------------|----|
| <b><u>Gender</u></b>    |    | <b><u>Probation Terms</u></b> |    |
| Male                    | 11 | First Semester                | 8  |
| Female                  | 10 | Second Semester               | 13 |
| <b><u>Ethnicity</u></b> |    | <b><u>Class Status</u></b>    |    |
| Anglo American          | 21 | Freshman                      | 7  |
|                         |    | Sophomore                     | 9  |
|                         |    | Junior                        | 2  |
|                         |    | Senior                        | 3  |

**MOP Participants**

|                         |   |                               |    |
|-------------------------|---|-------------------------------|----|
| <b><u>Gender</u></b>    |   | <b><u>Probation Terms</u></b> |    |
| Male                    | 7 | First Semester                | 3  |
| Female                  | 8 | Second Semester               | 10 |
|                         |   | Other                         | 2  |
| <b><u>Ethnicity</u></b> |   | <b><u>Class Status</u></b>    |    |
| Black                   | 6 | Freshman                      | 11 |
| Hispanic                | 5 | Sophomore                     | 2  |
| Asian American          | 4 | Junior                        | 2  |
| Native American         | 0 | Senior                        | 0  |

arrived for the Fall 1991 semester, they immediately contacted their students to schedule an appointment. All initial appointments were scheduled for the third week of school. During the first two weeks of the semester, advisers contacted students who were on academic probation by phone but who did not respond to the letter. During the call to the students, advisers personally informed the students about the program, answered any questions, and invited them to participate. No students were allowed to begin participation in the program after the third week into the semester. Not allowing participation after this time assured that proper services and attention was given to all participants.

**Adviser Selection:** Two female undergraduate students and one male graduate student in the College of Natural Sciences served as advisers for the ASP. All advisers were continuing counselors from the Spring 1991 semester. All advisers were required to have and maintain, a cumulative GPA of 3.0 or above on a 4.0 scale.

**Adviser Training:** Each adviser was given a notebook containing information on 15 different study and life skills areas. Each adviser was trained by the coordinator of the program on the various study skills areas, confidentiality, documentation, and the Family Educational Rights to Privacy Act (FERPA) or Buckley Amendment. Advisers were also trained by a representative from the University Counseling Center on helping students through difficult affec-

tive situations.

**Program Services:** The ASP provided both personal, academic, and study skills advising. These services were not independent of each other and were utilized to complement one another. Personal advising included meeting with each student for one hour a week and focusing on the student's feelings for that week, how they were progressing in classes, problems they were experiencing, and working on various study skills. If necessary, referrals were made to the University Counseling Center.

Academic advising assisted students in learning how to compute their semester and cumulative grade point averages. Academic advising also assisted each student in monitoring his/her academic progress by computing the projected semester grade point average frequently during the semester. Usually this occurred after tests were given in his/her classes. mid-term grade reports with academic information from professors were also obtained for all students. Advisers met with the students each week to provide them with information from the grade reports. Special attention and study skills advising was directed at courses in which the student received a "D" or below.

Study skills advising included a host of academic and personal skills. First, students were given a time audit to complete in the beginning of the semester. This time audit was used to analyze the student's use of time and to construct a study schedule. Students completed a study skills

inventory which indicated their study skills strengths and weaknesses. Advisers then covered general study skills (i.e., reading skills, test taking, memory strategies, etc.) with all students and proceeded to work with their students, concentrating on each student's particular area(s) of need. Also, each student was required to watch the Claude W. Olney's (1991) educational video tape series "WHERE THERE'S A WILL, THERE'S AN 'A'." This video tape provides general information on study skills and strategies to become a successful college student. Students were encouraged to attend a motivational workshop during the semester that focused on coping skills, life planning skills, accepting responsibility, and improving personal motivation. Students were also required to complete a contract at the beginning of the semester. This contract served as a promise from the student to himself/herself and his/her adviser that he/she would commit to certain behaviors and/or actions specified in the contract to improve his/her GPA.

Finally, students enrolled in a science and/or math course(s) were encouraged to either see a tutor in the Science and Math Tutorial Study Hall on a regular basis or be assigned to an individual tutor. Eighty-one percent of the students who were enrolled in a science or math course received individual tutoring.

The MOP was organized because of the lack of minority

student participation in the ASP and the lack of minority students visiting the Science and Math Tutorial Study Hall for tutoring. These services were provided to the students outside the office environment and outside the normal 8:00 am. - 5:00 pm. university hours. The goals of the program were: to provide individualized academic support to the minority students in the College of Natural Sciences who were not utilizing the ASP, to improve utilization of the tutorial services in the Sciences and Math Tutorial Study Hall, and to improve the students semester GPA thereby, improving their cumulative GPA.

