AN ABSTRACT OF THE THESIS OF

Arnold Charles Gelowitz   for the degree of ___Doctor of Education___

in _____Education_____ presented on _____May 4, 1979_____

Title: A PROPOSAL FOR PROFESSIONAL PREPARATION IN

COLLEGE STUDENT PERSONNEL WORK FOR

WESTERN CANADA

Abstract approved: _____
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Purpose of the Study

Fundamental to the issue of a proposal for professional prepara-

tion in college student personnel work for Western Canada is: What are

the training experiences that will constitute an adequate preparation for

persons performing student personnel functions in two-year post-

secondary institutions in Western Canada?

There is a need for research regarding training programs in

student personnel work for Western Canada. Consequently the purpose

of this research was to:

1. List and analyze the functions and programs considered essential

   by the majority of the respondents for a comprehensive training

   curriculum in student personnel work for Western Canada.

2. Make recommendations for a training program that would be based

   on the respondents' consideration of the essential functions of

student personnel work and essential courses in the training program for student personnel workers.

3. Make recommendations to a planning committee at a university in Western Canada recently preparing to establish a Masters training program for college student personnel workers.

The Procedures

A mailed survey questionnaire with a one to five Likert scale was used to gather data.

The population of the study utilized 53 post-secondary institutions in Western Canada. The sample for the study consisted of presidents, directors of student services, admissions officers, head counselors, financial aid officers, and coordinators of student activities. Of the 210 questionnaires sent out, 120 (57 percent) responses were received.

The analysis of variance test was used to analyze the difference among the mean scores for each of the training program statements, with the 0.05 level of significance being used to determine differences existing among the six groups. A test of least significant difference was used to determine whether significant differences existed between means of the statements which were rejected in the analysis of variance test.

Selected Findings

The numbers and percentages provided by respondents when ranked indicated the student services functions considered valuable and

the courses desired in training programs for college student personnel work. The questionnaire also established a need for a training program in student personnel work and the philosophical basis of the respondents in Western Canada.

The analysis of variance test indicated that the six groups were alike in their responses to the functions and training program statements.

Selected Conclusions

The respondents appeared to favor a training program in college student personnel work which was characterized by a strong orientation to counseling, student personnel work, internships, student counseling practica, and practicum in student personnel work. The respondents also gave emphasis to special characteristics and needs of the two-year post-secondary students such as: lifestyle and career development, groups, adult education, study of college students, tests and measures, and appraisal of the individual.

The training programs selected by the respondents could be considered to be a model for individuals interested in a career in student personnel work in post-secondary institutions in Western Canada. The investigation suggests that time is rapidly approaching for a leading university in Western Canada to establish a training program in college student personnel work.

Recommendations

Based on responses to the questionnaire, several recommenda-
tions are made concerning training programs in college student per-
sonnel work. First, the Masters program should emphasize in theory
and practice the counseling, student personnel, and practicum courses.
Second, the research requirements of the program should be relevant
to the practical nature of student personnel work. Third, a means
should be established to enable practitioners in two-year post-secondary
institutions to communicate their needs to university graduate schools
so that a curriculum model can be constructed based on those needs.
Fourth, university graduate schools and post-secondary institutions
should cooperate in establishing opportunities for practice and intern-
ship experiences for students enrolled in Masters programs in student
personnel work in Western Canada.

A Proposal for Professional Preparation
in College Student Personnel Work
for Western Canada

by

Arnold Charles Gelowitz

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Education

Completed May 1979

Commencement June 1980

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ACKNOWLEDGEMENT

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I. INTRODUCTION

Statement of the Problem

Fundamental to the issue of a proposal for professional preparation in college student personnel work for western Canada is: "What are the training experiences that will constitute an adequate preparation for persons performing student personnel functions in two-year post-secondary institutions in western Canada?"

There has been no research conducted regarding training programs in college student personnel work for Canada or specifically for Western Canada. With the development of training programs in the United States in the last 10 to 20 years, it has become increasingly apparent to the investigator that a training program is not only inevitable, but a desirable objective.

This study may provide information for a steering committee which could use it to begin the task of devising a curriculum and program that would be suitable for Western Canada in particular. Consequently, the broad goals of this research are:

1. To list and analyze the functions and programs considered essential by the majority of the respondents for a comprehensive training curriculum in student personnel work for

Western Canada.

2. To make recommendations for a training program that would

be based on the respondents' consideration of the essential

functions of Student Personnel Work and the essential courses

in a training program for student personnel workers.

3. To make recommendations to a planning committee at a

regional university in Western Canada preparing to establish

a Masters training program for college student personnel

workers.

Significance of the Problem

Dennison (1975) suggests that continuing enrollments in

community colleges in Western Canada will necessitate more

faculty members on either a part-time or full-time basis. This

increased number of students and faculty members creates an

important challenge to universities to set up a training program in

student personnel work.

Collins (1967) suggests that graduate training institutions

would do well to form a curricular advisory committee and invite

college student personnel practitioners to serve as advisers,

analysts, and critics to their student personnel training programs.

Collins goes on to suggest that regional universities are in the best

position to provide the quality of leadership development which would

be seminal to the growth and development of college student personnel programs.

Ostroth (1973) suggested that graduate programs in student personnel work designed to prepare faculty members for student personnel functions need revising and reviewing if the needs of students are to be met from a student development point of view, and especially if student personnel work is to compensate and progress with the constant evolving and changing society that students are involved in. Consequently, if it is time to evaluate and review graduate programs in student personnel work in the United States, the investigator along with Hendry (1974) suggests that time is rapidly approaching for a leading university in Western Canada to establish a training program in college student personnel work. This program should not only involve professional educators, but also practitioners within the field. It should consist of a general approach and be interdisciplinary in scope and philosophy.

Limitations of the Study

The study is limited in the following ways:

1. The study is limited to the preparation of a curriculum for a graduate program in college student personnel work for two-year post-secondary institutions.

2. The study is limited in studying only one particular region (Western Canada).

3. The study is limited to a program of instruction leading to a Masters degree only.

4. The study is limited in that it only surveys the opinion of student personnel workers, student personnel administrators, and college presidents.

5. The respondents may not represent the entire spectrum of the student personnel workers involved in two-year post-secondary institutions in Western Canada.

6. The question of professional preparation is extremely complex. The problem does not lend itself to straightforward empirical study of alternative training proposals.

Student Personnel Training Issues

One of the basic unresolved issues in the United States is whether special graduate programs are needed for preparing professional workers in two-year colleges, or whether programs which were established for four-year colleges could be usefully adapted.

Matson (1966) argues that there are enough unique qualities in junior college objectives, settings, and students that specifically devised graduate programs are necessary to insure optimum

preparation. Hoyt and Rhatigan (1968) disagree with her. They argue that the functions performed and the skills required are so similar that separate graduate programs would be needless duplication.

A number of considerations complicate the question of professional preparation for student personnel workers. Conceivably the characteristics of successful personnel workers may be different in colleges than they are in universities. A difference may exist for colleges located in different regions of the country. Also, quite different requirements for different types of student personnel positions or for various levels of responsibility should be considered.

It is unlikely that a single study can deal with all such complexities simultaneously. The present study was limited to a consideration of the professional preparation of college student personnel workers in two-year post-secondary institutions in Western Canada because of the concern with personnel performance and functions. The inquiry assumed that only the Masters Degree level of preparation need be considered at this time.

<u>Assumptions</u>

The following assumptions have been made:

1. A training program in student personnel work is a desirable objective.

2. A training program in student personnel work should assist individuals in providing and performing functions in student personnel work that would be more conducive to the mission, goals and objectives of two-year post-secondary institutions.

3. Ratings of the importance of various types of functions would suggest some emphasis for professional preparation.

4. Student personnel functions are being provided in colleges in Western Canada, but at a reduced and inefficient rate.

5. Experienced professionals could make useful suggestions on how graduate students preparing for jobs might best distribute their academic efforts.

6. Present student services programs in two-year post-secondary institutions represent the best that can be done presently in Western Canada.

Definition of Terms

Community college: A two-year post-secondary educational institution offering a comprehensive program consisting of university transfer courses, general education courses, adult education courses, remedial courses, and guidance and counseling.

Post-secondary education institutions: An institute offering educational programs above the level of the secondary or high schools only. Specifically the term includes two-year institutions

(community college, junior college, technical institutes and vocational schools).

Student services, functions or student personnel work: Refers to services given to students beyond what is given through regular class instruction, library and custodial services. These services usually entail the following: admissions and registration, counseling, advising, student activities, financial aids and placement.

Student personnel worker: A person employed by a college to perform functions or student services in the capacity of dean or director of student services, registrar, admissions officer, counselor, advisor, student activities coordinator, financial aids officer, placement officer, or housing officer.

Professional student personnel worker: Student services staff members are defined by having professional preparation appropriate to their assigned functions. In general, professional personnel should have achieved at least the Masters Degree level with educational background in the behavioral sciences or in student personnel work.

Student personnel administrator: Student personnel administrators are defined as having the qualifications expected of the student services professional staff as well as demonstrated administrative skill. This person is employed by the college to direct and coordinate the functions or student services in the capacity of dean or director of student services.

Western Canada: Western Canada consists of the four pro-

vinces of British Columbia, Alberta, Saskatchewan and Manitoba.

Summary

Fundamental to the issue of a proposal for professional

preparation in college student personnel work in two-year post-

secondary institutions for Western Canada is the question: What

training and experiences will constitute an adequate preparation for

persons performing student personnel functions in two-year post-

secondary institutions in Western Canada? This question is central

to the issue of what is important in terms of the student services

that two-year post-secondary institutions provide.

The recommendations are based on an analysis of functions

and courses and experiences in light of criteria which were deter-

mined by a survey of selected student personnel workers, student

personnel administrators, college presidents, and research

reported in the literature.

This question is considered to be important in the present

deliberations of a number of professionals and groups that are con-

cerned with student personnel services at the college level in

Western Canada.

II. REVIEW OF RELATED LITERATURE

Background

One of the most significant contributions in student personnel work was the presentation of the student personnel point of view by the American Council on Education in 1937 and again reiterated in 1949. This provided and presented a philosophical basis for student personnel work and, in many respects, detailed the elements of a comprehensive program.

Burnett (1954), in his article on selection and training of college personnel workers, lamented that neither selection nor educational preparation was well defined and that little basic research had been reported in the literature for this area.

Wrenn (1952), in his book on student personnel work in college, suggests that prospective employers should be able to assume that graduate schools are fairly selective in their intake of students. Collins (1967) states: "Graduate schools are enjoined to recruit candidates with proper potential and present to them a training program covering the twenty-one student personnel functions described in this study." Collins also suggests that graduate schools should recruit experienced junior college personnel specialists as instructional staff members.

At present there are a number of criticisms directed towards the preparation and training of student personnel workers. Penney

(1969) feels the occupation is not truly a profession and has not produced a large body of permanent, fundamental literature. Shoben (1967) feels most of the services that represent the personnel functions are not distinctive to personnel work, but fall within the province of other professions.

Suggestions for bettering the situation, in many respects, are harder to find than the criticisms. The problem does not appear to be well formulated and there is a distressing lack of research available in the literature in terms of professional standards and graduate student selection and preparation (Kamm, 1954; Ostroth, 1973).

Wrenn (1952) pointed out that a person might be professionally educated and yet lack certain sensitivities and essential qualities which would result in that particular person being unprofessional in his role as a student personnel worker. Wrenn felt the following qualifications were essential: academic intelligence, a pattern of consistent interest in working with people, emotional stability, and objectivity.

There is very little information available about the early history of preparation for student personnel work. Generally, experience on the job was the primary means of preparation. Inasmuch as personnel work began to be recognized after World War II,

the assumption was made that little preparation was offered before, other than in the related disciplines of psychology and sociology.

A program was developed at Teachers' College, Columbia University, for the diploma of Dean of Women. The first student to receive the Master of Arts degree in this program was enrolled in 1913-14. Harvard University's program in guidance was begun in 1916 by Brewer with emphasis on guidance in secondary schools. At that time apparently five universities offered organized programs for personnel work and they were the University of Chicago, Columbia University, Harvard University, University of Michigan, and University of Pennsylvania (LaBarrie, 1948).

Jager (1948) suggested that one of the future trends in counselor preparation should be the use of job analysis as the basis for educational preparation. He felt that preparatory programs had suffered from the lack of analysis with the result that much training had been directed at an obscure target. He also felt that much of the training had been too specific without enough understanding of the whole task of the counselor or the functional aspects of student personnel work.

At that time, analysis of duties and functions of student personnel workers was limited. It was not until 1950 when Thelma Mills (1951) presented her job analysis of educational personnel workers. In her article she cited an example of the job functions of 12 areas in student personnel work and later her analysis was

utilized fairly extensively in job descriptions of student personnel workers at the college and university level. In her study, Mills presented a graduate program of instruction for student personnel work and the relationships of functions to this program.

Anderson (1948), Jones (1948), LaBarrie (1948), and Williamson (1949) in the 1940's emphasized the need of student personnel workers to acquire a broad and varied background of knowledge, skills, and abilities. A common element appeared to be the need to provide a series of planned and supervised practical experiences if the educational experience of the student personnel worker was to be well rounded. It seemed to be a general consensus that a student would be able to consolidate his knowledge, apply his skills and techniques, and organize his philosophy in a working situation.

Blaesser and Froehlich, in their article "Major Issues and Trends in the Graduate Training of College Personnel Workers" (1950), observed that the graduate programs for college student personnel work should be designed to provide for levels of specialization, areas of specialization, and the setting in which the students will work. The issues as seen by them were: are all persons who perform personnel functions to receive at least a minimum of training in personnel work, and if they are, how shall that training be organized? Finally, how can this particular training be planned and

organized so that students become familiar with the settings in which they will work? In other words, there was an increasing recognition of the need to analyze training content in terms of actual job function. There seemed to be a recognition of pragmatism, responsibility, training, leadership, and service.

Anderson (1948) in his article on professional standards and training for college student personnel workers, suggests that the following compose a common core for the skill and performance of fundamental personnel functions:

1. The psychology of personality.

2. Social psychology.

3. Principles of learning.

4. Mental tests and their interpretation.

5. Interviewing and counseling procedures.

6. Higher education.

Besides the coursework taken in regular sessions, the standards for each personnel position would provide for a period of supervised experience in the general type of work the trainee desires.

In Jones' articles on "Preparation and Guidance of Personnel Workers" (1948), he reviews Graver's study of 1947 in which Graver sent 214 counselors a questionnaire calling for opinions regarding desirable academic and professional preparation. Practically all counselors recommended either psychology or sociology as a major

undergraduate field. Counselors in schools and colleges considered the graduate degree essential. The field most frequently mentioned was psychology. Other fields were education, business administration, and case work. Courses most frequently mentioned were Techniques of Counseling, Applied Psychology, Statistics, Abnormal Psychology, Psychiatric Information, and Clinical Training. All felt that courses should be more practical and less theoretical. Tests and measurements were considered essential by those in educational institutions. Variety in experience was considered essential by all.

