RENTZ'S SIXTH EDITION STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION

Naijian Zhang & Associates

Rentz's STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION

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Edited by

NAIJIAN ZHANG & ASSOCIATES



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Contributors

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and universities as well as community groups interested in leadership development of their staff and around issues of diversity and inclusive excellence. Dr. Hinton is the past chair of the Council on Ethnic Participation for the Association for the Study of Higher Education. She holds membership in several professional organizations and Delta Sigma Theta Sorority, Inc.

Don Hossler is a Senior Scholar at the Center for Enrollment Research, Policy, and Practice in the Rossier School of Education, at the University of Southern California. Hossler holds the rank of Distinguished Provost Professor Emeritus in the Department of Educational Leadership and Policy Studies. He has also served in leadership roles including vice chancellor for enrollment services at Indiana and founding executive director of the National Student Clearinghouse Research Center. His research areas include college choice, student persistence, student financial aid policy, and enrollment management. Hossler has authored or co-authored 23 books and scholarly reports, more than 100 articles and book chapters. His research program has attracted funding from the Gates Foundation, Lumina Foundation, Spencer Foundation, and the College Board. He has lived in and conducted research in Russia. Hossler has received career achievement awards from the American College Personnel Association, the Association for Institutional Research, the College Board, and the National Association of Student Personnel Administrators. In 2015 he was named a Provost Professor and received the Sonneborn Award which is the highest award the Bloomington campus awards for a distinguished career of research and teaching.

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Richard P. Keeling, MD leads Keeling & Associates, LLC, a higher education consulting and professional services firm. He directed comprehensive health services for students at the University of Virginia (1979–1992) and the University of Wisconsin-Madison (1993–1999); while at UW-Madison, he oversaw the successful integration of medical, mental health, counseling, prevention, and wellness services.

Dr. Keeling served as President of the American College Health Association and received that Association's highest award; was Editor of the *Journal of American College Health* for two terms; and has published more than 50 articles, monographs, and book chapters concerning the organization, operations, financing, and improvement of student health programs and services. The firm has completed reviews of health-related programs and services for more than 140 colleges and universities in the US and Canada.

John Wesley Lowery is a professor and department chair in the Student Affairs in Higher Education Department at Indiana University of Pennsylvania. He previously served on the faculty and coordinated graduate preparation programs at Oklahoma State University and the University of South Carolina. He earned his doctorate at BGSU in Higher Education Administration. Before beginning his doctoral work, he was Director of Residence Life at Adrian College in Michigan and University Judicial Administrator at Washington University in St. Louis. John holds a master's degree in student personnel services from USC and an undergraduate degree from UVA in religious studies. He is a frequent speaker and author on topics related to student affairs and higher education, particularly legislative issues and student conduct, on which he is widely regarding as a leading expert. Over his career, John has been honored by several professional organizations. In 2022, he received the George D. Kuh Award for Outstanding Contribution to Literature and/or Research Award from NASPA–Student Affairs Administrators in Higher Education as well as the Donald D. Gehring Award from the Association for Student Conduct Administration.

Cara Lucia has over 20 years of experience in collegiate recreation and higher education. She currently serves as President for NIRSA: Leaders in Collegiate Recreation. She received her master's degree in Recreation Administration from Central Michigan University. After receiving her master's, she worked as the Coordinator of Facilities for University Recreation before pursuing a doctoral degree. Dr. Lucia received her Ph.D. in Educational Leadership and Policy Studies with an emphasis in Higher Education from Virginia Tech where she served as a Graduate Assistant in the Dean of Students Office and as an adjunct faculty at Radford University. Her first full-time faculty position was for the Sport and Recreation Management program at James Madison University where she taught college student development theory for the campus recreation graduate program. She is now Department Chair and an Associate Professor at Elon University in Sport Management.

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Frank Shushok, Jr. serves as the 12th President of Roanoke College. Prior to joining Roanoke College, Frank served as Vice President for Student Affairs at Virginia Tech, a role he assumed after serving for 10 years as associate and senior associate vice president for Student Affairs. While at Virginia Tech, he also served as a tenured associate professor in agricultural leadership and community education and an affiliated associate professor in the higher education graduate program. Frank is an American Council on Education Fellow and a frequent contributor to higher education literature. He is the former Executive Editor of *About Campus*, a national publication that promotes strengthening the student learning experience in higher education and is well-known for his research and writing on student learning and engagement, positive psychology and its influence on student growth and development, and organizational leadership in higher education. Frank received his bachelor's degree from Baylor University, a master's degree from The Ohio State University, and a Ph.D. from the University of Maryland.