### **Minority Outreach Program Organization**

Advisers sent each minority student on probation in the College of Natural Sciences an informal card introducing themselves and informing the student that they would be calling. Approximately 4-5 days after mailing the card, the advisers contacted the students to arrange their first meeting.

**Adviser Selection:** One Minority Outreach adviser continued from the Spring 1991 semester. Ethnic advocacy offices were contacted and asked to assist in the selection of additional advisers for the Fall 1991 semester. Each office was given the minimal qualifications for the adviser position and asked to personally speak with students who met those qualifications. From these offices, two additional advisers were identified.

The coordinator of the

program met individually with each adviser to discuss special considerations when working with minority students and to talk about the student adviser's personal feelings and thoughts on working with special populations. All other training was the same as in the ASP.

**Additional Outreach:** Additional outreach for the MOP included minority students meeting with their advisers outside office hours and in an informal office environment. Also, advisers scheduled appointments for students rather than waiting for students schedule appointments.

### Design

Potential effects of the two comprehensive study skills programs were evaluated comparing semester grade point averages and retention rates of students on academic probation participating

in the Academic Success Program or the Minority Outreach Program to non-participating students on academic probation.

Data was analyzed for all subjects by comparing students enrolled in the College of Natural Sciences at Colorado State University. Academic retention of ASP participants was compared to non-minority students who chose not to participate. Improvement in GPA from one semester to the next was also analyzed. Data was analyzed for MOP participants by comparing them to non-MOP participant minority students. The results are presented in percentages.

### **Results**

#### Utilization of Programs by Program Participants:

The average use of study skills by the ASP and MOP participants is summarized in Table 2. Student use of each study skill varied according to his

**Table 2**

Average use of Study Skills by ASP and MOP Participants

|                   | ASP  | MOP  |
|-------------------|------|------|
| Time Management   | 90%  | 46%  |
| Textbook Reading  | 48%  | 40%  |
| Test Taking       | 62%  | 46%  |
| Stress Management | 24%  | 60%  |
| Note Taking       | 33%  | 33%  |
| Motivation        | 62%  | 53%  |
| Goal Setting      | 100% | 100% |
| Listening         | 9%   | 33%  |
| Memory            | 48%  | 27%  |
| Test Anxiety      | 48%  | 60%  |
| Finals            | 48%  | 13%  |



or her individual needs. Thus, some students did not receive advising in specific areas which was determined by the student and his or her adviser.

**Academic Success Program**

Table 3 summarizes the academic performance of students utilizing the ASP and those who chose not to participate in the program. Results indicate that ASP participants retained a greater percentage of students than non-participants. Students participating in the ASP also increased their GPA from the previous semester and received a GPA above a 2.0 over non-participants. Finally, a greater

percentage of students participating in the ASP program cleared their probationary status than non-participants.

**Minority Outreach Program**

Table 4 summarizes the academic performance of minority students utilizing the MOP and those minority students who chose not to participate in the program. MOP participants were not retained at a higher rate than the non-participant minority students after the first semester. However, of the 83% of non-participants retained, all but one student were dismissed the following semester whereas all MOP participants remained in school. Participants

**Table 3**  
**Summary of Academic Performance by ASP Participants and Non-ASP Participants**

|                   | ASP Participants | Non-ASP Participants |
|-------------------|------------------|----------------------|
| Students Retained | 66%              | 42%                  |
| GPA Increase      | 67%              | 54%                  |
| GPA > 2.0         | 62%              | 45%                  |
| Cleared Probation | 43%              | 24%                  |

**Table 4**  
**Summary of Academic Performance by MOP Participants and Non-MOP Participants**

|                   | MOP Participants | Non-MOP Participants |
|-------------------|------------------|----------------------|
| Students Retained | 50%              | 83%                  |
| GPA Increase      | 67%              | 50%                  |
| GPA > 2.0         | 23%              | 17%                  |
| Cleared Probation | 7%               | 0%                   |

in the MOP also had a higher percentage of students increasing their GPA from the previous semester, a higher percentage received a term GPA above a 2.0, and a higher percentage cleared their probationary status compared to the non-participating minority students.

### **Discussion**

While it appears that both programs are beneficial, these results should be cautioned due to non-controlled factors. First, students who participated in the programs may have been more motivated and responsible than those who did not. Students who participated had to make appointments and be reliable to stay in the program. It may be that only responsible or internally motivated students benefit from such programs. Further research should be conducted to analyze this question.

Another concern with the design of the study was the small number of participants in both programs. With a larger sample, statistical procedures could be used to compare the participants and non-participants. This study does, however, give some credibility to the usefulness of a comprehensive study skills and advising program with students on academic probation. With the large portion of students who find themselves on academic probation, more programs such as this would appear to be an appropriate step toward retaining these students.

