

Bloland, Paul A., Stamatakos, Louis C., and Rogers, Russell R. *Reform in Student Affairs: A Critique of Student Development*. Greensboro, North Carolina: ERIC Counseling and Student Services Clearinghouse, 1994, 115 pp.

As the authors of *Reform in Student Affairs: A Critique of Student Development* note, the "original intent [in writing this monograph] had been to construct an objective critique, one with balance and objectivity, as a result of our detailed examination of the history and literature. . . ." (p. viii). However, as the authors began the process of reviewing the historic and current status of the student development perspective, what emerged were questions about this dominant paradigm's foundations, goals, and methods. As a result, the monograph's purpose is to identify some of the important questions and issues about student development that have thus far remained unasked and unaddressed. In the final analysis, the authors suggest that student development, as a movement within student affairs, has been adopted largely without question. Rather than continue along this path, we need to step back, be critical, be evaluative, and truly rethink the student development paradigm as *the* shaper of student affairs.

This monograph is provocative, to the point, and required reading for student affairs professionals and other collegiate administrators involved with considering how colleges and universities can effectively work with students, both in and outside the classroom. The chapters lead the reader toward a reappraisal of student affairs. Chapter I explores the unquestioned rise of student development as the guiding paradigm for student affairs. From this starting point, the authors continue in future chapters to examine what has been termed as student development theory, assess student development research, appraise the student development literature, and look at student development in practice. Finally, they suggest that there are many avenues for research that ought to be explored to test the unquestioned assumptions upon which we have adopted the student development paradigm. It is through

this evaluation and research that we can draw upon the strengths of student development models and redirect our student affairs efforts away from those principles and practices that are not useful nor applicable to our institutions.

Paulsen, Michael B. *College Choice: Understanding Student Enrollment Behavior*. ASHE-ERIC Higher Education Report 6. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1990, 106 pp.

From the perspective of academic administrators in higher education, the words for the 90's seem to be "recruitment and retention." With a few notable exceptions, while admissions offices continue to play a significant role in maintaining the quality of an entering class, the days of serving solely as institutional gatekeepers are gone. The changing demographics of the late 80s and early 90s as well as the projected slower growth in the traditional age population for the future have cemented that role change. Instead, institutions and their representatives are searching for ways to be competitive, ways to find new markets and ways to improve the retention and graduation rates of currently enrolled students. While written in 1990, *College Choice: Understanding Student Enrollment Behavior*, remains a current and practical work in helping professionals concerned about and/or charged with maintaining an institution's enrollment to go about their business in thoughtful, considered, and strategic ways.

This short monograph reviews the relationship between understanding student enrollment behavior to the enrollment planning process. The author also reviews the limited research that has been conducted at the institutional, state, and national level and suggests that more needs to be done to continue to inform this area. He then places the concept of college choice within an institutional context, exploring how student and institutional characteristics interact in order to be able to develop an effective, strategic marketing approach. In this chapter, Paulsen looks at those issues that have been termed as "critical" to

student decision-making — in particular, college costs. He also explores the enrollment patterns of non-traditional students, the segment that is predicted to hold the most promise for increase in the future.

Finally, Paulsen explores the stages of college choice, including the traditional admissions concepts of search and application, the role of market research and some ethical guidelines for conducting marketing research. He pulls it all together by reinforcing the need to understand student enrollment, reviewing the implications for the current research and suggesting policy and research directions for the future. This is important reading for those interested in pursuing more than the enrollment "quick fix."

In a continually-shifting demographic environment, it truly behooves institutions to carefully and thoughtfully development strategies that will hold them in good stead for the future.

Dougherty, Jennifer Dowling; Kidwell, Jillinda Jonker; Knight, Donna Malone; Hubbell, Loren Loomis; Rush, Sean C. *Business Process Redesign for Higher Education*. National Association of College and University Business Officers, 1994, 192 pp.

As colleges and universities continue to struggle with the economic stress of the 90's, in addition to exploring ways to retain students and recruit new ones, they are also exploring ways to streamline their activities. The challenge, of course, is to find ways to reduce costs, to improve service to constituencies, and to simultaneously maintain a high level of quality. In *Business Process Redesign for Higher Education*, the authors propose a model that provides institutions with the tools to do just that. As they define it, "Business process redesign is...a managerial approach that holistically incorporates institutional strategy, work processes, people, and technology to improve performance radically and to create sustainable competitive advantage by challenging and redesigning the core business processes of an institution using operational, technical, and change management in a unified way (p. 5)." They distinguish Business Process Redesign (BPR) from Total Quality Management by indicating that TQM is concerned with the sta-

tus quo and involves continually improving existing processes through enhancement of performance. BPR, on the other hand, implies a need for radical change to close a perceived gap between an institution's current performance and the expectations of its current and prospective constituencies.

The authors identify four concepts that are critical to BPR. The first is that BPR is holistic in that it links "institutional strategy and vision to expressed customer needs" (p. 6). The second concept is process. BPR attempts to uncover the process that leads to the outputs of the organization, whether that be delivering goods or educating students. BPR is about "how the process can be designed to deliver the most value at the least cost" (p. 6). The third critical concept is technology in that BPR attempts to link redesigned process with the best possible technology available. Finally, the fourth critical concept in BPR is change management. BPR, according to the authors, is designed "to bring issues to the surface and to develop organizational strategies to resolve these issues" (p. 7).

Beyond making the case for BPR, the authors in subsequent chapters provide a description of the methodology of BPR and the tools of BPR (one of these with which many are already familiar is that of benchmarking). The final chapter takes examples of successful BPR implementation from practice. The focus of these examples is on issues related to purchasing, physical plant management, admissions processes, scheduling, personnel records, and financial aid disbursement.

Business Process Redesign for Higher Education is an interesting publication. Its arguments are compelling and the presentation is intriguing enough to capture the attention of even those most staunchly opposed to anything that might make even the most vague comparisons between higher education and business enterprises. Indeed, this volume has been written specifically for higher education in recognition of its uniqueness.