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Matthew Ward is Vice President for Enrollment Management and Student Success and responsible for strategic enrollment management, and student success at California Lutheran University. Ward leads a division of more than 280 employees including the offices of admission, academic services, athletics, analytics, financial aid, student success and marketing. Involved in several national organizations related to enrollment management, marketing, and Hispanic higher education, he has authored papers and chapters and provided thought leadership on enrollment strategy, marketing higher education, building campus diversity and equity, and becoming a Hispanic-Serving Institution (HSI). Ward teaches "Policy Development and Political Influences in Education" and "Leadership, Diversity, and Inclusivity in American P-20 Education" for the Ed.D. in Higher Education Leadership program at Cal Lutheran.

Instrumental in Cal Lutheran's designation as an HSI by the U.S. Department of Education in 2016, he co-authored four successful Department of Education HSI grants (Title III and Title V) and continues to lead HSI initiatives on campus and serve as a champion for students of color and students from under-resourced communities. He also initiated and co-authored a grant to be one of eight universities to launch the first AmeriCorps Civic Action Fellows program serving low-income and immigrant populations in Ventura County.

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Jeanine A. Ward-Roof serves Ferris State University as the Vice President for Student Affairs. She is responsible for many of the traditional student affairs and enrollment management functional areas and leads a team of professionals who are focused on student success. She earned a Ph.D. in Educational Leadership from Clemson University, a Master's in College Student Personnel from Bowling Green State University and Bachelor of Science in Communications from Ohio University. She has worked in the field of higher education for multiple decades in several positions with increasing responsibility and also taught courses in higher education at three different institutions. Jeanine has served in significant leadership roles in professional organizations, most notably as President of the Association for Orientation, Transition and Retention (NODA) and Regional Director and National Board member in NASPA - Student Affairs Administrators in Higher Education. She regularly presents programs at annual conferences and has written and edited numerous publications on higher education and student affairs topics. She has also been the recipient of numerous awards that celebrated her involvement and dedication to higher education, two of the most notable being the NODA Circle of Excellence in 2019 and the NASPA Foundation Pillar of the Profession in 2015.

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PREFACE

s the division of services for student success student affairs has become an A indispensable part of higher education since the earliest Dean of Students was appointed by Harvard's President Charles William Eliot in late 1891. After more than 130 years student affairs in higher education as a profession has grown from a system of student discipline for white men to a system of student success among individuals from diverse cultural backgrounds in higher education. Student affairs professionals use all available resources to create an inclusive and supportive learning environment for the development of all students as well-rounded and responsible global citizens. The student affairs division sets its mission as part of its institution's mission, and the services student affairs professionals provide have become a critical component of college students' experience. Clearly the importance of student affairs in higher education and the challenges it faces are beyond doubt. Therefore, a modern higher education institution can no longer standalone to achieve its mission without the participation of student affairs. The book *Rentz's Student* Affairs Practice in Higher Education has reviewed the evolution of student affairs as a profession, addressed the current challenges student affairs faces, and identified issues and trends that could influence individual student affairs services in the years ahead.

The overall purpose of the 6th edition of *Rentz's Student Affairs Practice in Higher Education* remains the same as the purpose in the earlier editions. Its aim is to introduce readers the functions of all student affairs services on college campus and the nuts and bolts on what student affairs professionals in each specific area do to achieve their goals of providing students with meaningful collegiate experiences and accomplish the institution's mission. The book not only includes the evolution of student affairs, for example, its philosophy, history, theories, but also how its philosophy and theories are integrated into its practice. Besides, the reader will learn each campus service about its history, mission and purposes, professional standards, organization structures or models, professional development, entry-level qualifications, roles and functions, funding, theories applications, and its issues and trends. These major topics are the fundamentals of student affairs and understanding them has become a critical step to becoming competent student affairs professionals.

The audience of the 6th edition of Rentz's Student Affairs Practice in Higher Education includes master's and doctoral-level students who need to have an overall understanding of student affairs functional areas. These students are enrolled in graduate or doctoral programs of college student affairs, college student personnel, college student development, higher education and student affairs administration, higher education leadership, and/or college counseling/student affairs. The book is also an effective teaching tool for middle and high-level administrators who supervise interns or junior staff for professional development. This edition may further be used by senior administrators in student affairs who want to keep themselves informed with the current issues and trends in student affairs, especially what impact those unanticipated events such as the global pandemic COVID-19 have made on student affairs practice. By reading this edition experienced student affairs professionals will acquire a thorough understanding of each student affairs service on college/university campus and increase their competence in practice.

The 6th edition of *Rentz's Student Affairs Practice in Higher Education* has 17 chapters which include the philosophical heritage of student affairs, historical perspective of higher education and student affairs, admissions to enrollment management, academic advising, career services, counseling centers, student conduct, multicultural affairs and special support services, orientation, residence halls, student life programs, fraternity and sorority life, collegiate recreation, financial aid, student learning assessment, health services, and future of student affairs. This edition is structured with the first two chapters to introduce the philosophy and history of student affairs and the last chapter to envision the future of student affairs. Chapters 3 to 16 are structured with all student affairs services on college and university campuses. The structure of this edition will help the reader to start by understanding the philosophy, values, mission, purpose of student affairs as well as its history. With such an understanding the reader's learning about the foundations and requirements of student affairs through each student affairs service will become meaningful.