### **Observations**

Some notable problems were observed throughout the semester by the advisers that may be beneficial for future program efforts. Advisers noted that one of the difficulties was that students were not consistent in meeting with their tutor. It is believed that students perceive "needing" a tutor as negative. They do not want to claim they are having trouble and needing a tutor is seen as having a weakness. In addition, minority students have indicated that they would like to continue through school without what they perceive as "special assistance" from anyone. Exceptions to this pattern do exist.

Advisers also experienced tremendous difficulty in getting their students to attend the workshop offered. Advisers stated that their students saw the workshop as a "remedial lesson" and, therefore, chose not to attend because participating would acknowledge some kind of problem. Again, not all students failed to comply, some students were eager to participate. In some cases, students participated in the programs but due to other circumstances (i.e., health problems) found it necessary to leave school. The pattern of these observations, however, suggest that a major issue in any retention program is finding ways to get and keep students involved in the program.

## Recommendations

One recommendation suggested by advisers and the supervisor is that both programs be made into a class. This would allow the student to earn a grade and also give the advisers more control over the participation of students. Students would then be required to meet requirements or fail just like in any other class. By turning the program into a class, it may encourage students to be more responsible and follow through with the requirements of the program. Secondly, the advisers felt that it would help if the directors (and/or assistant directors) of the minority Advocacy offices at CSU be asked to visit a MOP training session during the semester. Here they could speak with the advisers about working with the students, encouraging the students to use all services available, and providing suggestions on informing the students, in a positive way, of the tutoring program available. By implementing both the structural support (course format) and broader personal support (involvement of advocacy programs), the ASP and MOP programs should become more attractive to the probationary students.

## Conclusion

Although this research effort was unable to control for initial student motivation and the number of participants was small, the results suggest that those

students who enter support programs such as the ASP and MOP do increase their chances of increasing their GPA and removing their probationary status. Increasing both structural and personal support for student involvement in these programs appears to be a key component for a successful retention program. Research in this area is essential to help improve the university support of students in their academic endeavors as well as to assist universities with student retention.

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# Meeting the Needs for At-Risk Black Students: A Developmental Program

*Frank D. Sanchez*

*Across the country, many colleges and universities have struggled with retaining African American students. Typically, these institutions fail to create a sense of belonging and rarely do they affirm cultural differences. This paper will offer an innovative retention model that will introduce a culturally sensitive freshman course where the charge is to encourage academic success, self-cultural education, and community exploration. This model incorporates the transition, culture, and community of Black freshmen throughout the course outline and will develop the course to meet the needs of these students admitted to Colorado State University.*

Universities and colleges throughout the nation have worked on strategies that facilitate the process of recruiting and retaining African American students. However, in almost all instances, it is the latter of these efforts that poses the real problem.

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For example, according to the American Council on Education Ninth Annual Status Report, the number of degrees awarded to African Americans dwindled at all levels, with the exception of first-professional degrees (ACE, 1991). In addition to this, in 1986, Colorado higher education had only 24 percent of its Black students graduate after five years whereas their white counter parts had 50.5 percent graduate in this same time period (Chisholm, 1992). Even more striking, within Colorado's four-year programs only 6.5 percent of in-state Black students completed a bachelor's degree within four years compared to 20.1 percent of in-state white students during the same four years (CCHE, 1991). It is clear from this data that many Colorado institutions have difficulty retaining African Americans and struggle to identify those factors which prevent Blacks from persisting in higher education.

Some faculty and administrators would assert that many Black students simply do not receive an adequate secondary education and thus are unable to do well in higher education. Similarly, others would suggest that the

reason Black students are having a difficult time in college is because many of them are accepted below the standards of the institution. Research has shown that both of these statements are, in part, true. However, what faculty fail to recognize are the reasons why these students are not being academically prepared to compete for college and why they may not succeed in college once they are admitted.

Culture is one characteristic that is commonly overlooked when answering this question and when creating retention programs for ethnically diverse students. Many developmental/retention programs focus on providing all students with the basic skills for college success. Some of these programs include study skills, time management, choosing a major, financial management, and/or assertiveness workshops to help these students to succeed academically. Other programs are concerned with making the student aware of the services which the university can provide. These programs give information about tutoring, academic advisors, support programs/advocacy offices, and involvement in student organizations. Although both of these types of programs provide information which may support the retention of ethnically diverse students, they fail to recognize those issues that many students of color have when trying to function in a predominantly white campus environment.