Warren made a follow-up study of alumni who received degrees from New York University in the Department of Guidance and Personnel Administration during the years 1942 to 1946. No clear indication was given in the study of a desirable program of training. The most frequently mentioned courses were Principles and Techniques of Guidance, Tests and Measurements, Survey of Occupations, and Community Resources. Eighty percent felt that a course in employment opportunities would be desirable.

In Jones' study of 1947 he made a comparison of courses and experience considered necessary. There was substantial agreement on six of the 20 and fair agreement on 11 courses. These were psychology, biology, tests and measurements, economics, sociology, vocational guidance, principles of education, leadership, community relations, mental hygiene, and counseling techniques.

Numerous individuals have issued proposals and designs for the preparation of student personnel workers at varying levels and different degrees and settings. It would take literally hundreds of pages to document the many different points of view. More pertinent to this study are the proposals of individuals concerning the professional preparation of student personnel workers for colleges. A number of statements have been issued by those who speak with some authority because of their high position in the student personnel profession.

Individual Recommendations

Williamson (1958) felt that part of the problem of professional training is the diversity of professional competencies. This raised the question of whether we should attempt to have any uniform core of experiences and training content in the professional preparation of student personnel workers. He felt that even with a great diversity of technical services, we each deal with the same student clientele undergoing similar developmental experiences.

Considering this rationale for the generalist approach, Williamson proposed a core of preparation which should become common to all student personnel workers, regardless of their specialty. He suggested that the student personnel workers:

1. Be competent in their own specialty.

2. Understand philosophies of education.

3. Have an understanding and competency in the roles he will play

in his working relationships, such as administrative processes

and public relations.

4. Have an understanding of the contemporary scene and issues

in civil liberties.

5. Understand the historical development of academic freedom.

6. Understand the formalized educational system.

7. Possess a knowledge of research.

Robert Stripling (1965) suggested that the following be included

in a program in student personnel work:

1. Personality theory.

2. Human growth and development.

3. Counseling theory and practice.

4. Measurement theory, statistics, programming techniques,

data processing, research, and evaluation.

5. Vocational development.

Dennis Trueblood (1965) also developed a framework for a

program in student personnel work which consisted of the following:

focusing on the college student; utilizing the philosophical frame-

work of the student personnel point of view; counseling; administra-

tion; and research. In other words, this educational preparation,

in essence, makes the student personnel worker the center for the

understanding of the college student and as a resource person for faculty, students, and administrators.

Melvene Hardee in 1964 proposed a program for preparation of student personnel workers with the following courses:

1. Higher education in America.

2. Organization and administration of higher education.

3. Curriculum in higher education.

4. The community junior college.

5. Student personnel work in higher education.

6. Organization and administration of student personnel services.

7. A practicum in student personnel work.

James Rhatigan's (1965) doctoral study dealt with the professional preparation of chief student personnel administrators in large four-year institutions. The purpose of his study was to suggest training recommendations based on the judgments of faculty members from institutions offering a doctorate in student personnel and of the chief personnel administrators in large four-year institutions.

Results from a questionnaire sent to the two groups revealed no significant difference in their training suggestions; however, a lack of consensus within each of the two groups suggests widely differing views on curricular emphasis. Despite these differences in relative terms, there was agreement on the desirability of

exposure to a variety of academic subjects, for example:

1. Psychological principles.

2. Social cultural influences.

3. Group dynamics.

4. Higher education.

5. The college student.

6. Student personnel work.

7. Counseling.

8. Counseling practicum.

9. Student personnel practicum.

10. Administration theory.

11. Research methodology.

12. Research practice.

Don Hoyt and Jim Rhatigan's (1968) study on the professional preparation of junior and senior college student personnel administrators found that on-the-job training was generally viewed as more helpful than academic preparation. The latter was perceived as at least relevant to the more administrative activities. There were some differences both in the type of training recommended and in the nature of the work done by the two groups of administrators. However, in view of their general similarity, it was concluded that the unique needs of each could probably be met in a single graduate program if requirements are reasonable, flexible, and if

satisfactory practicum internship facilities are available in both the junior and senior college settings.

This is contrary to Matson's (1966) implications of a program for professional preparation of junior college student personnel workers in which she argues: "There are enough unique qualities in junior college objectives, settings and students that specifically designate graduate programs as being necessary to insure optimum preparation."

Terry O'Banion's study of 1966 was in part a testing of the COSPA core program which included:

1. The study of the college student.

2. History setting, and objectives of colleges and universities as social institutions.

3. Counseling principles and techniques.

4. Principles of administration and decision making.

5. Group dynamics and human relations skills.

6. An overview of student personnel work.

7. Practicum, internship or field work.

O'Banion's program developed was in agreement with COSPA on the necessity of the study of the college student, higher education, counseling principles, overview of student personnel work, and a practicum. It is significant to note that of seven areas suggested by each of the programs, there was agreement on five areas mentioned.

David Ostroth's study of 1973 in which he surveyed the opinions

of student personnel administrators regarding Masters level prepara-

tion for college student personnel work found that the responses of

large school administrators did not differ significantly from those

of small school administrators. This finding generally upheld

Hoyt and Rhatigan's study on professional preparation of junior and

senior college student personnel administrators.

Ostroth also reported that five general areas of study had some

value. They were: counseling, administration and management,

higher education, social and cultural foundations, and research and

evaluation. The first two above achieved consensus among the

administrators as being highly valuable. The others were rated some-

what lower.

Of eighteen courses rated, eight achieved consensus as highly

valuable. These were supervised practice in student personnel work,

counseling, human relations and higher education administration,

the college student, administration of higher education, counseling

practicum, group counseling, and college law.

This is very similar to Hoyt and Rhatigan's findings of 1968

which found that both junior college administrators and senior college

administrators provided for the following in graduate program

emphasis: psychological principles, social cultural influences,

group dynamics, the college student, student personnel work,

counseling, practice in student personnel, and administrative theory.

Consequently, both studies support each other and their findings.

Hurst and Ivey (1971), in their article, "Toward a Radicaliza-
tion of Student Personnel," presented a challenge to the survival of
student personnel in its then-present format. They suggest that
traditional programs will become obsolete because of the develop-
ment of alternative learning strategies in educational institutions.
They suggested that student personnel must reposture itself with a
pro-active stance and the traditional role be replaced by a movement
to join the ranks of faculty in teaching, planning, training, and
facilitating.

With respect to training in student personnel, Hurst and Ivey
(1971) suggested that training will move increasingly toward applied
educational psychology and to experiential learning such as human
interaction training and micro-teaching in human relations skills.
They also felt students will be increasingly given the opportunity to
participate in developing their own unique curricula through the
identification of behavior deficits and selection of behavior change
goals. Student personnel trainers will begin to see their students
as junior colleagues who can give as well as learn in this process of
development.

Dalva Hedlund's article, "Preparation for Student Personnel:
Implications of Humanistic Education" (1971), states the basic role

of the student personnel worker will be that of a humanistic educator.
Consequently, it seems natural that the core of the graduate program
should then be in humanistic education. Therefore, a minimum set
of capabilities that the future student personnel worker will require
will be:

1. To study humanistic education courses and curriculum design.

2. To develop training skills to conduct these pre-designed
   courses.

3. To construct personel learning strategies for the continual
   development of personal growth into person and group process
   skills.

4. To understand the design elements in experiential learning.

5. To understand the theoretical basis of humanistic education
   and humanistic psychology.

6. To master a variety of evaluation techniques.

7. To learn basic consultation techniques.

8. To develop the capability of new program design.

In other words, the future student personnel worker will need a
solid grounding in administrative education and the behavioral
sciences, particularly those which enable him/her to understand
the development of the student within the eeucational group and
institutional environments of the college.

The main thesis of Clyde Parker's (1966) article on the place

of counseling in the preparation of student personnel workers is that

education appropriate for counselors is an important part of the

preparation of all student personnel workers. He maintains that a

philosophy of counseling based upon the dual concepts of the dignity

of the individual and his interdependency form a basis for all

student personnel workers. The skills essential for the counselor

are skills essential to other specialties in student personnel work.

Not all skills will have the same relevance to all specialties. Each

specialist needs additional skills peculiar to his specialty. For

example, administrative decision making, consensus taking, record

keeping, and budget making are skills that escape the typical

counselor's repertoire, but they must not be absent from the

preparation of other student personnel workers. Parker feels a

soundly based philosophy recognizes people's interdependency as

well as their right to self-actualization.

Patricia Houtz (1967), in her article "Internships in Student

Personnel Programs," provides the results of a survey with a view

to proposing a comprehensive internship program for the prepara-

tion of student personnel workers. Her proposal clearly delineates

the objectives of an internship program and provides a compre-

hensive set of guidelines for the future student personnel educator.

Houtz's framework could be structured and yet allow for individual

interests and needs; she suggests:

1. The internship should be taken concurrently with content courses except for the first term or semester.

2. The internship should include a minimum of two specialized areas with the intern having the opportunity to utilize the last term or its equivalent as an assistant dean.

3. The internship should be a minimum of five hours a week for a specified number of weeks.

4. Regular hours should be assigned for internship activity.

5. The internship should include the usual activities of the profession.

6. Regular arrangement should be made to give academic credit for the internship in the student personnel curriculum.

7. The internship should be planned by the faculty director and the supervisor of the specialized area.

8. Evaluation of the intern should be submitted by the supervisor to the faculty member responsible.

9. The internship should be supervised by interested and competent professional personnel.

She concludes, ". . .the task of the supervisor should be accepted only by one who is sincerely interested in grooming a young professional person for professional work on the college level."

Theodore Miller, in his 1967 article on "College Student Personnel Preparation: Present Perspective and Future Directions," suggests that new models for the preparation of college student personnel workers must be developed. He also suggests that programs of preparation should emphasize both the abstract theoretical concepts which underlie personnel work and the practical application of such knowledge to the field. He states that it is vital that a joint academic and practical emphasis prevail if a student is to be prepared to enter effectively into the field.

Following is Miller's proposal listing ten fundamental subject areas of knowledge and practice in which the student in preparation needs to gain competence:

1. Introduction to the field in such a way as to obtain a meaningful orientation to and overview of student personnel work.

2. Obtain a clear understanding of the contents and foundations of higher education in America and elsewhere.

3. Bridge the gap between the academic disciplines, especially the behavioral sciences, and practical application to work with students.

4. Learn psychological and sociological bases of behavior and general characteristics of the college age student.

5. Develop a human, helping relationship concept and attitudes essential to individuals in helping professions.

6. Obtain a comprehensive grasp of research and evaluation, their value and function for college student personnel.

7. Understand the basic principles and practices necessary to implement and coordinate student personnel programs.

8. Become skillful in methods and approaches used by counselors and educators in working with students in formal and informal group and individual situations.

9. Estimate and integrate the theoretical with the practical by way of supervised practicum field work experiences.

10. Have ample opportunity to obtain a grasp of certain of the specialized substantive areas of student personnel work.

Miller suggests that where we go from here is, in large part, the decision of everyone in the field.

> The academic programs are either worth developing to their fullest potential or they are worth less than nothing. The educational future of our society is ultimately involved in these issues as presented. The preparation programs need support and involvement.

In Hoyt and Tripp's (1967) article, "Presentation of the Characteristics of ACPA Members," they suggest in graduate preparation, accounting and administrative functions accounted for over half of the total membership's professional time. Consequently, it would be helpful to graduate school faculty if these functions were defined more explicitly.

Hoyt and Tripp also found differences among junior college members and four-year college members. The former were less likely to have advance preparation, have less experience in student personnel work, and were less likely to attend ACPA conventions, than were the latter. Similarly, junior college members were unlikely to be engaged in research, in teaching student personnel courses, in residence hall work, and in placement activities. On the other hand, a disproportionately large number of junior college members performed admissions and counseling activities. These differences in preparation, experience and emphasis suggest that junior college student personnel workers may have relatively specialized professional needs.

James Kauffman in his 1971 dissertation on "Contrasting Views of Student Personnel Work as Perceived by Educators and Practitioners, " found that the two groups differed considerably in viewpoints on this question. Educators emphasized broad issues in higher education, humanizing the institution, and helping students who desire to change their behavior. Practitioners, on the other hand, emphasized innovation and change and saw preparation programs as training student personnel workers for a more pro-active implementation of institutional goals. Kauffman found disagreement between the two groups as to method and content of preparation programs, as well as philosophy. He concluded that practitioners

and educators must work together in developing training programs if desired results are to be achieved.

Miller and Prince (1977) in "The Future of Student Affairs," have a number of contributors from the student development point of view give suggestions as to what should be included in a wholistic student development program. Tollefson (1975) suggests courses in human development or lifestyle planning, independent study or experiential learning. He also suggests non-traditional courses such as confrontation and coping with politicians, how to prepare for death, topics related to student personnel purposes and goals, practicums in human relationships, leadership training sessions, and decision making programs. Crookston (1973) feels that basic helping skills should be included such as group discussions, lectures, programmed learning, practical experiences, team projects, and media application.

Miller and Prince (1977) suggest that student affairs specialists should become generalists--people who have a basic understanding of the campus ecology, management theory, social systems, behavioral sciences, environment, groups and organizational operations.

In relation to the individual statements made, the National Committee for appraisal and development of junior college student personnel programs presented a report to the Carnegie Corporation

of New York in 1965, in which they recommended the following preparation for student personnel workers at the junior college level:

1. Programs and preparation should provide for extensive knowledge and skills in many student personnel areas. Junior college student personnel workers must have knowledge which leads to an understanding of a wide variety of functions such as foreign student advising, co-curricular activity programs, financial aids, recreation activities, etc.

2. Preparation programs should be diverse and flexible enough to enable persons with varying backgrounds of undergraduate education to meet their specific needs in student personnel training. Programs should be designed with a broad base in behavioral sciences in higher education more broadly conceived than in many presently existing programs. Examples of areas which should be included are: a general understanding of basic principles of economics; dynamics of the labor market; the sociology and psychology of minority groups; occupation and economic mobility; social implications and the role of the junior college in post-high school education.

3. Broad areas of specialization within the student personnel field should be reflected in programs of preparation but the need for professional workers with general preparation should

not be overlooked. There is a continuing need for student personnel specialists who have had diversified backgrounds and more generalized preparation.

4. Because the responsibility for institutional research is largely carried by members of the student personnel staff, all programs of professional preparation should include some attention to research methodology with special emphasis on definition of research needs and the application of research findings.

5. There is evidence that junior college student personnel workers need at least as much competency as those working at any other educational level. The minimum level of professional preparation recommended for student personnel work should represent the minimum for junior college student personnel workers: one year of post-graduate work study (preferably a Masters degree) followed by an appropriate supervised field experience.