From Chapter 3 to Chapter 16 the reader will find that the chapter content is structured as history, definitions, professional standards, mission and purpose and goals, administrative and organizational structures, professional development, entry-level qualifications, roles and functions, application of student development theory, and issues and trends. This edition has been integrated with the most recent literature on student affairs development, especially, how the global pandemic has impacted the practice of student affairs in higher education and how the social, political, and economic dynamics at the national level have influenced the climate of college and university campus as well as the most recent professional standards (e.g., CAS, 2019).

A unique feature of the 6th edition of *Rentz's Student Affairs Practice in Higher Education* is that its contributors are expert practitioners and scholars. Almost all the contributors are either senior level administrators in student affairs or professors who have extensive experiences in student affairs practice. For example, more than 10 contributors are currently vice presidents for student affairs, a significant number of contributors were dean of student or senior directors in student affairs. Some contributors are college president, former president of national organizations, lead scholars in student affairs and higher education, Fulbright scholar, and distinguished professors (see Contributors). All the contributors have made the 6th edition valuable with their knowledge, experience, and skills. Particularly, their wisdom from the past and vision for future of student affairs services and student affairs as a profession can be a stepstone for both current and future student affairs professionals.

To carry forward the undertaking of the predecessors and forge ahead the future, I chose to keep the book remaining the same title as *Rentz's Student* Affairs Practice in Higher Education because the original ideas of this book came from Dr. Audrey Rentz and her colleague Dr. Gerald Saddlemire. Dr. Rentz was a long-time professor at Bowling Green State University and Dean of Women at Virginia Polytechnic. Their ideas and work as well as the ideas and work of many chapter authors in the previous editions have been renewed and recreated in this new edition. In the past few decades this book has played an essential role in training student affairs professionals. For example, a few contributors who are currently vice presidents for student affairs used this book while they were graduate students in the late 1980s and the early 1990s. Through this book student affairs professionals will learn knowledge and wisdom not only from the current generation in student affairs but also from the generations many years in the past. With what has been said, the 6^{th} edition has advanced the knowledge base of student affairs while inheriting its values and missions for higher education.

I feel privileged to serve as the editor of the new edition of *Rentz's Student Affairs Practice in Higher Education.* As the editor I would like to thank all the contributors for their dedication and commitment to assisting me completing this project. I firmly believe they will be rewarded with their contribution and dedication because their work will foster the growth and development of both student affairs professionals and student affairs as a profession.

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CONTENTS

Page
Preface
Chapter
1. THE PHILOSOPHICAL HERITAGE OF STUDENT
AFFAIRS-Shannon Dean-Scott, Paige Haber-Curran, and
Stanley Carpenter
What Is Philosophy?
The Three Great Questions of Philosophy4
Ontology
Epistemology
Axiology
Educational Philosophy
Major Philosophical Schools
Idealism
Realism
Neo-Thomism
Pragmatism10
Existentialism11
A Brief Philosophical History of Higher Education12
Twentieth Century Philosophical Influences on U.S.
Higher Education15
Educational Philosophy and Student Affairs16
Philosophical Shifts in Student Affairs
Shift from Student Services to Student Development 19
Shift from Student Development to Student Learning 21
Student Learning Imperative
The Principles of Good Practice
Learning Reconsidered

24
25
26
26

2. A HISTORICAL PERSPECTIVE OF HIGHER EDUCATION AND STUDENT AFFAIRS: TRANSITIONS AND

TRANSFORMATION–Kandace Hinton and Mary
Howard-Hamilton
Introduction
Colonial Higher Education (1636–1780)
The Plurality of Higher Education Institutions (1780–1865)33
An Overview
Curricular Innovations
Women's Participation in Higher Education
The Beginnings of Black Institutions
Community Colleges
Antecedents of Student Personnel Work
A Period of Intellectualism (1855–1890)
The Pioneer Deans (1870–1920)
The Emergence of Student Personnel and
Its Associations (1916–1936)
The Student Personnel Point of View (1936)
The Student Personnel Point of View (1949)
Student Personnel Practice
Student Development
The Move Toward a Developmental Perspective: COSPA 54
The 1987 NASPA Statement
Student Learning (1990s–Present)
Student Success
The Higher Education Forecast: Twenty-Five Years
in the Future
References

3. FROM ADMISSIONS TO ENROLLMENT

MANAGEMENT -Matthew Ward and Don Hossler	64
Admissions-Then and Now	65
The Roles of Admissions Officers	65