Differences in culture can be a reason why African American students choose to dropout of

school. The feeling of not being an integral part of the campus can come from the campus environment and whether or not the student feels that the campus community is inclusive or inviting. A positive campus ecology provides many students with a sense of belonging and acceptance. Without this, any student can quickly feel isolated and eventually dislike the college environment. For a Black student in a predominantly white university, the need to belong is great. If there are mechanisms to facilitate this process then the development of a positive self-esteem and a stronger will to learn can ensue and will encourage the student to eventually graduate. This notion is supported and most evident in Historically Black Colleges and Universities (HBCUs). Although HBCUs enroll only 20 percent of all Blacks in higher education, they produce an amazing 40 percent of all bachelor's degrees received by this group (Toch, 1990). Many Black educators believe that it is the "family-like atmosphere" and the "nurturing" (Lewis, 1992, p. 72) environment that provide these students with the right ingredient to succeed; a sense of belonging.

As mentioned above, the campus ecology of Colorado State University may be another component that does not support Black students in the campus environment. For instance, seldom do Colorado State brochures, catalogs, or general literature support the academic mission for Black students. Rarely is there a picture of African American

professors or graduate students in an academic context. Unfortunately, many Black students are only recognized for their athletic ability instead of their academic capability. The campus ecology can also discourage Blacks (particularly first generation students), with new concepts that make it nearly impossible to survive. For example, a student may not know what financial aid is unless the parents of this student went to college. Similarly, if the student is not informed of academic advisors or tutors she/he may have a tougher time with course material. There are several obstacles that Black students face when choosing to come to college and because of this, they may have a difficult time adjusting to the "high context" (Hall, 1981 p. 111) environment of higher education and often become frustrated with their new surroundings.

Many Black students may also become discouraged when their skills and abilities are not fully recognized. For instance, there is current research which argues that traditional measurements of academic ability (SAT, ACT measurements) do not accurately measure Black students' abilities to succeed in college (Tracey, 1984). The SAT, for example, is said to measure a person's analytical ability to reason. William Sedlacek, a researcher on the SAT, says that many abilities (noncognitive abilities) are overlooked by traditional academic measures, but nevertheless can predict the academic success of African

Americans in college. Sedlacek offers two alternative concepts that help identify additional skills which Black students and other ethnically diverse students may possess. He refers to these two noncognitive skills as "systemic" and "synthetic" abilities. He argues that "students with systemic intelligence know how to interpret and use the system or environment to their advantage. They are 'street wise'." Likewise, Sedlacek believes that synthetic ability is the ability "to interpret information in changing contexts. These students easily shift from one perspective to another. They are creative, and are likely to be the best researchers or contributors to their fields." (Sedlacek, 1990) It is unfortunate that many institutions of "higher learning" use a standardized measurement that has been proven to not only be culturally biased but is also not predictive of graduation for Black students. Many Blacks miss this opportunity to learn because institutions do not traditionally measure positive self-esteem, ability to confront racism, community involvement, leadership skills and other noncognitive variables. The SAT score does offer a way of identifying students' academic abilities but it does not identify those abilities that would supplement and possibly predict success in college particularly for Blacks and other ethnically diverse students.

We have surfaced many of the cultural conflicts associated with the lack of motivation or persistence many Black students

encounter when attending college. Now that we have identified these issues, the next question is whether or not we can create an environment that would affirm the cultural differences of African American students as well as assist in the retention efforts of this special student population.

"Culture has always dictated where to draw the line separating one thing from another." (Hall, 1981 p. 230). Historically, African Americans have experienced inequity in higher education and as student affairs administrators, we should recognize this struggle and continue to offer viable solutions that encourage Black student persistence. Following is a model that may facilitate this process.

In creating an effective retention program for African Americans, it is important to address their sense of belonging, their academic preparedness, and issues surrounding cultural differences. Before reviewing the content of this retention course, it is important to address the style of teaching that some research has shown to be conducive for African American students' styles of learning.

In order to provide a stimulating classroom atmosphere, the traditional style of class lecturing should be limited, and exercises including interaction, discussion, and debate can be developed and substituted. By providing this kind of classroom modality, we will not create any restraints on the Black student and offer him/her a learning environment where it is "safe" to speak (Kochman,

1981). Equally important, is the instructor's ability to create a community or bond between class participants. There are numerous icebreakers and teambuilders that could be incorporated into the class outline. By doing this, a family-like atmosphere can be developed and sensitivity to Black students' cultural styles of learning can be fostered.

The introductory course offered will allow Black freshmen to enroll by choice. There is no doubt that this course will be the only class where Black students are in the majority and have a similar background as their classmates. By doing this, the environment provides commonalities and a sense of belonging. As a result of having these freshmen interact and learn together during their first semester away from home, we are facilitating their transition and orientation to college and offering an opportunity for these students to build relationships that may otherwise be difficult to develop on a predominantly white campus. It is in this class environment, that the course content can be applied.