6. Persons who have primary responsibility for the development of and administration of student personnel services should have preparation equivalent to the Doctoral level in a program specifically directed towards student personnel services.

7. It is essential that some provision be made for extensive on-going programs of in-service training for student personnel staff.

Associations Recommendations

As might be expected, most of the impetus for growth and establishment of standards has come from national professional organizations. Consequently, preparation programs were formulated by professional groups.

The first committee effort to determine professional standards of training for college student personnel workers was the committee on training of the American College Personnel Association in 1948. That committee listed the basic functions of student personnel work from the student personnel point of view. These functions serve to guide the effort of the committee in determining the program that would best prepare a student personnel worker to serve in those functions. The following program was outlined:

1. The psychology of personnel development, organization, and dynamics.

2. Social psychology.

3. Principles of learning.

4. Mental tests and their interpretation.

5. Interviewing and counseling procedures.

6. Higher education.

7. Supervised experience.

This committee further identified five major types of student personnel positions and suggested specialized training for these

major types. The framework of that proposal was followed in almost exact detail by the Commission of Professional Preparation of the Council of Student Personnel Associations in Higher Education.

Recently the following associations have been instrumental in the presentation of guidelines in the preparation of student personnel workers: the Council of Student Personnel Associations, 1964; the American Personnel and Guidance Association, 1968; the Association for Counselor Education and Supervision, 1973; and the Council of Student Personnel Associations in Higher Education, 1975.

These association statements are concerned with guidelines for the preparation of student personnel workers employed in post-secondary educational settings, including not only the traditional four-year colleges and universities, but also junior colleges, community colleges, and technical and professional schools. These documents have been published in recognition of the growth of specialized functions in student personnel work. The reports also define the roles and functions of the college student personnel worker and outline recommended content for professional preparation. The purpose of those documents was to provide guidelines for evaluating existing preparation programs and for assisting in the developing of new programs.

The first program was by the Council of Student Personnel

Associations (COSPA) in 1964. The council recommended that the

following topics should be included in the preparation of college

student personnel workers:

Professional Core

1. The study of the college student.

2. History, setting, and objectives of colleges and universities

   as social institutions.

3. Counseling principles and techniques.

4. Principles of administration and decision making.

5. Group dynamics and human relations skills.

6. An overview of student personnel work in higher education.

7. Practicum internship or field work.

Core Extensions

1. Sociology and anthropology.

2. Psychology.

3. Philosophy.

4. Higher education.

5. Fiscal management.

6. Legal aspects of college student personnel work.

7. Planning and management of physical facilities.

8. Statistics and research methods.

9. Tests and measurements.

10. Collection, analysis, and communication of data.

11. Data processing and computer science.

12. Selected subject matter--areas from specialized fields.

13. Individual study and research.

Specialized Fields

1. Residence hall administration.

2. College union administration.

3. Foreign student advising.

4. Administration of admissions and registration.

The American Personnel and Guidance Association's professional preparation and standards committee's report of 1968 recommended a program designed to lead to a Masters degree of higher education allowing flexibility and adjustments for students' backgrounds, abilities, and career plans. The following were the understandings and competencies required:

1. Student personnel work in higher education.

2. Higher education as a social institution.

3. Human growth and development.

4. Social and cultural foundations.

5. Methods, techniques and concepts used by student personnel workers.

6. Research and evaluation.

7. Preparation in specialized fields.

8. Supervised experiences.

    a. Laboratory
    b. Practicum
    c. Internship

The Association of Counselor Education and Supervision
(1973) provided for a common core that was composed of general
areas conceived to be necessary in the preparation of all counselors
and other personnel service specialists, for example:

1. Human growth and development.

2. Social and cultural foundations.

3. The helping relationships.

4. Groups.

5. Lifestyle and career development.

6. Appraisal of the individual.

7. Research and evaluation.

8. Professional orientation.

9. Environmental studies.

10. Specialized studies.

11. Supervised experience.

    a. Lab
    b. Practicum
    c. Internship

Last, but not least, the Commission on Professional Develop-
ment, Council of Student Personnel Associations in Higher
Education (1975), provided recommendations for the following in

professional preparation:

1. Strong grounding in and commitment to student development.

2. Development of competencies.

3. Practicing and performing the respective functions of student

    personnel work.

4. Consideration of various approaches to organization, groups

    and individuals.

The committee goes on to state:

> Curricular innovation is necessary in graduate pro-
> grams preparing persons for student development services
> during the last quarter of the twentieth century. A critical
> need exists for professionals who give assertive leadership
> regardless of changing job titles, excised organizations,
> declining budgets, diversifying student bodies, and often
> hostile public opinion.

The goal of the professional program should be the preparation

of persons who, in addition to having attained the high level of self

development, have skills to collaborate with others in their self

development.

The Phase II document, "A Student Development Model for

Student Affairs in Tomorrow's Higher Education" (July 1975), makes

assumptions about roles and urges competencies developed similar

to those of the above statement. Gerald Saddlemire (1975) states:

"This instance of mutual reinforcement should be a matter of

satisfaction and encouragement to the committees responsible for

each statement."

All associations agreed (COSPA, APGA, ACES and ACPA) that the student personnel worker must have a grounding in the behavioral sciences with an emphasis on psychology and sociology, an understanding of higher education principles, philosophy and administration, a basic understanding of human development, the college student and college culture, an understanding of college student personnel work, preparation in tool subjects such as counseling, testing, and research methodology.

These association statements concerned with the preparation of student personnel workers for post-secondary institutions represent perhaps the most thoughtful and comprehensive statements ever developed. Each statement represents the work of various professional groups and was developed through a special professional committee specifically charged with the responsibility for developing a statement.

Consequently, the associations involved have been constantly endeavoring to upgrade their presentations and requirements in relation to professionalism within the student personnel profession.

Summary

The literature reviewed indicated no apparent disagreement concerning the fact that job analysis in terms of functions was sorely needed. With this lack of an objective and practical approach

to the planning of curricular experiences for graduate students

preparing for work in colleges, the directors of graduate programs

for the general areas of student personnel work (registration,

admissions, counseling and advising, financial aid, placement,

activities, and administration) used the best judgment approach to

the courses and practical experiences which presently comprise

the various programs of study. The point of view that the standards

for the various professional areas within college student personnel

work might be expected to come from the preparation program is

a significant one.

III. METHODOLOGY AND COLLECTION OF DATA

Population

The respondents for this study were selected from the two-year post-secondary institutions, both public and private, in the provinces of British Columbia, Alberta, Saskatchewan, and Manitoba. The following were included as part of the selected population:

1. All presidents of two-year post-secondary institutions in Western Canada (N = 53).

2. All directors of student services of two-year post-secondary institutions in Western Canada (N = 37).

3. All admissions officers of two-year post-secondary institutions in Western Canada (N = 36).

4. All head counselors of two-year post-secondary institutions in Western Canada (N = 36).

5. All financial aid officers of two-year post-secondary institutions in Western Canada (N = 24).

6. All student activities coordinators of two-year post-secondary institutions in Western Canada (N = 28).

Data Collection Procedure

A mailed questionnaire was used to collect the data. The first mailing was on January 18, 1978, and it included:

1. A letter of introduction and an invitation to participate in

   the study (Appendix C).

2. A copy of the questionnaire (Appendix E).

   The objections to questionnaire data are well known

(Parten, 1950; Borg, 1963), but it remains one of the few practical

and not prohibitively costly methods of surveying the function and

training programs of student personnel workers. Niblack (1975)

agrees that questionnaire surveys are still the popular research tool

in student personnel work basically because information obtained

from the surveys provides a base for comparison purposes.

   In order to increase the possibility of a significantly large

return of the questionnaires, these steps were taken:

1. A letter was attached to the questionnaire requesting the

   respondent's cooperation and support.

2. A self-addressed envelope accompanied the questionnaire.

3. A time limit was noted in the instructions to the respondent.

4. A follow-up card was sent approximately two weeks after

   the original distribution of the questionnaire.

5. A follow-up questionnaire was sent approximately two weeks

   after the follow-up card was sent.

6. A follow-up telephone call was made approximately two weeks

   after the follow-up questionnaire was sent.

Criteria for Instrument Design

The questionnaire was developed by the investigator after reviewing instruments utilized in other studies, and by reviewing the related literature.

In Part I the student personnel functions of the questionnaire consisted of essential functions that were grouped into families of activities. These functions were taken from The Manual for Student Services, Washington State Student Services Commission (1977), because of its comprehensiveness, relevance, and recent publication.

In Part II, the training program was selected from the review of literature and adapted from a number of other studies; for example: O'Banion's study (1966), "A Core Program Proposal for the Professional Preparation of College and University Student Personnel" (COSPA, 1964); David Ostroth's (1973) "A Survey of Opinions of Student Personnel Administrators Regarding Masters Level Preparation for College Student Personnel" (ACES, 1973); and Carnegie Corporation's (1965) National Committee for Appraisal and Development of Junior College Student Personnel Programs.

Other Instruments Considered

All of the above mentioned studies have proposed questionnaires or guidelines for questionnaires, but it was decided to utilize the information from these individuals and associations

involved and to design a questionnaire that is relative to Western

Canadian post-secondary institutions.

Description of Instrument

The instrument is designed to help determine a training

program for the professional preparation of college student personnel

workers for two-year post-secondary institutions in Western

Canada. The survey is divided into two parts: (1) functions of

student personnel work; and (2) program areas attributed to student

personnel work. The training program is to be based upon the

responses concerning the functions of student personnel work.

Therefore, it was important that the survey form was followed in

the order presented. Section A is the student services functions

which are grouped under functions which inform, functions which

evaluate, functions which facilitate, and functions which involve.

The total number of functions is 27.

Section B, Training Program, was set up with the understand-

ing that the respondents had a frame of reference based upon their

selection of functions. This provided them with a guide for their

selection of a training program. The respondents were asked to

rate the program areas by placing a check mark in the appropriate

space which indicated whether they considered the courses essential,

of high value, of some value, of little value, or of no value for the

professional preparation of college student personnel workers.
The areas under the training program were divided into: student personnel work, education, administration, counseling and advising, social sciences, community colleges, adult education, and research, statistics, and evaluation. The total number of courses, labs, practicums, internships, and experiences numbered 44.

The purpose of the questionnaire was to enable the investigator to collect data from which a Masters training program could be developed that was considered essential by the respondents in the field. This would be considered an eclectic pragmatic approach to the selection and design of an appropriate training program.

After the respondents had made a selection supporting the functions and training program, the individuals were asked to:

1. Check the functions their college presently performed.

2. Indicate beliefs about the value of a training program in student personnel work in Western Canada.

3. Following Niblack (1974), the respondents were asked to choose from four philosophical positions the one that best describes their preference for a basis for all student personnel services.

4. Evaluate the questionnaire in terms of range of functions, description of the functions, range of programs, and description of programs.

5. Fill out a biographical sheet which provided information about

    the respondents relative to training, experience, position, and

    locale.

Field Test

The first step was to present the questionnaire to a number of

individuals involved in the training of student personnel workers for

evaluation in regard to format, content, clarity, and comprehensive-

ness. Professors of education and graduate students of the college

student services administration program of Oregon State University

were selected to serve for this study. Each representative was

asked to review each of the statements in the questionnaire and list

any recommendations or suggestions for revisions.

After these individuals evaluated the questionnaire, their

suggestions were compiled and reviewed and their recommendations

noted. Several items were revised for clarity. No items were

deleted and several items added.

A second step involved a field test. Twenty-four personnel

from a number of two-year post-secondary institutions in Western

Canada who were not included in the sample selected for the study

were asked to complete the questionnaire. They were asked to

identify any statements which were not clear or which were difficult

to understand. Following the field testing, only minor revisions were required.

Research Objectives

1. To identify the student service functions that are considered essential and of high value to student personnel workers in two-year post-secondary institutions in Western Canada.

2. To determine if there is any significant difference between the respondents concerning the value of student services functions in college student personnel work for two-year post-secondary institutions in Western Canada.

3. To identify the student services functions that are presently being performed in two-year post-secondary institutions.

4. To determine the mean ranking of the eight categories in the training program.

5. To determine if there is any significant difference between the respondents concerning the value of the training program categories.

6. To identify the courses and practica the respondents consider essential and of high value to a training program in college student personnel work for Western Canada.

7. To determine if there is any significant difference between the respondents concerning the value of the training program

courses in college student personnel work for two-year post-
secondary institutions in Western Canada.

8. To determine if there is a need for a training program in
college student personnel work for Western Canada.

9. To determine the statement that best describes the
respondents' professional orientation.

10. To determine the statement that best describes the
respondents' preference for a basis for all student personnel
services.

11. To provide a model training program for student personnel
work for two-year post-secondary institutions in Western
Canada.

12. To extend the research presently available in college student
personnel work in Western Canada.

Treatment and Analysis of the Data

To determine the relative importance of functions and program
areas, it was necessary to establish a critical level for the
responses of the sample.

Following a procedure similar to that used by Rhatigan (1965)
and Ostroth (1973), the college presidents, the college student
personnel administrators and the college student personnel workers
were considered to have reached consensus on the high value of an

item if at least two-thirds of the respondents rated the item in the top two cells. This procedure helped to compensate for the fact that the reliability of the questionnaire was probably not high enough to insure reliability of response frequency within any single cell, if the instrument were to be repeatedly administered.

There was an interest in learning if differences existed on the mean scores of the groups participating in the study. The statements tested in this study were:

1. To determine if there is any significant difference between the respondents concerning the student personnel functions in college student personnel work for two-year post-secondary institutions in Western Canada.

2. To determine if there is any significant difference between the respondents concerning the training program categories.

3. To determine if there is any significant difference between the respondents concerning the training program courses.

The one-way classification analysis of variance measured the respondents' mean score differences and was used to test the statements.[1]

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[1]The author was confronted with the problem of assessing means for the presence of significant difference. Although a number of statistical tools are available for making such assessments, the analysis of variance has application to a wide variety of situations and is a very valuable tool to all research workers.

The analysis of variance was selected because it is a robust tool and may be applied to data which are collected for descriptive as well as experimental studies. Its actual use is in the comparison of

The analysis of variance table arrangement which will be utilized for the study consists of the following layout for the one-way design:

ANOVA Table Layout

Source of Variation	df	SS	MS	F
Between	5	A	A/5	MS_A/MS_B
Within (error)	114	B	B/114	
Total	119	C		

All F's will be tested at <0.05 level with 5 and 114 degrees of freedom. In all instances where the computed F equals or exceeds the table value for F, the F will be rejected. LSD's will be computed for all items utilized in the analysis.

Summary

In this chapter the process for the study has been outlined. Participants were first contacted on January 18, 1978.