The Admissions Officer as Gatekeeper and Salesperson	65
The Emergence of the Admissions Field	67
The Admissions Officer of Today	
Enrollment Management–Origins and Ideas	
The Changing Admissions Context	
Defining Enrollment Management.	
The Evolution of Enrollment Management	
Enrollment Management–The Concept	
Resource Dependency Theory.	
Systems Theory	
Revenue Theory	
Revenue Maximization	
Enrollment Management as Courtship	
Rankings and Students as Institutional Image and Prestige .	
Enrollment Management–The Process	
Planning and Research	
Attracting Applicants and Matriculants	
Influencing the Collegiate Experience	
Orientation and Enrollment Management	
Academic Advising and Enrollment Management	
Course Placement and Enrollment Management	
Student Retention and Enrollment Management.	
Academic Support Services and Enrollment Management	
Career Services and Enrollment Management	
Institutional Assessment and Enrollment Management	
Other Roles of Student Affairs in Enrollment Management	
The Faculty Role in Enrollment Management	
Organizing for Enrollment Management	
The Enrollment Management Division	
The Enrollment Management Matrix	
Student Affairs in the Enrollment Management Framework	
Ethical Issues in Enrollment Management	
Recruitment Practices	
Standardized Tests and Admissions	88
Merit-Based Campus Financial Aid	89
The Impact and Uses of College Rankings	
Technology and Enrollment Management	
The Preparation and Training of Enrollment Managers	
References	

4.	ACADEMIC A	DVISING- <i>Eric R</i> .	White,	George E.
----	------------	---------------------------------	--------	-----------

	Steele and Sean Bridgen
	Introduction
	History of Academic Advising100
	Definitions of Academic Advising104
	Professional Standards105
	Mission, Purpose, and Goals107
	Administrative and Organizational Structures
	Professional Development
	Entry-Level Qualifications
	Roles and Functions: Learning and Assessment in
	Academic Advising
	Roles and Application of Student Development Theory and
	Scholarship in Academic Advising
	Technology
	Issues and Trends
	References
Б	CAREER SERVICES -Branden Grimmett and Lisa Severy129
9.	Introduction
	History
	Career Planning
	Networking
	Purpose and Goals
	Administration and Organizational Structures
	Organizational Models
	Reporting Structure
	Funding
	Types of Services
	Career Counseling and Vocational Assessment
	Career Counseling
	· · · ·
	Career and Life Planning Classes
	Experiential Education Programs
	On-Campus Recruiting and Career Fairs
	Technology and Information Resources
	Career Services Management Systems
	Consortia
	Information Resources154

Qualifications for Career Services Employment	.155
Challenges and Opportunities	.157
References	.159

6. COUNSELING CENTERS-Naijian Zhang and Vickie

	j 0	
	Ann McCoy	. 164
	Introduction	164
	History	164
	Definition	169
	Mission, Goals, and Purposes	169
	Administration and Organizational Structure	171
	Administration	171
	Staffing	172
	Financial Support	173
	Physical Facilities	174
	Technology	175
	Roles and Functions	176
	Range of Services	176
	Types of Problems	178
	Models	180
	Professional Development	182
	Entry-Level Qualifications	184
	Role and Application of Student Development Theory and	
	the Student Learning Imperative	186
	Twenty-first Century Issues, Trends, and Implications	187
	Issues	
	Trends	190
	Technology Resources	193
	References	194
7. 5	STUDENT CONDUCT-John Wesley Lowery	
	Introduction.	
	History	
	Definition, Purpose, and Scope of Student Conduct	210
	Authority to Discipline and the Student-Institutional	
	Relationship	
	Extent of Institutional Jurisdiction	213
	Due Process	213

Constitutional Protections of Student Rights
Conflict Resolution
Administration and Organization
Roles and Functions of Student Affairs Professionals in
Discipline
The Nature and Scope of Campus Conduct Systems
The Management of Disciplinary Records
Student Conduct and Student Development Theory
Current Issues in Student Conduct
Balancing Legal Rights and Educational Purposes
Ongoing Concerns about Academic Misconduct
First Amendment Issues
Title IX and Sexual Violence on Campus
Professional Associations
Entry-Level Qualifications
Additional Resources
The Future of Student Conduct
The Changing Legal and Legislative Environment
The Continuing Need for Program Evaluation
The Profession and Discipline
References

8. MULTICULTURAL AFFAIRS AND SPECIAL

SUPPORT SERVICES-Mary Kay Schneider Carodine,
Matthew Snyder, and Naijian Zhang
Introduction
Diversity, Inclusion, Multiculturalism and Social Justice
Needs
Racially/Ethnically Underrepresented Students
The History and Current Status of Underrepresented Racial/
Ethnic Groups in American Higher Education
African American/Black Students
Asian Americans
Hispanic/Latino Americans
American Indians/Native Americans
Summary
Special Support Services and Multicultural Affairs
Historical Overview
Expansion of Services

