



Comments from the Editor

Welcome to this first edition of the 2017 volume of the journal. We had an impressive number of submissions for this edition. Two articles emerged successfully, and several more are in the developmental phase that we anticipate will be in the November edition of the journal. The philosophy of NYJSA is to publish solid work, but also to provide teaching and encouragement for those who submit their work to revise it until it is ready for publication. This process supports both the authors and those that we include in the review process behind the scenes (doctoral students, first time reviewers, new professionals and faculty). We accept and publish articles by scholars and practitioners from across the nation and world, and this edition includes articles from groups in New York and South Dakota.

We are pleased to offer the two new pieces in this edition that successfully navigated the journal's peer review process. Of interest, both used unique methods or combinations of methods to answer their research questions.

The first article in this edition explored predictors of first year college student retention. The team of **Kristyn Muller, Emily Feuer, Meghan Nyman, Karen Sokolowski, Judy Squadere, and Leah Rotella** from the University at Albany used an interesting mixed methods design to ask their research questions. It included analysis of data from the College Persistence Questionnaire (CPQ) taken by first year students, followed by individual interviews of selected respondents in the spring semester to draw conclusions. The following fall semester they determined which students had persisted and compared their responses against the non-persisting students. Unlike many other studies, they could tie the participants to institutional data, allowing

greater accuracy in areas like grade point average for their analysis. Read their article to find out what they found and how they got there!

South Dakota State's **Lauren Heeren** and **Katelyn Romsa** borrowed from Carney Strange and Jim Banning's campus ecology work to study the environment at a religious-based institution and explore the impact the campus environment might have on nurturing spiritual development of students. Their immersive method involved a seven week campus observation period and included observing the physical design of the campus and the impact on daily life, shadowing departments and employees, observing student and faculty meetings, interviewing students and staff, and participating in the everyday life of the college. They used extensive field notes as a key part of their analysis. Again, with this teaser we encourage you to read their article to learn about how and what they found and the conclusions that they drew.

We appreciate that you are visiting this edition of the *New York Journal of Student Affairs*. We invite you to check out our next edition in November 2017 which already has some interesting new pieces in the works. As always, we encourage you to consider doing research on student affairs topics important to you, and of course submitting them to NYJSA!

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