The instrument was designed by the investigator from the research and by utilizing some of the individual studies and

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variance and second, to test differences between means. The analysis of variance was used to test means here because it is designed to measure the difference between three or more group means and can handle more than 30 cases at one time.

association studies that are available in student personnel work.

The instrument was adequate for the necessary collection of data

and comparisons. All computations were completed by April 1,

1978.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Of the 120 respondents, 27 were presidents, 28 were directors

of student services, 16 were admissions officers, 27 were head

counselors, 10 were financial aids officers, and 12 were coordinators

of student activities. A total of 120 out of 210 persons returned

the questionnaire, yielding a 57 percent return on the questionnaire.

The last part of the questionnaire consisted of demographic

questions which focused on present position title, number of years in

present position, educational background, marital status, sex, type

of institution, and respondent's desire to receive a copy of results.

The demographic data of the respondents are available in Appendix B.

Data Pertaining to the Responses Regarding
Student Service Functions

Each respondent was asked to assign one of the following

five ratings to each of the 27 student services functions: 1 = of no

value; 2 = of little value; 3 = of some value; 4 = of high value;

5 = essential to student personnel work. Table 1 contains responses

to the 27 student services functions determined by the respondents.

Following the procedure used by Rhatigan (1965) and Ostroth

(1973), the respondents were considered to have reached consensus

Table 1. Responses to the 27 Student Services Functions Determined as (1) No Value, (2) Little Value, (3) Some Value, (4) High Value, and (5) Essential to Student Personnel Work.

Item	Function	No Value (1) %	Little Value (2) %	Some Value (3) %	High Value (4) %	Essential (5) %
1	Pre-admissions Info.	0	0.8	6.7	30.8	61.7
2	Orientation	0	2.5	20.8	47.5	29.2
3	General Information	1.7	0	14.2	46.7	37.5
4	Interpreting College Policy	1.7	8.3	34.2	31.7	24.2
5	Personnel Records	1.7	5.0	16.7	21.7	55.0
6	Educational Testing	0.8	5.0	33.3	38.3	22.5
7	Applicant Appraisal	2.5	5.0	20.8	38.3	33.3
8	Health Appraisal	4.2	24.2	47.5	17.5	6.7
9	Follow-up	0	3.3	31.7	45.0	20.0
10	Program Evaluation	0	0.8	23.3	49.2	26.7
11	Staff Evaluation	0.8	1.7	20.0	39.2	38.3
12	Student Counseling	0	1.7	6.7	23.3	68.3
13	Educational Advising	0	0.8	7.5	28.3	63.3
14	Group Counseling	0.8	5.0	36.7	45.8	11.7
15	Staff Development	0	5.8	26.7	44.2	23.3
16	Special Programs	0	3.3	20.0	59.2	17.5
17	Health Service	0.8	10.8	40.8	37.5	10.0
18	Financial Aids	0	0.8	14.2	41.7	43.3
19	Career Placement	0	6.7	32.5	43.3	17.5
20	Student Registration	0.8	5.8	17.5	29.2	46.7
21	On-campus Housing	7.5	15.0	30.8	31.7	15.0
22	Off-campus Housing	3.3	8.3	33.3	40.8	14.2
23	Day Care Service	5.0	10.0	43.3	30.8	10.8
24	Activities	1.7	6.7	30.0	40.8	20.8
25	Campus Governance	1.7	12.5	29.2	41.7	15.0
26	Student Self-Governance	0	9.2	29.2	41.7	20.0
27	Administrative Organization	0.8	5.0	16.7	43.3	34.2

on the high value of an item if at least two-thirds of the respondents

rated the item in the top two cells (essential and high value).

Table 2 contains combined rank responses to the 27 student

services functions determined as essential (5) and of high value (4)

by the respondents.

One of the purposes of this study was to determine what

student services functions were considered of value to two-year

post-secondary institutions in Western Canada. In order to deter-

mine if there was a significant difference among the respondents

concerning the functions, each statement was analyzed using the

analysis of variance statistic at 0.05 level of significance. This

determines if differences exist among the mean scores of the six

groups of respondents (i.e., presidents, directors of student

services, admissions officers, head counselors, financial aids

officers, and student activities coordinators). In testing the 27

function statements there was no significant difference among the

mean scores of the six groups for 18 of the 27 statements. Nine of

the statements were significantly different. The group mean and

the results of the analysis of variance for the nine statements are

included in Table 3. The least significant difference test (LSD) pro-

cedure was used to analyze the nine statements.

Testing of the statements revealed nine function statements

were significantly different at the 0.05 level across the six groups

Table 2. Combined Responses to the 27 Student Services Functions Determined as Essential (5) and of High Value (4) by the Respondents in Rank Order.

Item	Function	Percent of Respondents Determining Functions as Essential and of High Value[a]	Rank
1	Pre-admissions Information	92.5	1
12	Student Counseling	91.7	2
13	Educational Advising	91.7	3
18	Financial Aids	85.0	4
3	General Information	84.2	5
11	Staff Evaluation	77.5	6
27	Administrative Organization	77.5	7
5	Personnel Records	76.7	8
16	Special Programs	76.7	9
2	Orientation	76.7	10
10	Program Evaluation	77.5	11
20	Student Registration	75.8	12
7	Applicant Appraisal	71.7	13
15	Staff Development	67.5	14
9	Follow-up	65.6	15
24	Student Activities	61.7	16
26	Student Self-fovernment	61.7	17
6	Educational Testing	60.8	18
19	Career Placement	60.8	19
14	Group Counseling	57.5	20
25	Campus Governance	56.7	21
4	Interpreting College Policy	55.8	22
22	Off-campus Housing	55.0	23
17	Health Services	47.5	24
21	On-campus Housing	46.7	25
23	Day Care Services	41.7	26
8	Health Appraisal	24.2	27

[a]The top 15 functions indicate the top two-thirds functions determined by the respondents.

Table 3. Summary of the Group Means and the Results of the Analysis of Variance for the Nine Function Statements that are Significantly Different.

Item	Function	President	Director of Student Services	Admissions	Counselor	Financial Aids	Coordinators	F Value	df	Significance Level
5	Personnel Records	4.48	4.32	4.68	3.59	4.30	4.25	3.53	114	<0.05
8	Health Appraisal	2.92	3.17	3.31	2.85	2.10	3.25	3.04	114	<0.05
12	Student Counseling	4.44	4.75	4.68	4.88	4.50	3.75	5.31	114	<0.05
18	Financial Aids	3.85	4.46	3.37	4.18	4.70	4.50	3.55	114	<0.05
20	Std. Registration	4.11	4.25	4.68	3.62	4.50	4.16	3.14	114	<0.05
24	Activities	3.59	4.14	3.50	3.29	3.70	4.33	4.11	114	<0.05
25	Campus Governance	3.29	3.71	3.62	3.18	3.50	4.58	4.89	114	<0.05
26	Student Self-Government	3.74	3.85	3.62	3.22	3.80	4.58	4.81	114	<0.05
27	Administrative Organization	4.00	4.32	4.18	3.59	4.30	4.16	2.38	114	<0.05

of respondents. Of the nine statements where significant difference occurred, the LSD test showed no significant difference between the six groups except in: (1) Statement 8 (health appraisal) which showed a significant difference between the counselors and the financial aids officers; (2) Statement 12 (student counseling) which showed a significant difference between presidents and coordinators of student activities; (3) Statement 25 (campus governance) which showed a significant difference between coordinators of student activities and directors of student services; (4) Statement 26 (student self-governance) which showed a significant difference between coordinators of student activities and directors of student services.

The significant difference in Statement 8 between counselors and financial aids officers became apparent when analyzed. No financial aids officer rated Statement 8 as essential or of high value, whereas in Statement 12 two coordinators of student activities marked student counseling as of little value. In Statement 25 no coordinator of student activities marked campus governance no, little, or some value. All their responses were high value or essential, as would be expected. Again, in Statement 26 no coordinator of student activities marked student self-governance no, little, or some value. All their responses were high value or essential. The other respondents had some responses in all areas.

<u>Data Pertaining to Functions Respondents'</u>
<u>Colleges Presently Perform</u>

The second part of the questionnaire asked the respondents

to re-read the previous 27 functions and put a check in the space

provided for those functions which their college presently performed.

Table 4 summarizes the 27 student personnel functions performed

by the 55 colleges in Western Canada represented in the study.

A Spearman correlation was conducted to indicate the relation-

ship between the presently performed student services functions in

Western Canada and the functions considered essential and of high

value. The relationship was 0.75 (t = 5.680, p = 0.05), with

outer limits of $\pm$ 1.00.

<u>Data Pertaining to Respondents' Perceptions of</u>
<u>Courses and Experiences in a Graduate</u>
<u>Training Program in College Student</u>
<u>Personnel Work</u>

The third part of the questionnaire contained a list of

graduate level courses for the professional preparation of college

student personnel workers. In the questionnaire these courses were

classified under eight general categories: (1) student personnel

work; (2) administration; (3) education; (4) counseling and advising;

(5) social sciences; (6) community college; (7) adult education;

(8) research, statistics and evaluation.

Table 4. The 27 Student Services Functions which are Presently Being Performed in Colleges in Western Canada in Rank Order.[a]

Item	Function	Percent of Colleges Presently Performing Functions[b]	Rank
1	Pre-admission Information	100.0	1
3	General Information	100.0	2
12	Student Counseling	96.1	3
13	Educational Advising	96.1	4
4	Interpreting College Policy	94.2	5
20	Student Registration	94.2	6
5	Personnel Records	92.3	7
18	Financial Aid	92.3	8
6	Educational Testing	90.3	9
7	Applicant Appraisal	90.3	10
15	Staff Development	86.5	11
24	Activities	86.5	12
10	Program Evaluation	84.6	13
16	Special Programs	84.6	14
25	Campus Governance	84.6	15
27	Administrative Organization	84.6	16
11	Staff Evaluation	82.6	17
26	Student Self-government	82.6	18
2	Orientation	80.7	19
19	Career Placement	78.8	20
14	Group Counseling	76.9	21
22	Off-campus Housing	76.9	22
17	Health Service	65.3	23
9	Follow-up	63.4	24
8	Health Appraisal	59.6	25
23	Day Care Services	57.6	26
21	On-campus Housing	51.9	27

[a] A college was credited with performing a function if any respondent indicated that the function was being performed in that institution.

[b] The first 23 functions indicate the top two-thirds functions presently being performed in colleges.

The respondents were asked to rate each course by placing a check mark in the appropriate space indicating whether the respondent considered the course essential (5), of high value (4), of some value (3), of little value (2), of no value (1) to a training program for the professional preparation of college student personnel workers for Western Canada.

The individual means of the eight categories were computed by averaging the mean rating of the courses within each category (Table 5).

Table 5. Mean Ranking of the Eight Categories in the Training Program by the Respondents.

Category	Mean	Rank
Counseling and Advising	4.13	1
Student Personnel Work	3.70	2
Community College	3.65	3
Social Sciences	3.60	4
Administration	3.59	5
Adult Education	3.58	6
Research, Statistics, and Evaluation	3.52	7
Education	3.37	8

Each category was compared with each other using the t-test at the 0.05 level of significance to determine if there was a significant difference between the eight categories. The category Counseling, which ranked first with a mean of 4.13, was

significantly different from all the other categories. Student

Personnel Work was ranked second and was significantly different

from Research and Education. Community College, Social Science,

Administration, Adult Education and Research were respectively

ranked and the only significant difference was with Education.

Consequently, Counseling, which was ranked first, was significantly

different with all of the other categories below it and Education,

which was ranked last, was significantly different from all the

other categories which were above it.

In order to determine if there was a significant difference

among the six groups of respondents concerning the training pro-

gram categories, each category was analyzed using the analysis of

variance at the 0.05 level of significance. In testing the eight

categories there was no significant difference among the mean

scores of the six groups for six of the eight categories. Two of the

categories were significantly different. The group mean and the

results of the analysis of variance for two categories are included

in Table 6.

The LSD test was used to further analyze the two training

program categories. Of the two categories where significant

difference occurred, the overall LSD test showed no significant

difference between the six groups in any of the training program

categories. In order to provide for further scrutiny of the data,

Table 6. Summary of the Group Mean and the Results of the Analysis of Variance for the Training Program Categories that are Significantly Different.

Training Program	President	Director of Student Services	Admissions	Counselor	Financial Aids	Coordinators	F Value	df	Significance Level
Education	3.36	3.46	3.65	3.64	3.40	3.51	2.97	114	0.05
Counseling	4.04	4.35	4.09	4.36	3.90	3.56	4.14	114	0.05

each mean was individually tested with the LSD test. This method

revealed significant difference in the Education category between

the Presidents and Counselors. The Presidents rated the courses

in the Education category significantly higher than did the Counselors.

In the Counseling category, even though each mean was subjected

to an individual LSD test, no significant difference was present.

Consequently, we can conclude that the standard multiple range

test does not show a significant difference (Appendix K).

Since a major purpose of this study was to determine what

courses and experiences should be offered in a graduate training

program for college student personnel workers in Western Canada,

the following table contains the ranked responses termed essential

(5) and of high value (4) by the respondents to the courses in a

college student personnel training program (Table 7).

In summary, the respondents appeared to favor a training

program in college student personnel work which was characterized

by the following:

1. A strong orientation to counseling and student personnel

   work (Items 1, 2, 16, 23, 24, 25, 26, 29, 32).

2. A strong orientation to internships, student counseling

   practica, and practica in student personnel work, emphasizing

   the practicalities of student personnel work and a generalistic

   approach (Items 3, 7, 8, 27).

Table 7. Ranked Responses Termed Essential (5) and of High Value
(4) by the Respondents to the Courses in a Training
Program.[a]

Item	Course[b]	Percent	Rank
26	Life Style and Career Planning	85.8	1
8	Internship in Student Personnel Work	85.0	2
24	The Healping Relationship	84.2	3
23	Counseling	83.3	4
27	Supervised Counseling Practicum	79.2	5
16	Human Relations	77.5	6
3	Practicum in Student Personnel Work	76.7	7
1	Overview of Student Personnel Work	74.2	8
32	Human Growth and Development	74.2	9
42	Tests and Measurements	70.8	10
25	Groups	69.2	11
29	Psychology	68.3	12
38	Introduction to Adult Education	68.3	13
43	Appraisal of the Individual	67.5	14
2	Study of the College Student	66.7	15
7	Laboratory Experiences	65.8	16
4	Introduction to Special Programs	63.3	17
13	Student Development	60.8	18
12	Financial Aid Administration	60.0	19
35	Introduction to Community Colleges	60.0	20
20	Principles of Administration	60.0	21
28	Non-traditional Student Advising	58.3	22
22	Organizational Theory	55.0	23
11	Admissions and Registration	54.2	24
36	Teaching & Curriculum in the Community College	54.2	25
37	Administration in Community Colleges	52.5	26
33	Sociology and Cultural Foundations	52.5	27
34	Psychology and Sociology of Work	51.7	28
14	Introduction to Post-secondary Education	50.8	29
5	Professional Orientation	50.0	30
30	Sociology and Anthropology	50.0	31
17	Learning Theory	49.2	32

Table 7. (Continued)

Item	Course	Percent	Rank
40	Educational Statistics	49.2	33
44	Research and Evaluation	47.5	34
21	Planning and Management	44.2	35
39	Introduction to Gerontology and Aging	40.0	36
31	Philosophy	36.7	37
10	College Center and Student Activities	35.0	38
6	Environmental Studies	33.3	39
15	Financing Post-secondary Education	33.3	40
19	Data Processing and Computer Science	31.7	41
41	Multivariate Statistical Analysis	27.5	42
9	Residence Hall and Food Services	21.7	43
18	College Law	19.2	44

[a]See Appendix E (Questionnaire) for fuller explanation of course content.