Biracial/Multiracial Students	.257
Lesbian, Gay, Bisexual, Transgender, and	
Queer Students (LGBTQ)	
International Students	
Religious Diversity	
Adult Students	
Students with Disabilities	
Veterans	
The Roles of Multicultural Affairs Offices and Centers Today	
Missions	
Professional Standards	.266
Administration and Organizational Structure	
Organizational Structure	
Administrative Role	.267
Programs and Services	.268
Staffing	.269
Current Special Support Services	.270
Professional Development	.272
Professional Organizations	.272
Conferences	273
Training	273
Journals	273
Multicultural Affairs and Diversity Technology	273
Interactive Websites	275
Alternative Modes of Service	275
Marketing and Communication	276
Online Diversity Resources	
Student Development Theory and Student Learning	
Future of Multicultural Affairs and Special Support Services:	
Trends and Issues	278
References	280
ODIENTATION-Lagning Ward Poof	200
ORIENTATION-Jeanine Ward-Roof	
History	
Definitions	
Professional Standards	296
Mission, Purpose, and Goals	
Administration and Organizational Structures	
5	

9.

xxvii

10. RESIDENCE HALLS-Cathy Akens, Jeff Novak, and

Beth Miller	.333
Introduction	333
The History of Residence Halls	334
The Colonial Period	334
Middle to Late Nineteenth Century	335
Twentieth Century	336

Mission and Purpose
Administration and Organization
Staffing Patterns
Entry-Level Requirements
Programs and Services
Community
Community Development Models
Applying Student Development Theory
Influence of Residence Halls on Students
Living and Learning Communities
Select Legal Issues
Professional Development
Trends and Issues
Generation Z
Financial Challenges
Staffing Challenges
Technology Resources
References

11. STUDENT LIFE PROGRAMS-Edward G. Whipple and

<i>Eric W. Scott</i>
Introduction
History
Definition
Professional Standards
Mission, Purpose, and Goals
Administration and Organization Structure
Professional Development
Entry-Level Qualifications
Roles and Functions
Student Government
Student Organization Advising and Support
College Union Programs
Leadership Development
Experiential Education (Civic Engagement and Service
Learning)
Parent and Family Programs
Graduate Student Services

xxix

Current Students
Role and Application of Student Development Theory
Issues and Trends
Changing Student Demographics
Adult Learners
Online Students
First-Generation Students
Generation Z
Political Attention to Program Content
Legal Issues
Funding
Other Issues
Technology
Implications for Practice
References

12. FRATERNITY AND SORORITY LIFE-Edward G.

Whipple and Eric W. Scott
History
Professional Standards
Mission, Purpose, and Goals
Administrative and Organization Structures
Campus Administrative Structures
Fraternity and Sorority Headquarters
Governing Organizations
Professional Development
Entry-Level Qualifications
Roles and Functions
Leadership
Community Service and Development
Equity and Inclusion
Role and Application of Student Development Theory421
Issues and Trends
Question of Value and Purpose
Risks and Liabilities
Equity, Inclusion and the Abolish Greek-Life Movement425
Institutional Resources: Finances, Staffing, and
People-Power

\sim	5		+	~		•
С	U	IL	l	eı	u	ıs

Technology	
Implication for Practice	
Additional Resources	
References	

13. COLLEGIATE RECREATION-Cara Lucia and

Danielle Molina	.434
Introduction.	434
History	435
Definition.	438
Strategic Values	438
Mission, Purpose, and Goals	440
Professional Standards	440
CAS Standards	441
NIRSA: Leaders in Collegiate Recreation Core	
Competencies and the Registry	443
Opportunities for Continuing Education	444
Administration and Organization Structures	445
Administration and Organization at the Institutional Level.	445
Roles and Functions at the Departmental Level	447
The Management Branch of Collegiate Recreation	447
Facilities	447
Inventory	448
Risk and Safety	448
Budgeting	448
Human Resources	448
The Programs Branch of Collegiate Recreation	449
Intramurals and Sport Clubs	449
Fitness and Wellness Instruction	449
Outdoor Recreation	450
Special Events	450
Design at the Operational Level	450
Variations in the Design of the Physical Environment	.451
Variations in the Design of Administrative Staffing	452
Collegiate Recreation and Student Development Theory	453
Entry-Level Qualifications	.454
Technology and Resources	
Future Considerations and Implications for Practice	459