Perhaps two of the most difficult characteristics that this course must address is the Black students' educational history and overcoming any lack of academic preparedness. Due to the fact that they were admitted, their potential to succeed must not be overlooked. In an effort to bring this potential to fruition, it is essential to provide some basic skills that are needed to develop and learn in any college environment and for any student. Much like that of



other developmental courses, the class should offer workshops in areas such as study skills, time management, learning styles, choosing a major, and/or financial management. Such workshops will help the student integrate into the campus culture. Without an understanding of these basic skills, many Black freshmen may quickly become overwhelmed and feel unable to fit into the campus setting. These are skills that will also aid these students in their professional careers later in life.

A second component of this course incorporates a "culture" section where the students' ethnic identity can be discussed and shared. There have been numerous studies about how a strong ethnic identity can improve self-esteem and be a strong predictor for academic success in college. Unfortunately, many students do not have an opportunity to discuss or decide how they want to identify themselves as or to what extent they want to incorporate their culture into their daily lives. Due to this, many students have daily problems interacting in the residence halls, in the classroom, with professors, and in student organizations. As a result, these students are unable to do their best academically. This class can help facilitate this process by offering unique experiences to interact with students facing the same issues, offering reading material and experiences that may enlighten them about their own rich culture and heritage, and by creating a peer support group. Class discussions can also include discussions on the African

historical heritage, literature, art, music, foods and other topics to develop a sense of awareness and appreciation of African Americans and their contributions to American society. Cultural identity and issues of cultural awareness are often valued by Blacks but, unfortunately, are often downgraded by Anglos. Hopefully, by the introduction of this section, we will be able to appreciate and invite "individual self-assertion and self-expression, spiritual well-being, spontaneity and emotional expressiveness, personal (as opposed to status) orientation, individual distinctiveness, forthrightness, camaraderie, and community." (Kochman, 1981, p. 5). In doing this, we can affirm the background and culture of these students while supplementing their personal development and success in college.

A third component of the course could include community extension and outreach. In this section, the values about the C.S.U. and Fort Collins communities could be discussed. Similarly, topics such as ethics and civility, multiculturalism, identifying and confronting racism, and leadership styles can be addressed and researched. This component helps the Black student adjust to her/his surroundings in both campus and city communities. It offers discussion on culturally relevant issues to African American students and also provides the campus community an avenue to identify potential Black student leaders.

This model offers Black students opportunities to develop

## **SYLLABUS -- ED 296 - Discovering Our Potential**

### **Transition**

- Week 1:** Course Introduction (class syllabus, grading, expectations, commitments, assignments)
- Week 2:** Coming to a new environment and succeeding (student panel, speaker on available services)
- Week 3:** Relationships with family, friends and community (discuss grief and transition, how can we come together and succeed as a group)
- Week 4:** Major/Career exploration (personality mosaic, SIGI Plus system)
- Week 5:** Time Management and Study Skills (guest speakers and workshops)

### **Culture**

- Week 6:** History and Identity (Guest speaker on African history, and group discussion on identity)
- Week 7:** Black Contributors and Heroes (Invite Director of Black Student Services)
- Week 8:** Art, Music and Literature (art display, experience different kinds of music, share about well known authors)
- Week 9:** Language, Religion and Celebrations (group discussion, handouts and video)
- Week 10:** Benefits of a strong ethnic identity (research)

### **Community**

- Week 11:** Community and University Values (leaders of student organizations - panel, discuss university values)
- Week 12:** Ethics and Civility (debate on an ethics issue, address common civility)
- Week 13:** Identifying and confronting racism (multicultural issues, role playing confrontation, what is racist?)
- Week 14:** Leadership style (brainstorm what makes an effective leader; are there born leaders or is leadership learned?)
- Week 15:** Community leaders (panel of doctors, community leaders, and lawyers to share background, education, and to what extent culture has affected their professional experience)

a sense of belonging and to succeed academically while also incorporating an exciting cultural component in which the background and history of the rich African heritage is explored. The orientation, integration, and transition of these students is addressed in the first five weeks by offering the basic skills to succeed academically, by providing information on support services, and by giving an opportunity to discuss the transition process to a new environment. The second five weeks of the course is almost totally culturally specific. Here the students can immerse themselves into their own culture by organizing group trips to Black museums, watching videos on the history of Africa, or attending musical concerts/ theater productions and/or dances.

Finally, the third component would allow the student to explore the community. The class could become familiar with the city community, identifying and confronting racism, debate ethical issues, or identify styles of leadership (An example of a syllabus is attached).

This article, has discussed how Colorado colleges and universities have struggled with the retention of African American students and it has offered research about cultural conflicts that exist throughout this process. There has also been an overview of the issues involved with African American students and the cultural differences that may track these students away from higher education. In addition to

this, a model has been provided to facilitate the affirmation of ethnic identity as well as offer basic skills to help retain and eventually graduate Blacks from college.