[b]The first 16 courses indicate the top two-thirds courses determined by the respondents as essential (5) and of high value (4) to a training program in student personnel work.

3. Course work emphasis given to special characteristics and
   needs of the two-year post-secondary students, such as life
   style and career development, groups, adult education, and
   the study of the college student (Items 2, 25, 26, 38).

4. Course work in tests and measurements and the appraisal of
   the individual (Items 42, 43).

Determining if there is a significant difference among the
responses of presidents, directors of student services, admissions
officers, head counselors, financial aids officers, and coordinators
of student activities concerning the training programs in college
student personnel work in Western Canada seemed important.

In order to statistically test the above, the response to each
statement was compared for the six groups using the analysis of
variance statistic at the 0.05 level of significance. This could pro-
vide guidance in determinine where differences existed among the
mean scores of the six groups when the statement was different.
In testing the 44 training program statements there was no significant
difference among the mean scores of the six groups for 30 of the
44 statements. Fourteen of the statements were significantly
different. The group mean and the results of the contrast of the
analysis of variance for the 14 training program statements are
included in Table 8. The LSD test procedure was used to analyze
the statements that were significantly different.

Table 8. Summary of the Group Means and the Results of the Analysis of Variance for the 14 Training Program Statements that are Significantly Different.

Training Program Course	President	Director of Student Services	Admissions	Counselors	Financial Aids	Coordinators	F Value	df	Significance Level
1	4.03	4.39	4.43	3.63	4.70	4.33	3.31	114	<0.05
10	3.22	3.64	3.06	2.67	3.00	3.58	3.76	114	<0.05
11	3.63	3.79	4.19	3.30	4.10	3.67	2.30	114	<0.05
14	3.63	3.64	3.75	2.93	3.70	3.67	3.39	114	<0.05
18	2.81	2.89	3.00	2.26	2.70	3.25	2.65	114	<0.05
19	3.04	3.29	3.69	2.74	3.30	3.50	3.05	114	<0.05
23	4.40	4.50	4.25	4.44	3.80	3.83	2.61	114	<0.05
24	4.26	4.43	4.25	4.63	4.10	3.75	2.14	114	<0.05
26	4.07	4.60	4.38	4.38	4.20	3.75	2.89	114	<0.05
27	3.96	4.57	4.06	4.70	3.80	3.50	6.40	114	<0.05
28	3.74	3.89	3.63	3.70	3.90	2.92	2.64	114	<0.05
37	3.41	3.98	4.06	3.37	3.80	3.92	2.45	114	<0.05
41	2.85	3.07	3.50	2.59	3.00	2.92	2.31	114	<0.05
43	3.81	3.96	4.06	4.04	3.20	3.42	2.45	114	<0.05

Statistical testing of the statements of the six groups showed

that except for the 14 training program statements, no significant

difference existed among the presidents, directors, admissions

officers, counselors, financial aids officers, and coordinators of

student activities concerning the training program of college student

personnel workers in two-year post-secondary institutions. The

14 statements where significant differences occurred, the LSD

test showed no significant difference between the six groups except

in Statement 14 (Introduction to Post-secondary Education), which

showed a significant difference between presidents and counselors,

and Statement 28 (Non-traditional Student Advising), which showed a

significant difference between the admissions officers and the

student activities coordinators. In Statement 14 no counselor

rated Introduction to Post-secondary Education as essential when

some of the other respondents did. In Statement 28 none of the

admissions officers or the coordinators of student activities rated

Non-traditional Student Advising as essential. But none of the

admissions officers rated Statement 28 of little value, but four

of the coordinators did.

<div align="center">

Data Pertaining to Responses of Establishing
Need for a Training Program in College
Student Personnel Work for
Western Canada

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The fourth part of the questionnaire consisted of five questions

designed to establish the need for a training program in college

student personnel work in Western Canada. In the first question, "Is there a need for improvement in student services in Western Canadian colleges," 58 percent felt there was a strong or urgent need, 27.5 percent felt there was a moderate need, 10 percent felt there was no pressing need, and 3.3 percent felt there was no need.

In response to the question, "How imperative do you feel it is to establish a training program in college student personnel work in Western Canada," 59 percent felt it was imperative or very imperative, 19.2 percent felt it was not imperative, 18.3 percent did not know, and 3.3 percent felt it was definitely not imperative.

In the respondents' judgment on the value of a training program in college student personnel work for Western Canada, 56.7 percent felt it was valuable, 22.5 percent felt it was very valuable, 15.8 percent did not know, and 5 percent felt it was not valuable.

The respondents felt that a training program in student personnel work would improve the services and quality of services to students in Western Canada, 51.7 percent felt it definitely would, 21.7 percent felt it very definitely would, 19.2 did not know, and 7.5 percent felt it would not.

Addressing the respondents' interests in a regional university in Western Canada establishing a Masters training program in student personnel work, 48.3 percent were interested, 20.8 percent were very interested, 19.2 percent were noncommittal, 11.7 percent were not interested.

In the professional orientation of the respondents, 36.7 percent are student services oriented, 29.2 percent are eclectic, 24.2 percent are student development oriented, with only 6.7 percent student personnel work oriented.

In response to the question, "Do you feel student personnel workers should be trained to provide student services as generalists, specialists, professionals, para-professionals or other, " 40 percent responded generalist, 14.2 percent responded specialist, 41.7 percent responded professional, 3.3 percent responded para-professional, and 0.8 percent responded other.

The respondents' philosophical positions for the basis of all student personnel services was as follows: 61.7 percent favor the integralist philosophical position with 15.8 percent favoring the instrumentalist position, 15 percent favoring the neo-humanist position, 2.5 percent favoring the rationalist position, and 5 percent not agreeing with any of the above positions.

In summary, the responses established the need to provide for a training program in college student personnel work. The respondents' professional orientation was student services oriented and the respondents felt the student personnel worker should be trained to provide student services as generalists and as professionals. The respondents' philosophical preference for a basis for all student personnel services was overwhelmingly integralist.

CHAPTER V

OVERVIEW

The goals of this research were to: (1) list and analyze the

functions and training program courses considered essential by the

majority of the respondents for a comprehensive training curriculum

in student personnel work; (2) make recommendations which a

planning committee could use to devise a curriculum and program

that would be suitable for Western Canada.

The respondents for the study were selected from the two-

year post-secondary institutions in Western Canada where they

functioned at different levels of responsibility in terms of student

personnel work. The design of the study was to utilize the

respondents in the field who were the most knowledgeable in student

personnel work in Western Canada and who could provide guidance

in the establishment of a training program. The questionnaire

utilized was comprehensive and the rate of return from the 210

questionnaires sent out was 57 percent.

The consensus of the respondents established that a need for

a training program existed and that there was an interest in

establishing a training program. Also, the respondents established

a major orientation of the student personnel worker in Western

Canada and the type of student personnel worker that should be

trained. The respondents found what student services functions

are considered valuable to the student personnel worker and the

student services that are presently being performed. Most

importantly, the respondents established the courses that are con-

sidered valuable in the training program and these were used to

provide a model training program for college student personnel

workers in Western Canada.

Discussion of the Results

In the current study, respondents were asked to rate student

services functions which would be valuable to a two-year post-

secondary institution. Based on the respondents, student personnel

functions would include in priority: pre-admissions information,

student counseling, educational advising, financial aids, and general

information. This means that the respondents see the functions of

student personnel work as being practically oriented. The purpose

of the above mentioned functions is to provide a service to students

and particularly new students to assist them in their orientation

to the institution.

Staff evaluation, administrative organization, and program

evaluation were also ranked high, possibly because there is a strong

movement to make programs accountable, to improve student

services, to assess present performance, to identify areas of weakness and to provide for a systematic plan of organization for the future. In student personnel work today there is a high priority given to accountability and evaluation of programs as is the present concern in all human delivery systems.

Staff development and follow-up in the past were functions that never seemed to be done. At the present there is a concerted effort on behalf of two-year institutions and especially student services personnel to provide for staff development with the hopes of professional growth, infusion of new ideas, and combating the growing apathy and feeling of contentment. Follow-up, as staff development, is always a function talked about but rarely performed. Presently the same energy that is put into staff development is being expended to follow-ups of graduates and drop-outs. Follow-up, in many respects, is an accountability of effectiveness of services. The question frequently asked is, "How can we improve our services?"

Personal records, special programs, orientation, student registration and applicant appraisal are services provided by all two-year institutions because of the importance to students and the institution in initially processing the students and providing programs and records of the student while attending the institution.

Significant difference between the respondents concerning the student services functions occurred in only four statements (Health Appraisal, Student Counseling, Campus Governance, and Student Self-governance). This suggests that all levels of administration perceive that student services functions are an important part of the two-year post-secondary institution's total educational program and that there is a consistency in function among the two-year post-secondary personnel in the institutions studied.

In identifying the student services functions that are presently being performed in two-year post-secondary institutions, the data suggest that all of the functions considered valuable are presently being performed and that in addition, other functions are also being performed. The question remains, why establish a training program if the functions are presently being performed? In Chapter IV the respondents distinctly established a need for a training program in college student personnel work. This may suggest the respondents feel that there is a need for a training program to improve the qualifications of the Student Personnel Worker and thereby possibly improve the quality of services to students.

In determining the mean ranking of the eight training program categories, the respondents ranked Counseling first; it was significantly different from all of the other categories. Counseling

in a comprehensive two-year post-secondary educational institution is the basic component of the educational process. Consequently, counseling concerns itself with the educational, vocational, personal, social and emotional development of the students, indicating its breadth and depth of scope in student services.

Student personnel work was ranked second and was significantly different from research and education. In many respects it was expected that student personnel work would be ranked first because of its significance in the training program. One of the issues was, why was counseling ranked first and student personnel second? The explanation lies within the make-up of student services within two-year institutions in Western Canada. Counseling plays a very significant role and may be said to be the core of student services in two-year institutions. Counselors provide numerous services for students. For example, counselors are involved with the dynamics of human behavior and methods for changing behavior. Secondly, counselors provide for group counseling which may include such topics or areas as interpersonal relationships, encounter and career exploration. Thirdly, counselors provide information to students to make educational, career, and personal decisions. Fourthly, counselors provide testing interpretations and self-evaluation to assist students in an assessment of their aptitudes, interests, and values. Finally, counselors

provide a referral service to students in order for students to receive services more likely to be more responsive to their individual needs.

The categories of community college, social science, administration, adult education and research were respectively ranked and the only significant difference was with education, suggesting that the respondents feel that all of the categories mentioned have equal importance in the training program.

Education was ranked last and was significantly different from all of the other categories. This suggests that the respondents do not feel that courses in education are as relevant to the training of student personnel workers as the other areas. Other than the course Human Relations in Post-secondary Educational Administration which relates very closely to the humanistic aspect of counseling and student personnel work, courses such as Introduction to Post-secondary Education Finance, Learning Theory, College Law, and Computer Science in Education were not considered significant enough to include.

Significant difference between the respondents concerning the categories showed there was a significant difference in the education category between presidents and counselors, with the presidents rating the courses in education significantly higher than the counselors. It is possible that presidents have a greater

overall understanding of the mission of the institution which is educational in nature and suggest counselors tend to be more concerned with one aspect of that educational mission, namely counseling and advising.

The major purpose of this study was to determine what courses and experiences should be offered in a graduate training program. Table 7 indicates the 16 courses determined by the respondents as valuable.

Counseling and student personnel work received exceptionally high ratings both as categories and courses. It appears that the respondents perceive these areas at the heart of a training program. The respondents also put a strong emphasis on the practical dimensions of student personnel work. Internship in student personnel work received the second highest rating of all the courses and supervised counseling practicum and practicum in student personnel work also received a consensus of being highly valuable.

The results of this survey showed that the respondents put a high value on practical learning that is directly applicable on the job. This was evident both from the emphasis on internship and practicum as discussed above and in the courses in counseling and student personnel work. In other words, the respondents are suggesting a training program that will adjust itself to the needs of

the two-year post-secondary institution student. The implication
is that student needs could best be filled by individuals who have
exposures to these training program areas.

The six groups of respondents, representing six different
levels of responsibility, rated only 14 of the 44 proposed courses
as significantly different from each other (see Table 8). Of these
14 statements where significant difference occurred, the LSD test
showed significant difference only in (1) Introduction to Post-
secondary Education, and (2) Non-traditional Student Advising.
Similar to the function statements, there was an amazingly high
consistency in the responses, suggesting that the personnel workers
see training in much the same manner, again suggesting the
similarity in purpose of two-year post-secondary personnel.

In response to the statements that were designed to elicit
responses in terms of the need to establish a training program in
Western Canada, it was found that there was a need for the program
and the respondents felt that it would improve student services.
There was an interest in a regional university establishing a train-
ing program in student personnel work. The respondents' pro-
fessional orientation was generally student services and eclectic,
suggesting that the respondents are service oriented and utilize a
number of orientations which best fit their particular situation and
region. The respondents also felt that student personnel workers
should be trained to provide student services as generalists and

professionals, indicating the number of functions that a student

personnel worker is involved in and at what particular level. The

respondents' preferences for a basis for all student personnel

services was overwhelmingly integralist which would suggest that

all services of a college should function in an integrated fashion to

provide educational development in all aspects of the student's life.

The final objective of this study was to provide a model

training program for student personnel workers in two-year post-

secondary institutions in Western Canada (Figure 1). The model

was divided into categories and courses, along with the approximate

credit hours which were established by the investigator in response

to the courses outlined. The basic model is flexible in that it

would contain a minimum of 45 credit hours to a maximum of 63

credit hours. The flexible design is to allow for more practicums

and internships--in response to the expressed desire for more

practical experience in college student personnel work at the two-

year post-secondary institution level. In other words, graduate

courses should be designed to give a person who desires to enter

student personnel work sufficient skills to perform the work

expected of him or her in that setting.