14. STUDENT FINANCIAL AID

PRACTICE-CONTINUING CHANGING-V. Barbara

xxxii

Contents

National Student Loan Data System (NSLDS)
Nongovernmental Organizations and Professional Associations 492
National Association of Student Financial Aid
Administrators (NASFAA)
National Association of State Student Grant and Aid
Programs (NASSGAP)492
National Council on Higher Education
Resources (NCHER)
The College Entrance Examination Board
General Information Websites
Professional Development
National Professional Associations
Issues and Trends
Escalating Costs
Financial Aid Programs
Student Aid Post September 11, 2001
Higher Education Emergency Relief Fund (HEERF)
Conclusion
References
15. STUDENT LEARNING ASSESSMENT - <i>Richard P. Keeling</i> 504
Introduction
Role and Application of Student Development Theory
History
Service to Learning Orientation
Specialty-Oriented Departments to Holistic Divisions
Individual to Collaborative Working Styles
Assessment: From Operations to Learning
Definitions
Student Learning
Student Development
Student Learning Outcomes
Student Learning Outcomes
Student Learning Outcomes.510Direct and Indirect Measures of Learning.511Operational Effectiveness.512
Student Learning Outcomes.510Direct and Indirect Measures of Learning.511Operational Effectiveness.512Professional Standards.512
Student Learning Outcomes.510Direct and Indirect Measures of Learning.511Operational Effectiveness.512

AAC&U Liberal Education and America's Promise (LEAP) . .514

xxxiii

Implications for Practice
Mission, Purpose, and Goals
Types of Assessment
Student Academic Performance
Operational/Institutional Effectiveness
Student Learning
Assessment Practice
Administration and Organizational Structures
A Culture of Assessment
Roles of Student Affairs Leadership in Assessment
Professional Development and Training
Implementing Assessment in Student Affairs
Phases of Student Learning Assessment
Levels of Learning Outcomes
Methods of Assessment
Quantitative Methods
Surveys
Qualitative Methods
Technology
Uses of Assessment Data
Program and Service Improvement
Program Reviews
Use of Negative Results
Reports
Strategic Planning
Performance Review and Improvement
Issues and Trends
References

16. STUDENT HEALTH SERVICES-Richard P. Keeling and

Jennifer S. Dickson
Introduction
History
Mission and Purpose
Health and Learning
Mental and Behavioral Health and Learning
Prevention-Oriented Health Services
Student Health Programs, Services, and Resources
Approach

xxxiv

Contents	,
----------	---

Broad Principles
Organization and Administrative Structure
Scope of Services
Human Resources/Staffing
Professional Development
Confidentiality and Protection of Personal
Health Information
Quality Improvement and Risk Management
Standards and Accreditation
Standards
Accreditation
Technology
Organizational and Operational Effectiveness
Roles and Responsibilities of Students
Peer Educators
Students' Sources of Health Information
Financing College Health Programs
Sources of Revenue
Health Insurance
Trends: Successful Campus Health Programs
References

17. IMAGINING THE FUTURE FOR STUDENT AFFAIRS AND THE STUDENT AFFAIRS

EDUCATOR-Frank Shushok, Jr. and Ennis McCrery578
Unprecedented and Ubiquitous Change
How Can We Understand and Embrace the
New Complexity?
How Will We Negotiate the New Complexity and
Lead the Way for Transformation to Occur?
Facilitating Transdisciplinary Approaches
Challenging Limited Frameworks
Using Tools for Innovation
A Case Study: Residential Well-being at Virginia Tech585
Conclusion
References
<i>Name Index</i>
Subject Index

Rentz's STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION

Chapter 1

THE PHILOSOPHICAL HERITAGE OF STUDENT AFFAIRS

Shannon Dean-Scott, Paige Haber-Curran, and Stanley Carpenter

Og, our mythical Neolithic ancestor, had a problem. To be sure, he and his tribe had lots of problems, but this was the most vexing yet. Although they did not know it or even construct the problem that way, the issue really was that their brains were too big and too differentiated. Having a good brain was an advantage and necessary for survival. Og's people were not very big or very fast compared to other animals. They were not particularly strong or keen of sight, smell, or hearing. But they could think and plan and remember. The problem was that this ability to conceptualize caused them to wonder—to need to know, to speculate, and to be unhappy when they did not have answers. Perhaps it was something poignant, like the death of a child, or just the mundane cycle of the seasons that first elicited a search for a larger meaning to life, but whatever it was, the quest could have soon led to depression, insanity, and death for the members of the tribe and therefore the tribe itself.

Thus, philosophy was invented or, as some would say discovered, in an attempt to supplant powerlessness with knowledge. It did not matter that the knowledge was "incorrect" (in modern terms) – simply that it explained otherwise terrifyingly uncertain and uncontrollable things like fire and rain, death and birth. It was necessary to have something to believe and to strive to learn more.

Over time a tribal culture developed, encompassing all the beliefs, knowledge, and skills that made the group unique and contributed to survival. The culture was inculcated into the children by formal means and informal means in a process of education not materially different than what is in place today. As the tribe became a village, then a city, then a sovereign state, philosophical knowledge grew and differentiated. Eventually, it became necessary to attend to the higher learning of some members to prepare them to lead, to teach, and to press the search for new knowledge. Student affairs professionals are the direct descendants of early educators and hence heir to a long tradition of thinking and writing about educational philosophy. The purpose of this chapter is to examine the impact of philosophy generally and several specific philosophical positions upon higher education and the practice of student affairs work, as well as to consider the history of student affairs more generally.

