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## Comments from the Editor

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### **Comments from the Editor**

Welcome to the fall 2013 edition of the journal. This closes Volume 13, the third volume since we returned to publication as an online journal. It also marks the first edition for our new editorial team! We offer our sincere thanks for the wonderful help of outgoing editor Dr. Sandy Estanek (Canisius College) and outgoing managing editor Danielle LeMarre (University at Buffalo) getting us through the transition and to the “take a deep breath and push the *publish* button” in one piece. Special thanks goes out to new managing editor Molly Sarubbi for her efforts in learning the new processes and publishing system, and to our faithful (and volunteer) editorial board members who make this venture successful.

It has been interesting to see the types of submissions we receive, perhaps as a barometer on what is happening on the student affairs and higher education scene. Our “trending” recently has been in the areas of assessment and in health education and services important to student affairs programs. The two pieces published here that made it through the revise and resubmit process in time for publication are drawn from those two areas.

Our first piece by Bob Dobmeier, Michael Kalkbrenner, Tausha Hill, and Thomas Hernández is a unique piece that we are very excited about. It focuses on student awareness of signs, risk factors, and resources for depression, anxiety, and substance abuse. Not unique in that perhaps, but more unique in that they studied community college students, and ultimately very unique because their student population was residential community college students. My students are very interested in exploring community colleges in literature and internships, and because of the significant growth in community college housing, they often want to go there with their studies. And the literature is truly scarce. Residential community college students are having a different experience than the traditional community college student, and they are making very different demands for student affairs services, so we hope this study can provide a stimulus for further focus in this area.

Marylee Demeter's piece focuses on assessment in student affairs, serving as a primer on assessment methods for student learning outcomes in student affairs. She makes the case for the value of going beyond the traditional quantitative strategies toward mixed-methods strategies in assessing policies, programs, and services in student affairs, and the importance of collaborations outside of student affairs, and diversity and cultural competence in these strategies.

We are excited to get this first edition "launched" and are looking forward to the submissions in the pipeline already for the spring edition, new material arriving, and some exciting changes in the journal we hope to debut soon. Stay tuned!

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