Strengths and Weaknesses of the Study

The questionnaire surveyed the respondents in two-year

post-secondary institutions that are directly dealing with students

	Categories and Courses	Approximate Credit Hours
I.	Counseling	
	A. Life Style and Career Development	3
	B. The Helping Relationship	3
	C. Counseling	3
	D. Supervised Counseling Practicum	3-6-9
	E. Groups	3
	Total	15-18-21
II.	Student Personnel Work	
	A. Internship	3-6-9
	B. Practicum in Student Personnel Work	3-6-9
	C. Overview of Student Personnel Work	3
	D. Study of the College Student	3
	Total	12-15-18
III.	Social Science	
	A. Human Growth and Development	3
	B. Psychology	3
	Total	6
IV.	Adult Education	
	A. Introduction to Adult Education	3
	Total	3
V.	Research, Statistics and Evaluation	
	A. Tests and Measurements	3
	B. Appraisal of the Individual	3
	Total	6
VI.	Education	
	A. Human Relations in Post-secondary Education Administration	3
	Total	3
	TOTAL	45-54-63

Figure 1. A Model Training Program for a Basic 45 Credit Hour Program Leading to a Masters Degree in College Student Personnel Work.

and functions of student personnel work. Consequently, these respondents should be the most knowledgeable of the functions performed and the training program required. The training program emerging from this study should be applicable to the field of student personnel work because of its relevance and the need established by the respondents.

The major weakness of the study is that the data were provided by only 57 percent of the eligible respondents. This would tend to suggest that the data for this study are not as conclusive as they should be. The second weakness if that the study only surveyed the opinions of presidents, directors of student services, admissions officers, head counselors, financial aid officers, and coordinators of student activities. These respondents do not represent the entire spectrum involved with student services. Faculty and other members of institutions also have a significant impact on students. The third weakness is the practicality of the program as prescribed by the respondents. Surely there is room for theory and philosophy. The improvement and expansion of the student services program can only be attained by individuals that are thinking and creative. This expansion and constant improvement can only be gained by individuals with a strong theoretical and philosophical base to build upon.

Comparison with Other Individual Studies'
and Associations' Recommendations

The training program aspect of the study was selected from

a review of the literature and in particular an adaptation of the

following relevant studies: O'Banion (1966); COSPA (1964);

Ostroth (1973); and ACES (1973).

When the studies were compared the major differences dealt

with the respondents, the extent of the questionnaire, the region

involved, the type of training program, the methodology, and the

results.

O'Bannion surveyed two groups, a selected sample of pro-

fessionals from a number of national student personnel organiza-

tions, and a list of 15 people who were counselor-educators, chief

administrators of student personnel programs, and higher education

student personnel educators. All of the individuals in both groups

were employed at universities in the continental United States.

O'Banion's questionnaire dealt with purposes, functions and a

training program. O'Banion's methodology consisted of numbers,

percents, and the ranking of these percents. The particular train-

ing program was geared toward four-year colleges and university

student personnel workers. O'Banion's curriculum was not as

extensive as the present curriculum and his respondents selected

Sociology, Anthropology, and Higher Education, which were not

selected by the respondents in the present study.

Ostroth surveyed 120 student personnel administrators in

four-year colleges and universities in the continental United States.

The questionnaire dealt with only 18 specific courses in a training

program curriculum, plus three questions on the character of the

respondents: (1) highest degree obtained; (2) field of study; and

(3) type of institution in which the respondent now is working. The

sample was divided into a large school subgroup and a small school

subgroup. The Chi-square test of independence was used to test

the statistical hypotheses that administrators in the small school

group did not differ from those in the large school group. The

training program was geared to four-year colleges and university

student personnel workers. Ostroth's curriculum, as O'Banion's,

was not as comprehensive as the present study. Ostroth's

respondents suggested Administration and College Law as part of

the curriculum which were not included by the respondents of the

present study.

The Professional Development Committee for the Association

of Counselor Education and Supervision (ACES) assumed leadership

for the development of standards for the preparation of counselors

and other personnel service specialists. Working under the support

of the executive council of ACES, the standards were adopted in

October 1973. Part of those standards was a program of studies which is outlined at the end of this chapter. These standards were intended as guidelines for the graduate preparation of counselors and other personnel service specialists. They could be very beneficial to colleges and university staffs who are involved in initiating programs of preparation.

The Council of Student Personnel Association in Higher Education in professional development (COSPA) developed some recommendations for the preparation of college student personnel workers. The committee was made up of two representatives from each of the eight national organizations whose members are engaged in some phase of college student personnel work. These recommendations were offered for the consideration of graduate programs of professional preparation. The proposal presented in Figure 2 takes an interdisciplinary approach and is designed to lead to a Masters degree in college student personnel work.

The present study dealt with the respondents who were practicing student personnel workers in two-year institutions in Western Canada. The questionnaire was extremely comprehensive in that it established: (1) need of a training program; (2) interest in a training program; (3) the orientation of the respondents; (4) the type of student personnel worker that should be trained; (5) the student services functions that are considered valuable to a

Present Study (1978)

Life Style and Career Planning

Internship in Student Personnel Work

The Helping Relationship

Counselling

Supervising Counselling Practicum

Human Relations

Practicum in Student Personnel Work

Overview of Student Personnel Work

Human Growth and Development

Tests and Measures

Groups

Psychology

Introduction to Adult Education

Appraisal of the Individual

Study of the College Student

Laboratory Experience

ACES (1973)

Human Growth and Development

Social and Cultural Foundations

The Helping Relationship

Groups

Life Style and Career Planning

Appraisal of the Individual

Tests and Evaluation

Professional Orientation

Environmental Studies

Specialized Studies

Laboratory Experience

Practicum

Ostroth (1973)

Practicum in Student Personnel Work

Counselling

Human Relations.

The American College Student

Administration of Higher Education

Counselling Practicum

Group Counselling

College Law

O'Banion (1966)

Psychology

Counselling

Practicum in Student Personnel Work

Overview of Student Personnel Work

Study of the College Student

Sociology and Anthropology

Higher Education

COSPA (1964)

Study of the College Student

History of Colleges and Universities

Counselling

Administration and Decision Making

Group Dynamics and Human Relations

Overview of Student Personnel Work

Practicum in Student Personnel Work

Internship in Student Personnel Work

Figure 2. Comparison of Present Study to Other Studies in the Recommendation of a Training Curriculum in College Student Personnel Work.

student personnel worker; (6) the student services that are presently

being performed in two-year post-secondary institutions; (7) the

courses that are considered valuable to a training program; and

(8) the establishment of a model training program for college

student personnel workers in two-year post-secondary institutions

in Western Canada.

The methodology utilized in the study was numbers and

percentages and the ranking of these percentages. The analysis of

variance was utilized to show the difference in the respondents'

rating of the student services functions, training program categories

and training program courses.

The results of the present study were very comprehensive.

The respondents selected 16 courses from a selection of 44 training

courses. The respondents accentuated the following areas:

Counseling, Student Personnel Work, Practicums, Appraisal

Methods, Psychology, and Adult Education.

The training program presented in comparison with the other

studies could be considered to be a model for individuals interested

in a career in student personnel work in two-year post-secondary

institutions in Western Canada.

Summary

In summary, the respondents to the questionnaire established

a need for a graduate training program in college student personnel

work in Western Canada, and they selected the courses for the

curriculum with great consistency. It is also significant that the

functions ranked essential and valuable for a student personnel

program are those functions which are presently performed by

student personnel services in colleges in Western Canada.

The investigation suggests that the time is rapidly approaching

for a leading university in Western Canada to establish a training

program in college student personnel work.

The value of this research is that it would provide a steering

committee formed to plan a Masters Degree program for student

personnel workers, with all the data necessary to design such a

program.

Recommendations

Based on the responses to the questionnaire, several recom-

mendations may be made concerning training programs in college

student personnel work.

First, the Masters program should accentuate in theory and

practice the Counseling, Student Personnel, and Practicum courses.

Second, the research requirements of the program should be

relevant to the practical nature of student personnel work.

Third, means should be established to enable practitioners

in two-year post-secondary institutions to communicate their needs

to university graduate schools so that a curriculum model can be constructed which is based on those needs.

Fourth, university graduate schools and two-year post-secondary institutions should cooperate in establishing opportunities for practice and internship experiences for Masters students enrolled in order for them to gain more exposure to and interaction with students.

Implications for Further Research

Based upon the review of literature, the findings of this study, and subsequent conclusions, the following suggestions for further study are proposed.

1. A replication of the portion of the study involving functions, training, philosophical statements, and establishing needs statements should be conducted using a student population.

2. Further research should be conducted to determine the value of the training program developed in this study.

3. Further research should be conducted to determine whether the training program would meet the needs of students and provide the essential preparation for all college student personnel workers in two-year post-secondary institutions in Western Canada.

4. Further research using the model developed in this study

    should be conducted to determine training programs for all

    specialized areas of college student personnel work; for

    example, directors of student services, admissions officers,

    counselors, financial aid officers, and coordinators of

    student activities.

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APPENDICES

APPENDIX A

Data Pertaining to the Respondents'
Evaluations of the Questionnaire

Five tables describing the adequacy of the range of functions, the description of the functions, the range of the courses, the description of the courses, and finally, the consistency of the respondents:

Range of Functions:

Category	Number	Percent
Very Unsatisfactory	2	1.7
Unsatisfactory	3	2.5
Equally Balanced	5	4.2
Satisfactory	78	65.0
Very Satisfactory	32	26.7
Total	120	100.0

Description of Functions:

Category	Number	Percent
Very Unsatisfactory	1	0.8
Equally Balanced	9	7.5
Satisfactory	83	69.2
Very Satisfactory	27	22.5
Total	120	100.0

Range of Courses in Training Program:

Category	Number	Percent
Unsatisfactory	4	3.3
Equally Balanced	7	5.8
Satisfactory	79	65.8
Very Satisfactory	30	25.0
Total	120	100.0

Description of Courses in Training Program:

Category	Number	Percent
Unsatisfactory	4	3.3
Equally Balanced	5	4.2
Satisfactory	87	72.5
Very Satisfactory	24	20.0
Total	120	100.0

Consistency of Responses:

Category	Number	Percent
Very Inconsistent	1	0.8
Somewhat Inconsistent	3	2.5
Fairly Consistent	32	26.7
Generally Consistent	67	55.8
Highly Consistent	17	14.2
Total	120	100.0

APPENDIX B

Demographic Data of the Respondents

Present Position Title:

Position	Number	Percent
Presidents	27	22.5
Directors of Student Personnel	28	23.3
Admissions Officers	16	13.3
Counselors	27	22.5
Financial Aid Officers	10	8.3
Coordinators of Student Activities	12	10.0
Total	120	100.0

Years in Position:

Years	Number	Percent
0 - 5	87	72.5
6 - 10	28	23.3
11 plus	5	4.2
Total	120	100.0

Education Background:

Education	Number	Percent
Bachelors Degree	43	35.8
Masters Degree	54	45.0
Doctors Degree	23	19.2
Total	120	100.0

Marital Status:

Marital Status	Number	Percent
Married	101	84.2
Divorced	5	4.2
Separated	1	0.8
Single	13	10.8
Total	120	100.0

Sex:

Sex	Number	Percent
Male	94	78.3
Female	26	21.7
Total	120	100.0

Type of Institution:

Institution	Number	Percent
Community College	84	70.0
Junior College	1	0.8
Institute	23	19.2
Vocational	11	9.2
Other	1	0.8
Total	120	100.0

Want Study Results:

Want Results	Number	Percent
Yes	98	81.7
No	21	17.5
Out of Range	1	0.8
Total	120	100.0

January 18 , 1978

Dear Colleague:

I am presently doing a research study which is titled: <u>A Proposal for Professional Preparation in College Student Personnel Work for Western Canada</u>. It is possible that this study will make an important contribution to our profession and particularly to the region of western Canada as it attempts to identify a program for the professional preparation of college student personnel workers.

A sample from each of the western Canadian provinces (British Columbia, Alberta, Saskatchewan, and Manitoba) is to be used in the study. We are requesting presidents, directors of student services, and other student personnel workers within community colleges, institutes, and other colleges in western Canada to participate in the study. We truly hope that you can take out <u>a few minutes</u> from your busy schedule and participate in this worthwhile study.

<u>Thanking you in advance</u> for your participation and assuring you all responses will be kept strictly confidential and individuals will not be identified.

Sincerely,

Arnold C. Gelowitz
1030 Madison Ave.
Corvallis, Oregon 97330
Phone (503) 754-4376

Enclosures:

Questionnaire
Self-addressed envelope

February 15, 1978

Dear Colleague:
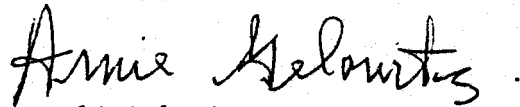
Please! I need your help! One month ago I sent you a questionnaire titled: A Training Program for College Student Personnel Workers for Western Canada. Attached find another questionnaire in the event that the first one was misplaced.

I realize that the past month has been a busy one for you, but it is only through your cooperation that this research project will be completed. Consequently I am asking for your response as soon as possible.

If you have already completed and returned the questionnaire, please consider this letter an expression of my appreciation.

A summary of findings will be made available to you upon completion of the project. Again, thank you for your assistance!

Sincerely,

Arnold Gelowitz
Doctoral Candidate
1030 Madison Ave.
Corvallis, Oregon
Ph. (503) 754-4376

Enclosures:
  Questionnaire
  Self-addressed envelope

A SURVEY

TO HELP DETERMINE A TRAINING PROGRAM FOR THE PROFESSIONAL

PREPARATION OF COLLEGE STUDENT PERSONNEL WORKERS FOR WESTERN CANADA

(a)   (b)

The survey is divided into two parts: functions and program areas attributed to student personnel work.

The program to be developed is predicated upon your philosophy concerning the functions of student personnel work. (1) Therefore, it is extremely important that you follow the survey form in the order in which it is presented. (2) Once you have made decisions about Student Service functions, you will be ready to move to the section on training. (3) It is also very important that you complete the survey in one sitting.

Please mail back the questionnaire and the biographical data in the self-addressed envelope provided for your convenience. The survey will take approximately 20 minutes to complete. Thank you.

SECTION A - STUDENT SERVICES FUNCTIONS

Directions: Following is a list of Student Services Functions that have been attributed to student personnel work. Please rate each function by placing a check mark in the appropriate space to the right indicating whether you consider the function (a) Essential to student personnel work, (b) of High Value to student personnel work, (c) of Some Value to student personnel work, (d) of Little Value to student personnel work, and (e) of No Value to student personnel work.

	NO VALUE	LITTLE VALUE	SOME VALUE	HIGH VALUE	ESSENTIAL
	1	2	3	4	5

FUNCTIONS WHICH INFORM

( ) 1. Pre-Admissions Information. Dissemination of information by printed material, counselor visits, on-campus visits, telephone contact, conferences, direct correspondence, etc.   1.