In short, educators are responsible for promoting an enriching educational experience for all people. The cultural issues presented are not easily resolved and at times raise more questions than answers. Even so, confronting these questions and offering viable solutions to support and challenge African Americans in higher education must be continued.

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# Preparation of New Student Affairs Professionals: A Perspective

*James M. Kuder*

After reading Marybelle Keim's recent NASPA Journal article, "Student Personnel Preparation Programs - A Longitudinal Study" (1991), I am moved to offer some thoughts and perspectives on what we in the profession should be expecting in terms of the academic and experiential preparation of the new professionals coming into the field.

The ideas presented here are not the result of a quantitative study. Rather, they are extrapolated from the author's twenty-three years of full-time student affairs administration beginning at an entry level, generalist position and carrying through to a chief student affairs officer position. They also come from eighteen years of teaching and advising master's level graduate students, with thirteen of those years in a capacity of directing a graduate program as well. Some of these ideas will not sit well with my colleagues, but I believe it important that those who are doing the hiring, making the policy decisions and helping to guide the profession into the twenty-first century make their

interests and needs known.

Graduate programs should not be the sole determiners of what should make up the content of a graduate student's professional preparation. Ideally, it should be a joint effort of program faculty and student affairs administrators. But in the final analysis, program content should be driven by market needs and projected needs. Preparation programs should be aware of the following realities:

- Experience counts
- Communication skills are extremely important
- A work ethic is essential
- Theory does not do much good unless it can reasonably be put into practice
- Program development, implementation and evaluation abilities should be stressed
- General counseling and advising skills are needed
- Professional ethics must to be emphasized
- Student affairs professionals are educators.
- Computer literacy is a plus
- A sense of loyalty to the profession is integral.

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## **Experience Counts**

While an understanding of the history of student affairs, student development theory, the law as it applies to the profession, research and statistics, current trends and issues, counseling theory and practice, and all the rest of what goes into making up good graduate training are important, they are no more important than is the opportunity for graduate students to gain as broad a base of supervised experience in the field as possible. "What have you done?" is a much more common question asked of interviewees for a position than "What do you know?" We need new people entering the profession who can hit the ground at least at a fast walk. To gain this experience and to get the needed academic background, responsible graduate programs should require two years of a student's time. The programs should also require each student to be on graduate assistantship of some kind or to have or have had paid work experience in the field. At least two practica or internships with the possibility of a third should be available and should be in areas outside the student's work or assistantship area. Course work should be current, applicable and taught, in part, by practitioners

## **Communication Skills Are Extremely Important**

Almost everyone I know would agree with this need, but few graduate programs truly screen applicants for such skills or provide structured opportunities for students to improve their

writing or speaking abilities. They should do so.

## **A Work Ethic Is Important**

New professionals quickly learn that most student affairs jobs are very demanding both in terms of time and in terms of personal commitment. Students who come from graduate programs that are academically challenging and that require a significant experiential component generally have already established such a work ethic. These individuals will experience fewer surprises relative to the demands placed upon their schedules as they are plunged into the world of a full-time professional. Fewer surprises can lead to happier and more effective employees.

## **Theory Isn't Much Good Unless It Can Be Put Into Practice**

Quite a few graduate programs produce new professionals who come loaded with all sorts of theories. These include student development theories, counseling theories, environmentally based theories, and, on rare occasions, even management and budget theories. Very few of these students have ever had the opportunity to put theory into practice and very few will find the time and support to do so once they graduate. Graduate programs and graduate faculty should provide the chance and the backing for students to apply and to challenge established theories. It is one of the best ways to encourage the development of new theories.

### **Program Development, Implementation and Evaluation Skills Are Extremely Important**

Once again, I doubt that many established professionals would argue with this need. Good student affairs organizations are built on strong programs that are well implemented and thoroughly evaluated. Yet, while many new professionals are involved in programming, most have never done a needs assessment and few have had the opportunity to develop a real program and follow it through to its fruition. The majority have never been exposed in any depth to evaluation techniques nor have they actually applied them. Our future as a profession depends upon our credibility with students, faculty and the greater academic community. Our credibility also depends on our ability to support what we do with solid information.

### **General Counseling/Advising Skills Are Still Needed**

As most practitioners are aware, the basic foundation of student affairs was the counseling field. Much has changed over the years, including a good deal of the focus of our profession. Most preparation programs have taken these changes into account as they have developed their curricula. The truly good graduate programs are those that balance counseling, student development and administration. Yet it is important that all practitioners have basic counseling skills, referral expertise and the ability to advise both groups and individuals in a

variety of ways. That is not to say that they should or would be counselors in the true sense of that profession. That, in our specialized Student Affairs world, is best left to individuals professionally trained in that field. All student affairs professionals ought to have the ability to listen to a student's problem and know what to do with the concerns once they are presented. Also, professionals ought to learn how to advise student groups, something most should be doing a majority of their professional lives.