WHAT IS PHILOSOPHY?

At first all learning was philosophical. The word "philosophy," from the Greek *philosophia*, literally means love of wisdom or learning. Only in the past 200 or so years has there occurred a separation of "natural philosophy" (or sciences such as chemistry and physics), "mental philosophy" (or psychology), and "moral philosophy" (political science, economics, and sociology, for example) from the general concept (Brubacher, 1982). For thousands of years, the study of philosophy was the same as advanced learning, a wide-ranging intellectual quest. The knowledge explosion and specialization have changed that, but philosophy is still a broad and deep field.

Philosophy is a poorly understood term. People begin sentences with "My philosophy on that is. . ." and proceed to give unsupported opinions, sometimes inconsistent with their behaviors or facts. Philosophy can be thought of as simply a general approach to the world or it can be a process of disciplined inquiry. Gracia (1992) thought "Philosophy may be interpreted . . . as a set of ideas or beliefs, concerning anything, that an ordinary person may hold [or] . . . as a view of the world, or any of its parts, that seeks to be accurate, consistent, and comprehensive [or]. . . .as a discipline of learning" (p. 56).

This chapter concerns itself primarily with the second meaning (a view of the world), but with elements of the third (a discipline of learning). Readers should be concerned with applying the information presented (a view of the world), using the proper methods (through the discipline), to modify their beliefs in such a way that they are accurate, consistent, and comprehensive.

The Three Great Questions of Philosophy

Originally, philosophy was concerned with virtually all knowledge, but in modern times it has come to consist of three main (very large and important) questions: What is real? How do we know? What is of value?

Ontology

Ontology is concerned with the ultimate question of existence. Some people also call it metaphysics (literally "beyond physics"). All people since Og's tribe have hungered to know what was real and what was ephemeral. Is the universe friendly, neutral, or malevolent? Is there order in the universe, or only probabilistic chaos? Is physical existence real or is only our intellect, the goings-on in our minds, real? What is life? Is there a God or some other supernatural entity? Is this all there is?

Such questions are overwhelming and demand a systematic and satisfying answer. Just as clearly, they call for speculation, at least in the early stages of theory building and maybe for a long time after that. Every action taken by an individual, every decision, every thought will be colored by beliefs about the nature of reality.

Ontology can be usefully broken up into other areas of questions (Johnson et al., 1969). Anthropology concerns the nature of the human condition. Are people innately good or evil? What is the relation between the mind and the body? Is there a soul or spirit, and does it have precedence over the worldly flesh of the body? Do humans have free will?

Cosmology involves the study of the nature and origins of the universe including questions about time, space, perceptions, and purpose. Theology considers questions of religion. Some ontological theories depend heavily upon theological theories. Relatedly, teleology, or the study of purpose in the cosmos, cuts across the other areas mentioned. Is the universe a chance event or is there some larger purpose? Much of what troubled Og's tribe, and continues to trouble humankind, is the province of ontology.

Epistemology

Epistemology examines the nature of knowledge itself, sources of knowledge, and the validity of different kinds of knowledge. Generally, knowledge can be gained from sensory perception (empirical knowledge); revelation (knowledge from a supernatural source or being); from an authority or by tradition; reason, logic, or intellect; or by intuition (non-supernatural insight, not resulting from reason). These sources of knowledge are all subject to criticism. What is truth? Is truth subjective or objective, relative or absolute? Is there truth external to human experience? Can finite beings understand infinite truth?

One fundamental issue is whether truth is unchanging or varies with the situation or the individual, thus whether truth can be "discovered" or "constructed". Some philosophers hold that some truths are always and universally true. These might be called *Truths*. Others reject this notion out of hand, suggesting that there is no truth except that leading from experience and that context is paramount. Speculations and theories about the origin and nature of reality and the ways that knowledge may be best gathered lead quickly to choices.

Axiology

Axiology, the third great question of philosophy, concerns values. Values necessitate choices – and choices require evaluating options. What is good? What is beautiful? Individuals, communities, countries, and societies develop systems of value based upon their philosophies, and when value systems conflict, tension develops. The impact of philosophy on personal and professional behavior is most clear in the process of valuing.

Axiology is divided into ethics and aesthetics. Ethics is the study of proper behavioral choices. What is moral? Are ethics contextual or absolute? Is there a connection between what is believed to be right and proper action? Is the good of the societal unit superior to the good of the individual? Who has the right to set ethical standards? Are the laws of society subordinate to the laws of a supernatural entity? What is the proper relationship between teacher and student? These (and many others) are all questions of ethics. Professions develop more or less enforceable, formal and informal codes of ethics, based upon shared philosophies.