( ) 2. Orientation. Academic, social, attitudinal.   2.

( ) 3. General Information. Provisions of information for exploration of educational and occupational opportunities. Provision of information pertinent to interpretation of tests and other data.   3.

( ) 4. Interpreting College Policy. Provision of information about college regulations.   4.

FUNCTIONS WHICH EVALUATE

( ) 5. Personnel Records. Maintenance of accurate functional records.   5.

( ) 6. Educational Testing. Measurement of aptitude, interests, values, achievement and personality factors.   6.

( ) 7. Applicant appraisal. Transcript and test interpretations, individual case studies, interviewing of students, etc.   7.

( ) 8. Health Appraisal. Canvass of health and physical condition, review of health records.   8.

( ) 9. Follow-up. Follow-up of dropouts, graduates and transfers; student evaluation of counseling; student affairs, etc., development of local normative data and other research on special topics of interest.   9.

( ) 10. Program Evaluation. Providing information for improvement of Student Services and for interpreting those services to the college and the community.   10.

( ) 11. Staff Evaluation. Providing procedures to assess present performance, to identify areas of weakness, and to provide suggestions for improvement in student services.   11.

FUNCTIONS WHICH FACILITATE

	1	2	3	4	5

( ) 12. <u>Student Counseling</u>. Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision making; formulating vocational-educational plans; identifying and resolving problems interfering with plans and progress; and identifying appropriate referral resources for more intensive personal problems.   12.

( ) 13. <u>Educational Advising</u>. Provision of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of concern to students.   13.

( ) 14. <u>Group Counseling</u>. Helping to solve personal concerns, develop human awareness, and facilitate the development of human potential through group processes.   14.

( ) 15. <u>Staff Development</u>. Providing systematic opportunities for professional growth for the college staff, consultants for special areas of interest and need, professional literature, interpretation of local research data, and for attendance at professional conferences.   15.

( ) 16. <u>Special Programs</u>. Cooperating with the instructional areas in offering developmental programs by providing classes in study skills, remediation, career exploration, interpersonal dynamics, self-understanding and development of basic skills.   16.

( ) 17. <u>Health Service</u>. Developing health attitudes and habits consistent with living in our society as it is today. Helping to develop a climate conducive to successful living.   17.

( ) 18. <u>Financial Aid</u>. Providing financial assistance (scholarships, loans, grants, employment) to students who, without such aid, would be unable to attend college. Providing counseling about student expenses and financial aid opportunities. Conducting visits, workshops, and other activities on financial aid. Developing resources of aid. Conducting and encouraging studies on the impact of the aid program on students. Preparing necessary reports and evaluation.   18.

( ) 19. <u>Career Placement</u>. Providing placement for students and alumni through the development of effective relationships with industrial and commercial enterprises and other cooperating agencies.   19.

( ) 20. <u>Student Registration</u>. A systematic method of assisting students to enroll in classes.   20.

( ) 21. <u>On Campus Housing</u>. Those activities of the institution designed to provide suitable housing accomodations on campus.   21.

( ) 22. <u>Off-Campus Housing</u>. Those activities of the institution designed to locate and coordinate housing for off-campus students who are living away from home.   22.

( ) 23. <u>Day Care Services</u>. Those services designed to assist students in caring for their pre-school-aged children while the student is involved in his or her institutional studies.   23.

FUNCTIONS WHICH INVOLVE

( ) 24. <u>Activities</u>. Developing cultural, social, educational, and recreational experiences for students and the community.   24.

( ) 25. <u>Campus Governance</u>. Developing and encouraging meaningful student participation in the governance of the college.   25.

( ) 26. <u>Student Self-Government</u>. Encouraging a meaningful student government organization with authority and responsibility for student concerns. Providing training in formal and informal group processes. Also providing for due process and disciplinary procedures.   26.

( ) 27. <u>Administrative Organization</u>. Provide an effective integrated plan of organization that will foster development and coordination of the student service program.   27.

COMMENT ON OR LIST OTHER FUNCTIONS YOU THINK ARE IMPORTANT ON THE BACK OF THIS PAGE.

PERFORMANCE

1. Please re-read the previous 27 functions and put a check (✓) in the place provided on the left for those functions <u>your</u> college presently performs.

2. In relation to the functions outlined, in your estimation is there a need for improvement in student services in Western Canadian colleges?

___ Urgent Need   ___ Strong Need   ___ Moderate Need   ___ Not Pressing   ___ No Need

Directions: At this point you have categorized the functions of student personnel work in terms of their importance. You should now have a frame of reference based on your selection of functions that will guide your selections of a training program. Following is a list of courses. Please rate each course or area by placing a check mark in the appropriate space to the right indicating whether you consider the course   (a) Essential to a training program for the professional preparation of college student personnel workers, (b) of High Value to a program for the professional preparation of college student personnel workers, (c) of Some Value to a program for the professional preparation of college student personnel workers, (d) of Little Value to a program for the professional preparation of college student personnel workers, and (e) of No Value for the professional preparation of college student personnel workers.

STUDENT PERSONNEL WORK

	NO VALUE	LITTLE VALUE	SOME VALUE	HIGH VALUE	ESSENTIAL
	1	2	3	4	5

1. An Overview of Student Personnel Work in Post Secondary Education: orientation, financial aids, placement, student activities, admissions, registration and records, etc.   1.

2. The Study of the College Student: Nature, characteristics, needs, differing life patterns of men and women, interaction, student communities, commuter students, influence on college.   2.

3. Practicum in Student Personnel Work: An opportunity to observe and obtain supervised practice in ongoing programs of student personnel work.   3.

4. Introduction to Special Programs: To include introduction and exposure to basic skills, life skills, study skills, and remedial skills.   4.

5. Professional Orientation: Includes goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing and role identity of counselors and other personnel services specialists.   5.

6. Environmental Studies: Includes the study of the environment in which the student is planning to practice. This includes history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution or work setting where the student will practice.   6.

7. Laboratory Experiences: Providing both observation and participation in specific activities,   offered throughout the preparatory program. This might include role-playing, listening to tapes, viewing video tape playbacks, testing, organizing and using personnel records, interviews with field practitioners, preparing and examining case studies, and using career information materials.   7.

8. Internship: In a post-practicum experience that provides an actual on-the-job experience and should be given central importance for each student. The internship placement is selected on the basis of the student's career goals.   8.

9. Residence Hall and Food Service Administration: To include history and development of student housing, management and employee relations, principles of food service and public health.   9.

10. College Center and Student Activities: To include history and development of center and activity programs, theory and practice of recreation, administration of services and activities.   10.

11. Admissions and Registration: To include history and development of admissions and registration procedures, admissions advising, recruiting, orientation, regulations, transcripts and records.   11.

12. Financial Aid Administration and Counseling: To include history and development of financial aids for college students, budgeting and savings, student financial problems, the relation of financial problems to emotional problems.   12.

13. Student Development: To include a brief sketch of Miller , O'Banion, Havighurst, , Maslow, and Crookston's works, to become aware of social changes and movements, learn to deal with the concept of the student personnel worker as change agent and student advocate. 13.

EDUCATION

		1	2	3	4	5

14. <u>Introduction to Post Secondary Education</u>: Curriculum, organization and administration, finance, history, philosophy and objectives, current issues and trends.   14.

15. <u>Financing Post Secondary Education</u>: Income and expenditures for post secondary education, analysis of trends in support programs, particularly public post secondary education.   15.

16. <u>Human Relations in Post Secondary Education Administration</u>: Professional relationships with faculty, staff and students, communication and other leadership skills.   16.

17. <u>Learning Theory</u>: Classical and cognitive theories of learning, implications for educational practice.   17.

18. <u>College Law</u>: Constitutional, statutory and case law relative to post secondary education.   18.

19. <u>Data Processing and Computer Science in Education</u>: To include learning how to process educational data and statistics, to provide experience on the computer, learn programming and use of computer in education.   19.

ADMINISTRATION

20. <u>Principles of Administration and Decision-Making</u>: Including theory and practice of organization and fiscal management, selection and in-service training of staff, communication and relationships with college departments and constitutencies.   20.

21. <u>Planning and Management of Physical Facilities</u> and service facilities related to student personnel work.   21.

22. <u>Organizational Theory</u>: How organizational structures emerge, develop and decline; organizational theory and goals, authority-subordinate roles, and communication within and between organizations.   22.

COUNSELING AND ADVISING

23. <u>Counseling Principles and Techniques</u>: Theory and case studies.   23.

24. <u>The Helping Relationship</u>: Includes (a) philosophical bases of the helper; (b) consultation theory, supervised practice, and application; and (c) an emphasis upon development of counselor and client (or consultee) self-awareness and self-understanding.   24.

25. <u>Groups</u>: Includes theory and types of groups, as well as descriptions of group practices, methods, dynamics, and facilitative skills. It also includes supervised practice.   25.

26. <u>Life Style and Career Development</u>: Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, approaches to career decision-making processes, and career development exploration techniques.   26.

27. <u>Supervised Counseling Practicum</u>: Experiences provide interaction with individuals and groups actually seeking specialists. Some of these individuals and groups should come from the environments in which the student personnel worker is preparing to work.   27.

28. <u>Non-traditional Student Advising</u>: To include history of the non-traditional students, special problems and intercultural adjustment. 28.

SOCIAL SCIENCES

29. <u>Psychology</u>: Including social psychology, developmental psychology, personality theory, learning theory, and development and characteristics of young adults.   29.

30. <u>Sociology and Anthropology</u>: Including processes of social and cultural change, urban society, sociometrics, social institutions, populations, uses of leisure, and assessment of cultural mores and folkways.   30.

31. <u>Philosophy</u>: Including contemporary thought and systems of ethics. 31.

32. <u>Human Growth and Development</u>: Includes studies that provide a broad understanding of the nature and needs of individuals at all levels. Emphases is placed on psychological, sociological, and physiological approaches.   32.

	NO VALUE	LITTLE VALUE	SOME VALUE	HIGH VALUE	ESSENTIAL
	1	2	3	4	5

33. <u>Social and Cultural Foundations</u>: Includes studies of change, ethnic groups, sub-cultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political science are involved. 33.

34. <u>The Psychology and Sociology of Work</u>: To include the concepts of intrinsic needs and values of work, societal forces, protestant ethic of work, the continuation of the work ethic, work and education. 34.

COMMUNITY COLLEGES

35. <u>Introduction to Community Colleges</u>: To include history, philosophy, mission, goals and purposes of a Community College. 35.

36. <u>Teaching and Curriculum in the Community College</u>: to include methods of teaching, non-traditional students, evaluation, learning, academic versus vocational curriculum, competencies and skills in teaching. 36.

37. <u>Administration in Community Colleges</u>: To include the concepts of leadership, administration, management, versatility, flexibility, planning, programming and budgeting. 37.

ADULT EDUCATION

38. <u>Introduction to Adult Education</u>: To include the psychological, sociological and intellectual make-up of the adult learner, values of the adult learner, and the commuter adult students. 38.

39. <u>Introduction to Gerontology and Aging</u>: To include life stages and changes in self-concept, retirement, leisure, and educational planning for the aged. 39.

RESEARCH, STATISTICS, AND EVALUATIONS

40. <u>Educational Statistics</u>: Descriptive statistics; frequency distributions, standard scores, central tendency, variability, and correlation. 40.

41. <u>Multivariate Statistical Analysis</u>: Analysis of variance and covariance, discriminant function, and applied multiple linear regression. 41.

42. <u>Tests and Measurements</u>: Standardized test principles and use, with emphasis on interpretation in counseling and advising. 42.

43. <u>Appraisal of the Individual</u>: Includes the development of a framework for understanding the individual including methods of data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. 43.

44. <u>Research and Evaluation</u>: Includes such areas as statistics, research design, development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, program development, and demonstration proposals, as well as the development and evaluation of program objectives. 44.

COMMENT ON OR LIST OTHER COURSES, LABS, PRACTICUMS AND INTERNSHIPS OR EXPERIENCES WHICH YOU THINK ARE IMPORTANT.

1. Having completed the questionnaire on function and training programs, how imperative do you feel it is to establish a training program in student personnel work in Western Canada?

___ Very Imperative ___ Imperative ___ Don't Know ___ Not Imperative ___ Definitely Not Imperative

2. Having completed the questionnaire on a training program in student personnel work, how would you judge the value of such a training program to student personnel workers in Western Canada?

___ Very Valuable ___ Valuable ___ Don't know ___ Not Valuable ___ Definitely Not Valuable

3. Do you personally feel a training program in student personnel work would improve the services and the quality of the services to students in colleges?

___ Very Definitely ___ Definitely ___ Don't Know ___ No ___ Definitely Not

4. How interested are you in a regional university in Western Canada establishing a master's training program in college student personnel work?

___ Very Interested ___ Interested ___ Noncommittal ___ Not Interested ___ Definitely Not Interested

5. Do you personally feel your professional orientation is more:

___ Student Personnel Oriented ___ Student Services Oriented ___ Student Development Oriented

___ Eclectic ___ Other

6. From your knowledge and involvement in student personnel work, do you feel student personnel workers should be trained to provide student services as:

___ Generalists ___ Specialists ___ Professionals ___ Para-professionals ___ Other

OF THE FOLLOWING FOUR PHILOSOPHICAL POSITIONS, PLEASE CIRCLE THE NUMBER IN THE LEFT MARGIN DESIGNATING THE STATEMENT THAT BEST DESCRIBES YOUR PERSONAL PREFERENCE FOR A BASIS FOR ALL STUDENT PERSONNEL SERVICES.

1. The college should promote the total welfare of each student. All student personnel staff have special responsibility to develop personal contacts with the individual student, protecting his human and legal rights, but administering discipline when perceived necessary. Such staff have the responsibility to aid in the full moral, spiritual, emotional, and healthy social development of students and should persist in promoting a knowledge and cultivation of ideas and values that sustain our cultural heritage and traditions.

2. Since intellectual development or the cultivation of man's reason is the sole aim of higher education, student personnel services should be primarily concerned that the student is able and motivated to attend classes, lectures, and laboratories, and that he is attending them in a fit condition to learn. Secondary student personnel functions should be to provide ancillary social and recreational activities to meet diversionary needs and maintain physical and mental health.

3. Colleges are complex, many-faceted social institutions, but should concentrate on instruction in the specfic uses of knowledge and in the teaching of vocational skills. Student personnel professional experts should thus provide many separate, non-instructional and highly specialized services which will aid the student individually as well as helping him find his own way to a rich, full life. The student personnel professionals, who may not be educators, must aid the student in terms of their own individual competencies which are outside those of the college classroom.