### **Professional Ethics Need to be Emphasized**

Unfortunately, our profession continues to strive for a strong, comprehensive statement of professional ethics that is accepted by all of the major professional organizations. Equally unfortunate, unethical behaviors generally are not recognized as such and are treated as an individual's problem rather than a professional one. Preparation program faculty must commit quality time to discussing professional ethics with graduate students. Employers should do the same with employees. Perhaps what is needed the most is a national program of certification, with such being required for employment in the field. Then, and only then, can a code of ethics be uniformly enforced.

## **Student Affairs Professionals Are Educators**

All too often, when a student affairs professional or graduate student is asked to explain the profession of student affairs to someone outside the enterprise, the answer usually is a description of services offered with a touch of nebulous student development jargon thrown in for good measure. Somehow, our primary role - that of being educators - is omitted. Perhaps we, as practitioners, do not spend enough time translating what we do into educational terms. Perhaps graduate programs are remiss in not teaching this very basic concept to their students. Some of us might also have forgotten that services are simply vehicles and opportunities for education. Everything we do in student affairs ought to have an educational purpose and should, in some way, support the academic mission of our institutions. We cannot operate in a vacuum and we are not independent of the primary purpose of institutions of higher education.

## **Computer Literacy Is A Plus**

Today, it is difficult to find a graduate student or student affairs professional who has not had at least a basic working understanding of computers. Most of that contact comes from word processing, from desktop publishing, and from the use of electronic mail. Most of the learning comes from necessity,

not from any organized approach. While I am not suggesting that student affairs graduate programs add a computer literacy course to their required curriculum, it might be a good idea to utilize existing resources at institutions to insure that graduate students - and professional staff - have the basic tools to successfully operate in the technological world of today and tomorrow.

## **A Sense of Loyalty to the Profession is Essential**

There is an adage in the ranks of young student affairs professionals, and some that are not so young, that says: "to move up, one must move out." Up, in some cases, means advancement in the profession. And for those folks, generally the out means finding a job at a different college or university. For a significant number, however, up means out of the profession entirely. Certainly, one would expect that some professionals would tire of the stress, the hours, the less than stellar pay. Yet, it is my impression that we lose a good deal more staff than one would expect, particularly given the fact that many of us experience a "calling" when we enter into this field. Much of the reason for this loss may be placed on the importance of money in our society: the student affairs profession does not tend to pay as well as other opportunities for the bright and outgoing young people that enter into our ranks. Some of the cause also lies at the feet of those of us who do the hiring and promotion. More effort needs to be put into

promoting staff from within, in providing and encouraging staff development and further education, and in giving support and rewards to deserving staff whenever possible. Finally, graduate programs need to work at developing a sense of excitement and anticipation about the profession with their students. Loyalty is something that is earned and an enhanced partnership of graduate programs and practitioners could foster this type of commitment.

It is essential that faculty who direct and teach in student affairs preparatory programs and student affairs professionals communicate with one another on a regular and meaningful basis. It is equally important that these programs take to heart what the marketplace of the present and the immediate future has to say. Our profession has much to offer both students and institutions. It would be pernicious if the bright, new wave of student affairs professionals were not ready to deal with the challenges that await them in the higher education world of the twenty-first century.

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# A Sense of Community Encourages Student Involvement

*Kris Binard and Manny Cunard*

In the collective sense of community that is taking place on campuses throughout the country, many are concluding that a true sense of community can only be defined as a "state of mind." It very well may be that fundamental to the creation of community is commitment by a given population to succeed individually. As stated by Boyer (1990) and other recent authors, to achieve community, individuals must become involved in organizations in which they have a developed interest.

According to Astin (1985), student involvement is a major component for a positive undergraduate experience. More recently Rogers (1992) found that student leadership programs in the 90's should focus more on empowerment, collaboration, and cooperation. Student activities plays a role as a laboratory for leadership development in which students learn and grow. If the

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student union is the place to provide students an opportunity to grow and develop, then it is also the responsibility of the union to empower these students in roles of leadership.

One of the main principles of the student union is to provide a place to put student development theory into practice. Many would agree that we work in the student affairs and student union profession because we believe the programs, the services, the educational development, the career opportunities available to students enrich their academic experience.

The student union plays an important role in student development, service and community. Student unions have been so successful because they have been committed to the creation of a true sense of community for all members of the university. Within this community, it is important to address the issues related to our fundamental commitment to student participation, involvement, and leadership. For students to develop in this community, we must em-

power them in their positions so that they can make a difference. Through students working with administrators in the union, the students make decisions that are integral to keeping the sense of community. The essence of this community, therefore, is the people who have helped build a foundation that will withstand any challenges that might be faced in the future.

