



Journal of Student Affairs Research and Practice



NASPA

Student Affairs Administrators
in Higher Education

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The mission of *Journal of Student Affairs Research and Practice (JSARP)* is to publish the most rigorous, relevant, and well-respected research that makes a difference in student affairs practice. Formerly known as the *NASPA Journal*, *JSARP* fosters open and critical discourse within and across disciplines from the perspective of student affairs in higher education.

Purposes

- Publish and make accessible the highest quality articles on research and practice in the student affairs field.
- Expose the NASPA membership and *JSARP* readers to unique commentary and scholarship from multiple methodological forms and perspectives.
- Support and encourage scholarly contributions from a wide variety of theoretical and conceptual frameworks.
- Build and extend the literature and knowledge of the student affairs field.
- Encourage and engage open and critical discourse within and across disciplines from the perspective of student affairs in higher education.
- Encourage research and scholarly writing by faculty, administrators, and students through editorial feedback and development of current and future authors.

Audience

The NASPA membership represents a broad constituency of entry-level, intermediate-level, and senior-level professionals who are practitioners, scholars, policy makers, faculty, and executive leaders, among others. These educators are accountable for a wide variety of institutional responsibilities. *JSARP* seeks to publish articles that speak to student affairs educators across this broad range of levels and experiences.

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Correspondence

Inquiries about manuscript submission, editorial board membership, and other *JSARP* issues can be directed to jsarp@naspa.org.



Innovations in Research and Scholarship Features:

- 349** The Development, Validity, and Reliability of a Psychometric Instrument Measuring Competencies in Student Affairs
Rishi Sriram

The study of competencies in student affairs began more than 4 decades ago, but no instrument currently exists to measure competencies broadly. This study builds upon previous research by developing an instrument to measure student affairs competencies. Results not only validate the competencies espoused by NASPA and ACPA, but also suggest adding a new competency and dividing some existing competencies into separate ones. Competency strengths, competency weaknesses, and implications for current practice and future research are discussed.

- 364** Motivation and Outcomes for University Students in a Restorative Justice Program
Meghan Gallagher Dahl, Peter Meagher, Stacy Vander Velde

A restorative justice program (RJP) was developed at a large university in the housing student conduct office. Students accused of misconduct who participated in a restorative justice (RJ) conference completed surveys regarding their motivations and perceived outcomes. Results showed that students who were motivated to make reparations to others had the best outcomes, yet these students were often additionally focused on personal motivators. Students who felt pressured to participate had fewer benefits. Implications and limitations are discussed.

- 380** Goals, Family, and Community: What Drives Tribal College Transfer Student Success
Matthew Makomenaw

This article examines success factors for American Indian tribal college students who transfer to 4-year predominantly White institutions. The study examined the experiences of 8 tribal college transfer students to Midwest universities. Using an indigenous methodology, 3 themes were found to help American Indian tribal college transfer students succeed, which were personal goals and dreams, family matters, and being a member of an American Indian community.

- 392** The Role of Facebook in Fostering Transfer Student Integration
Kimberly Nehls, Brandy D. Smith

Persistence of transfer students is greatly influenced by academic and social integration at receiving institutions. The purpose of this study was to examine how transfer students and student affairs professionals used Facebook during the initial transition to campus. Findings from 15 different institutional Facebook groups revealed that transfer students integrated more socially, compared with academically, via social media.

- 407** "Underprepared" and "At-Risk": Disrupting Deficit Discourses in Undergraduate STEM Recruitment and Retention Programming
Erin L. Castro

This paper highlights deficit-oriented descriptions of underrepresented undergraduate students in STEM intervention programs at large public 4-year universities. Drawing from interview data and using critical discourse analysis, the author identifies how deficit discourses are mobilized among program staff and argues that such descriptions reproduce discriminatory perceptions of underrepresented students. Recommendations for practice are provided as they relate to campus-wide recruitment and retention efforts.

420 Using the Health Belief Model to Predict Bystander Behavior Among College Students

Alexis A. Blavos, Tavis Glassman, Jiunn-Jye Sheu, Aaron Diehr, Bethany Deakins

This investigation used the Health Belief Model (HBM) to examine perceived barriers and benefits college students hold concerning medical amnesty. Researchers employed a cross-sectional research design with 369 students completing the survey (97% response rate). A path analysis revealed that college students are more likely to seek help during an alcohol overdose when they perceive the situation as life-threatening with few barriers. Results reveal that the HBM is useful in explaining intentions to utilize medical amnesty.

433 Reconnecting: A Phenomenological Study of Transition Within a Shared Model of Academic Advising Programming

Shane Barker, Ketevan Mamiseishvili

This study explored students' experiences of transition from centralized, professional advising to decentralized, faculty-based advising within a shared advising model at a public research university. Data were collected via focus groups and interviews from 17 participants and examined using phenomenological analysis. Four fundamental themes were evident among participants: evaluation of advisor trustworthiness based on perceived professional responsibilities, preference for a personalized advising relationship, apprehension about the unknown, and reliance on previously developed advising expectations.

Innovations in Practice Feature:

446 Student Affairs Case Management: Merging Social Work Theory With Student Affairs Practice

Sharrika D. Adams, Sherry Hazelwood, Bruce Hayden

Case management is a functional area in higher education and student affairs that emerged after the mass shootings at Virginia Tech in 2007. Although new to higher education, case management emerged from established social work practice. This article compares social work theory and case management standards with a new case management model for student affairs practitioners. Finally, the article presents benefits and challenges of case management in student affairs.

Innovations in International Feature:

459 The Acculturation Experiences of Foreign-Born Students of Color in Physics

Sharon Fries-Britt, Chrystal A. George Mwangi, Alicia M. Peralta

This study focuses on 15 foreign-born students majoring in physics who are also racial/ethnic minorities. We address the research question: What are the acculturation experiences of foreign-born Students of Color majoring in physics? Berry's (2003) theory of acculturation and Bandura's (1994) theory of self-efficacy were substantive frameworks for analyzing the data. The findings illustrate participants' cultural, educational, and social adjustments. Emphasis is placed on how participants navigate and achieve success in this process.

Media Features and Reviews:

472 The Student Leadership Challenge: Five Practices of Becoming an Exemplary Leader

Stephanie H. Chang

475 Pathways to Higher Education Administration for African American Women

Valerie L. Holmes

478 2012–2013 National Survey of First-Year Seminars: Exploring High-Impact Practices in the First College Year

Jan Lloyd