Aesthetics involves questions about beauty and art. What is beautiful? Is there some ideal that is impossible to attain? Is beauty affected by individual experience, are there absolute standards, or should experts be called upon to judge what is excellent and what is not? The phrase "beauty is in the eye of the beholder" suggests that the finger painting of a 4-year-old is beautiful to some, but the world art market suggests otherwise. Aesthetics allows discussion of such choices and values.

Educational Philosophy

Philosophy as a general discipline is often applied to smaller areas. For example, ample literature exists on the philosophy of science, the philosophy of law, and the philosophy of education. Because of the unique place of education in the culture, the distinction between the general and the specific is not easy in the case of education. Education is the very transmission of the culture and all accumulated knowledge, in such a way that the student is equipped to continue learning and eventually contribute to the whole. In this sense, education is philosophy in action, a point most clearly made by Dewey (1916) when he defined philosophy as the general theory of education. The educational implications of assuming that humans must somehow overcome their sensory impressions in order to use their intellect or reason to understand reality, for example, are far-reaching. An alternate view is that experience is the only worthwhile learning. Two different educators, holding such disparate philosophies, would be unlikely to agree on any coherent curriculum. This is just one example of differing viewpoints, taken from epistemology. There are many more epistemological examples available, to say nothing of ontological considerations and questions of value.

In a pluralistic society such as the U.S., philosophical differences between and among teacher and student, college and teacher, school and parent, college and society, and any permutation of these can and do cause great conflict. This is not necessarily bad, especially at the college and university level where a certain amount of conflict and challenge of views contributes to learning; nevertheless, to the extent that education is an intentional activity, educators and institutions should examine and be aware of their philosophical bases.

In a nutshell, this is why we study educational philosophy. Professionals have an obligation to learn and know more than techniques and approaches to problem solving. Only by studying and applying underlying premises and deeply held assumptions can a student affairs practitioner hope to bring insight to a novel problem, a "different" student, a new situation. If a person holds one view and an institution another, conflict is likely; if neither knows what the other believes, then conflict is certain and may not be easily resolved. Student affairs professionals cannot always tell what an institution truly believes, but they can and should always determine their own educational philosophies.

MAJOR PHILOSOPHICAL SCHOOLS

Student affairs and higher education practices are based upon a variety of different philosophies. Therefore, it is necessary to acquaint the reader with a basic understanding of several influential Western schools of thought that have had the most impact upon U.S. education: idealism, realism, neo-Thomism, pragmatism, and existentialism. A treatment of Eastern philosophies and other thinking is beyond the scope of this chapter.

Idealism

Plato offered the basis of idealism, the notion that the "Real" world is accessible only through reason, in his writing on the teaching of Socrates and through his own work. The world as perceived by humans is transient, changeable, always becoming but never quite finished, and hence deceptive. Furthermore, the student is in control of what is to be learned and what is to be valued. The university was to be construed as a place where learning was facilitated, where the student learned to make choices and understand that every choice has consequences that must be considered and accepted. *In loco parentis*, dead in a legal sense since the 1960s, died in a practical sense in the 1970s, despite recent attempts to revive it. This philosophical approach to student affairs, influenced by the historical context of higher education, also shifted because of two critical documents: the Brown monograph (1972) and the American College Personnel Association's (ACPA) Tomorrow's Higher Education (T.H.E.) project (1975).

The Brown monograph (1972) was the first piece of literature discussing the critical importance and necessity to divert the focus of the profession from student services to fostering student development. The monograph, followed closely by ACPA's T.H.E. project, challenged the profession to identify student affairs professionals as student development specialists philosophically shifting toward new operational models for the profession (ACPA, 1975).

The 1970s–1990s brought about the creation of many student development theories that addressed multiple facets of a student's identity such as race, ethnicity, gender, and sexual orientation (Hamrick et al., 2002; Winston et al., 2001). Researchers and scholars identified and explored multiple dimensions of identity and the impacts of their intersections (Abes et al., 2007). This philosophical approach relied on understanding the affective, cognitive, and psychosocial development as essential to understanding and meeting holistic student needs.

The student development model, with its underpinnings in the selfconfrontational struggle of existentialism and the utilitarian foundation of pragmatism, changed student affairs practice completely. The merging of the goals of the academic and the "other" education recognizes that, to the student, college is a seamless web of growth and development. All aspects of education are interdependent – one cannot be accomplished without the others being in place. Focus on the student means that wellness, support for non-traditional students, alcohol awareness, learning assistance, and many other areas are not only just as essential as housing, financial aid, counseling, and student activities, but are crucial if optimum learning is to occur. Student affairs educators stop being purveyors and become facilitators and consultants. Colleges do not pronounce appropriate choices for students, but rather propose them for the students to choose from – and sometimes not even that.

A student development focus does not mean that values are abandoned by institutions or student affairs professionals, but that expectations are clearly stated up front in such a way that students can make good choices for themselves. Likewise, science is not forsaken; rather, student development theory is based on research into developmental psychology, causing some