Without a commitment to community and student leadership, the union vision and mission will become too narrow. Without a shared common vision for the future, there tends to develop an organizational environment in which people assume that everyone else will automatically place their self-interest first.

A community can never be a perfect environment because of the continuously changing population, however, we can attempt to build an atmosphere which allows students to develop within this changing environment. If we continue to work hard towards creating an environment on our campuses built on common good, and providing a professional community for students, we give them a place to develop ethics and values; where students can engage in social and educational conversations; where students can develop academically; and finally a place where students can grow.

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# The Role and Contribution of Student Affairs in Involving Colleges

George D. Kuh and John H. Schuh, Editors  
Washington, D.C.: NASPA, 1991  
228 pages, \$16.95

*Review by*  
*David A. McKelfresh*

This book describes how student affairs organizations assist an institution in attaining its educational purposes by promoting student involvement in out-of-class learning opportunities. George Kuh and John Schuh, Editors of *The Role and Contribution of Student Affairs in Involving Colleges*, provide "snap shots" of seven institutions studied during the 1988-89 and the 1990-91 academic years. Kuh and Schuh draw on information collected from the College Experiences Study profiling Earlham College, Mount Holyoke College, Xavier University, Stanford University, Evergreen State College, Iowa State University, and the University of Louisville. The editors explain that the book can be used by two groups of people: those enrolled in graduate preparation programs in student affairs administration and those who ad-

minister student affairs programs.

In Chapter One, Schuh identifies institutional factors and conditions that promote student involvement in educationally purposeful out-of-class learning opportunities. Several suggestions for using the book are offered to graduate students and administrators.

Chapter Two summarizes the factors and conditions common to involving colleges. Examples provided show that the elements of an involving college are "mutually shaping and inextricably intertwined" to form a symbiotic relationship that promotes student involvement.

Chapters Three through Nine present an institutional analysis of the colleges and universities listed above. Readers who are looking for a multiple case discussion of an institution's history, mission, philosophy, campus environment, cultural properties, and selected policies and practices will be delighted with what they find. The selected institutions represent large public and private residential universities, an urban university

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with predominantly commuter students, small residential colleges including a women's college, and a historically black college. A commentary, written by a student affairs administrator familiar with the particular institutional type, follows each case.

The final chapter provides nine conclusions about the role and contribution of student affairs in involving colleges. Recommendations are offered for student affairs staff seeking to promote student learning and personal development.

Kuh and Schuh observe that it is difficult to make definitive statements about the role and contributions of student affairs staff that apply to all of the very different institutions of higher education. They contend that involving colleges do not just happen. Rather, they say, "fostering student involvement requires deliberate behavior by individuals and small groups of administrators, faculty and students working together over a long period of time."

For those who are currently practicing in student affairs work and for graduate students, this book would be very useful reading. Student affairs faculty will find this book a helpful resource in a seminar in student affairs or higher education administration. Most importantly, administrators should note that none of the recommendations following the conclusions require additional resources other than "energy, ingenuity, and a desire to excel."

# NOTES

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# Colorado State University Journal of Student Affairs

## Guidelines for Manuscript Preparation

**Purpose:** Manuscripts should be written for the student affairs generalist who has broad responsibility for educational leadership, policy, staff development and management. The Editorial Board invites submissions of the following types of articles:

- Quantitative to Qualitative Research Articles
- Current Trends in Student Affairs/Higher Education
- Editorial Articles
- Opinion Pieces
- Book Reviews

In addition, the Editorial Board will include information on the state of the Student Affairs program and alumni updates.

**Procedure:** Manuscripts should not exceed 3,000 words (approximately 12 pages of double-spaced, typewritten copy, including references, tables and figures), and should not be less than 1,000 words (or about four pages). Exceptions should be discussed with the Editorial Board prior to submission. Before submitting an article:

1. Prepare the manuscript in accordance with the Publication Manual of the American Psychological Association, 3rd Edition.
2. Send the original manuscript and three copies to the attention of the Journal's Content Editors.
3. Place the name of the author(s), position(s), and institutional affiliation(s) on a separate title page.
4. Double space all portions of the manuscript, including references, tables, figures and quotations.
5. Avoid sexist terminology; see pp. 43-45 of the publication manual.
6. Do not use footnotes; incorporate the information in the text.
7. Use the APA reference style, using only references cited in the text.
8. Use the active voice to the largest extent possible.
9. Check subject and verb agreement; singular/plural.
10. Use verb tense appropriately: past tense for literature review and description of procedures, and present tense for the results and discussion.
11. Proofread and double check the references before submitting your manuscript.
12. Use Microsoft Word (5.0) or internet system whenever possible. Submit a "rough" hard-copy manuscript. Final drafts can then be submitted by disk or internet.
13. Submit only manuscripts not under consideration by other journals.

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