4. All services of a college should function in an integrated fashion to provide educational development in all aspects of the student's life. Student personnel specialists, using educational methods different from instructional specialists, should act affirmatively, not only outside the classroom but also in dealing with instructional affairs when student needs and interests make such action appropriate. Since most college students are adults, professional services should be provided within a framework of policies and options designed to provide each student with as much freedom of choice, as few constrictions upon his actions and as much responsibility for his actions as is appropriate for any other adult citizen.

5. I do not agree with any of the above.
   (Please feel free to describe what you believe should be the educational philosophy underlying student personnel services in higher education. Use the back of this page or attach additional pages.)

QUESTIONNAIRE EVALUATION

1. Having completed the questionnaire of Selected College Functions, how would you judge the adequacy of the questionnaire in allowing you to depict the range of functions in Student Services?

   _____ Very Satisfactory   _____ Satisfactory   _____ Equally Balanced

   _____ Unsatisfactory   _____ Very Unsatisfactory

   Comments, if any: _____

2. How would you describe the adequacy of the descriptions of the various functions?

   _____ Very Satisfactory   _____ Satisfactory   _____ Equally Balanced

   _____ Unsatisfactory   _____ Very Unsatisfactory

   Comments, if any: _____

3. How would you describe the adequacy of the range of courses, practicums and experiences in the Training Program?

   _____ Very Satisfactory   _____ Satisfactory   _____ Equally Balanced

   _____ Unsatisfactory   _____ Very Unsatisfactory

   Comments, if any: _____

4. How would you describe the adequacy of the descriptions of the courses, practicums, and experiences in the Training Program?

   _____ Very Satisfactory   _____ Satisfactory   _____ Equally Balanced

   _____ Unsatisfactory   _____ Very Unsatisfactory

   Comments, if any: _____

5. If you were to complete this questionnaire a second time after a lapse of several weeks, how consistent do you feel your responses would tend to be with the responses you have just provided?

   _____ Highly Consistent   _____ Generally Consistent   _____ Fairly Consistent

   _____ Somewhat Inconsistent   _____ Very Inconsistent

   Comments, if any: _____

BIOGRAPHICAL DATA

1. Name _____ 2. Address _____

3. Phone Number: Business _____ Residence _____

4. Present Position Title _____ 5. Number of years in Present Position ___

6. Previous Position Title _____ 7. Number of years in that Position ___

8. Educational Background: Undergraduate degree _____ Major _____ Minor _____

                             Graduate degree _____ Major _____ Minor _____

                                              _____ Major _____ Minor _____

9. Marital Status _____ 10. Age _____ 11. Sex _____

12. College you Represent _____ 13. Department you Represent _____

14. Is this college: Public _____ Private _____ Other _____

15. Is this Institution a: Community College _____ Junior College _____ Institute _____

                            Religious College _____ Other _____

16. What is the approximate number of students presently enrolled: F.T.E. _____

     Head Count _____ 17. Do you wish results of this study? Yes _____ No _____

THANK YOU FOR YOUR ASSISTANCE IN THIS PROJECT!!

RESULTS OF THE ANALYSIS OF VARIANCE - F STATISTIC

Sample Group Means

Student Services Function	Presidents	Directors of Student Services	Admissions Officers	Counselors	Financial Aids	Coordinators of Student Activities	Computed F Value		Decision
1	4.3333	4.6429	4.8750	4.4815	4.4000	4.5000	1.6739		Retain
2	4.0370	4.0357	4.1875	3.8889	3.9000	4.2500	.5475		Retain
3	4.0741	4.3214	4.2500	.4.2593	4.2000	3.9167	.6183		Retain
4	3.7037	3.7143	3.8750	3.4074	3.4000	4.1667	1.3071		Retain
5	4.4815	4.3214	4.6875	3.5926	4.3000	4.2500	3.5370	*	Reject
6	3.8889	3.8571	3.8750	3.6296	3.8000	3.4267	.7063		Retain
7	4.0370	4.1071	4.2500	3.7778	3.8100	3.5000	1.2015		Retain
8	2.9259	3.1786	3.3125	2.8519	2.1000	3.2500	3.0448	*	Reject
9	3.7407	3.9643	4.0800	3.6667	3.6000	3.9167	.7977		Retain
10	4.0000	4.1429	4.0625	3.7037	4.2000	4.2500	1.5700		Retain
11	4.1852	4.2143	4.0000	3.8148	4.2000	4.5833	1.6504		Retain
12	4.4444	4.7500	4.6875	4.8889	4.5000	3.7500	6.3127	*	Reject
13	4.4074	4.5714	4.5625	4.7037	4.7000	4.2500	1.1108		Retain
14	3.4815	3.8214	3.7510	3.6667	3.6000	3.2500	1.1731		Retain
15	3.7037	3.8571	3.8125	3.8519	4.1000	4.0000	.4073		Retain
16	3.7778	4.0714	4.0125	3.7778	4.0000	3.8333	.8667		Retain
17	3.1481	3.7143	3.5625	3.3704	3.4000	3.5833	1.4210		Retain
18	3.8519	4.4643	4.3750	4.1852	4.7000	4.5000	3.5581	*	Reject
19	3.6296	3.6786	3.8125	3.6296	3.7000	4.0833	.6294		Retain
20	4.1111	4.2500	4.6875	3.6296	4.5000	4.1667	3.1427	*	Reject
21	3.4074	3.4286	3.4375	2.9259	3.2000	3.6667	1.0245		Retain
22	3.5185	3.7143	3.8125	3.1852	3.6000	3.5833	1.2279		Retain
23	3.1111	3.3214	3.5000	3.3704	3.8000	3.0833	1.0041		Retain
24	3.5926	4.1429	3.5000	3.2963	3.7000	4.3333	4.1145	*	Reject
25	3.2963	3.7143	3.6250	3.1852	3.5000	4.5833	4.8920	*	Reject
26	3.7407	3.8571	3.6250	3.2222	3.8000	4.5833	4.8153	*	Reject
27	4.0000	4.3214	4.1875	3.5926	4.3000	4.1667	2.3841	*	Reject

APPENDIX G

LEAST SIGNIFICANT DIFFERENCE TEST

Student Services Functions

Function Statement	Ranked Mean Score	Difference	Computed L.S.D.	Interpretation
5.	4.6875		.7115	
	4.4815	.2060		$m1 = m2$
	4.3214	.1601		$m2 = m3$
	4.3000	.0214		$m3 = m4$
	4.2500	.0500		$m4 = m5$
	3.5926	.6574		$m5 = m6$
8.	3.3125		.6581	
	3.2500	.0625		$m1 = m2$
	3.1786	.0814		$m2 = m3$
	2.9259	.2527		$m3 = m4$
	2.8519	.0740		$m4 = m5$
	2.1000	.7519		$m5 > m6$
12.	4.8889		.4642	
	4.7500	.1389		$m1 = m2$
	4.6875	.0625		$m2 = m3$
	4.5000	.1875		$m3 = m4$
	4.4444	.0556		$m4 = m5$
	3.7500	.6944		$m5 > m6$
18.	4.7000		.5159	
	4.5000	.2000		$m1 = m2$
	4.4643	.0351		$m2 = m3$
	4.3750	.0993		$m3 = m4$
	4.1852	.1898		$m4 = m5$
	3.8519	.3333		$m5 = m6$
20.	4.6875		.6862	
	4.5000	.1875		$m1 = m2$
	4.2500	.2500		$m2 = m3$
	4.1667	.0833		$m3 = m4$
	4.1111	.0556		$m4 = m5$
	3.6296	.2815		$m5 = m6$
24.	4.3373		.6447	
	4.1429	.1904		$m1 = m2$
	3.7000	.4429		$m2 = m3$
	3.5926	.1074		$m3 = m4$
	3.5000	.0926		$m4 = m5$
	3.2963	.2037		$m5 = m6$

Least Significant Difference Test, Continued:

Function Statement	Ranked Mean Score	Difference	Computed L.S.D.	Interpretation
25.	4.5833		.6530	
	3.7143	.8690		$m1 > m2$
	3.6250	.0893		$m2 = m3$
	3.5000	.1250		$m3 = m4$
	3.2963	.2037		$m4 = m5$
	3.1852	.1111		$m5 = m6$
26.	4.5833		.6110	
	3.8571	.7262		$m1 > m2$
	3.8000	.0593		$m2 = m3$
	3.7407	.0593		$m3 = m4$
	3.6250	.1157		$m4 = m5$
	3.2222	.4028		$m5 = m6$
27.	4.3214		.6390	
	4.3000	.0214		$m1 = m2$
	4.1875	.1125		$m2 = m3$
	4.1667	.0208		$m3 = m4$
	4.0000	.1667		$m4 = m5$
	3.5926	.5074		$m5 = m6$

RESULTS OF THE ANALYSIS OF VARIANCE - F STATISTIC

Sample Group Means

Training Program Courses	Presidents	Directors of S. S.	Admissions Officers	Counselors	Financial Aids	Coordinators of Student Activities	Computed F Value		Decision
1	4.0370	4.3939	4.4375	3.6296	4.7000	4.3333	3.3087	*	Reject
2	4.0741	3.7857	3.8125	3.6667	4.4000	3.7500	1.3320		Retain
3	4.1852	4.3214	4.1250	4.1111	3.9090	3.9167	.5614		Retain
4	3.8519	3.7500	3.8750	3.7037	3.8000	3.5833	.2521		Retain
5	3.6296	3.5000	4.0000	3.3704	3.1000	3.7500	1.8003		Retain
6	3.2593	3.2143	3.4375	3.0000	3.0000	3.5000	.9486		Retain
7	3.7407	3.8214	3.7500	4.1481	3.6000	3.8333	.9394		Retain
8	4.0370	4.1786	3.9375	4.5556	4.2000	4.3333	2.0988		Retain
9	2.9259	3.0000	2.6250	2.4444	2.9000	2.6667	1.1279		Retain
10	3.2222	3.6429	3.0625	2.6667	3.0000	3.5833	3.7561	*	Reject
11	3.6296	3.7857	4.1875	3.2963	4.1000	3.6667	2.2988	*	Reject
12	3.7037	3.8214	4.0625	3.6296	4.0000	3.7500	.6288		Retain
13	3.8148	3.9643	3.8125	3.6667	3.6000	3.6667	.4137		Retain
14	3.6296	3.6429	3.7500	2.9259	3.7000	3.6667	3.3924	*	Reject
15	3.0370	3.1429	3.5000	2.7778	3.5000	3.5833	1.9641		Retain
16	4.0370	4.1786	4.1875	4.0370	3.8000	3.8333	.6069		Retain
17	3.6296	3.6071	3.7500	3.5185	3.4000	3.2500	.6238		Retain
18	2.8148	2.8929	3.0000	2.2593	2.7000	3.2500	2.6470	*	Reject
19	3.0370	3.2857	3.6875	2.7407	3.3000	3.5000	3.0523	*	Reject
20	3.7037	4.0714	4.1875	3.4074	3.8000	3.7500	2.0661		Retain
21	3.0741	3.4643	3.3500	3.0741	3.6000	3.5833	1.6488		Retain
22	3.5926	3.7857	3.9375	3.3704	3.5000	3.6667	1.1014		Retain
23	4.4074	4.5000	4.2500	4.4444	3.8000	3.8333	2.6066	*	Reject
24	4.2593	4.4286	4.2500	4.6296	4.1000	3.7500	2.1439	*	Reject
25	3.7778	4.1071	4.0000	4.1852	3.6000	3.5833	1.5046		Retain

Results of the Analysis of Variance - F Statistic, continued:

Training Program Courses	Presidents	Directors of S. S.	Admissions Officers	Counselors	Financial Aids	Coordinators of Student Activities	Computed F Value		Decision
26	4.0741	4.6071	4.3750	4.3750	4.2000	3.7500	2.8869	*	Reject
27	3.9630	4.5714	4.0625	4.7037	3.8000	3.5000	6.4037	*	Reject
28	- 3.7407	3.8929	3.6250	3.7037	3.9000	2.9167	2.6352	*	Reject
29	3.8148	3.9286	3.7500	3.9630	3.8000	3.8333	.1656		Retain
30	3.6296	3.2500	3.4375	3.4444	3.6000	3.6667	.6484		Retain
31	3.1481	3.0714	3.3750	3.0741	3.1000	3.3333	.3403		Retain
32	3.9630	4.1071	3.8125	3.9259	4.10000	3.83333	.3527		Retain
33	3.7407	3.6071	3.5625	3.2593	3.6000	3.4167	1.1237		Retain
34	3.7037	3.5714	3.8125	3.5926	3.6000	3.3333	.5011		Retain
35	3.7778	3.7857	3.7500	3.4074	3.7000	3.7500	.5470		Retain
36	3.4074	3.7143	3.7500	3.4444	3.4000	3.8333	.9121		Retain
37	3.4074	3.9286	4.0625	3.3704	3.8000	3.9167	2.4489	*	Reject
38	4.0370	4.0000	3.8750	3.9259	3.8000	3.4167	1.0999		Retain
39	3.1852	3.3214	3.3750	3.1852	3.2000	3.4167	.2143		Retain
40	3.2222	3.8571	3.5000	3.2593	3.5000	3.5000	2.0001		Retain
41	2.8519	3.0714	3.5000	2.5926	3.0000	2.9167	2.3135	*	Reject
42	3.7778	4.0714	3.9375	4.0741	3.7000	3.5833	1.0659		Retain
43	3.8148	3.9643	4.0625	4.0370	3.20000	3.4167	2.4495	*	Reject
44	3.6296	3.3929	3.7500	3.3333	3.2000	3.2500	.9032		Retain

* Reject at the .05 level of significance.

APPENDIX I

LEAST SIGNIFICANT DIFFERENCE TEST

Training Program

Training Program Statement	Ranked Mean Score	Difference	Computed L.S.D.	Interpretation
1.	4.7000		.6821	
	4.4375	.2625		$m1 = m2$
	4.3929	.0446		$m2 = m3$
	4.3333	.0596		$m3 = m4$
	4.0370	.2963		$m4 = m5$
	3.6296	.4074		$m5 = m6$
2.	3.6429		.6761	
	3.5833	.0596		$m1 = m2$
	3.2222	.3611		$m2 = m3$
	3.0625	.1597		$m3 = m4$
	3.0000	.0625		$m4 = m5$
	2.6667	.3333		$m5 = m6$
11.	4.1874		.6960	
	4.1000	.0875		$m1 = m2$
	3.7857	.3143		$m2 = m3$
	3.6667	.1190		$m3 = m4$
	3.6296	.0371		$m4 = m5$
	3.2963	.3333		$m5 = m6$
14.	3.7500		.6141	
	3.7000	.0500		$m1 = m2$
	3.6667	.0333		$m2 = m3$
	3.6429	.0138		$m3 = m4$
	3.6291	.0133		$m4 = m5$
	2.9259	.7037		$m5 > m6$
18.	3.2500		.6808	
	3.0000	.2500		$m1 = m2$
	2.8929	.1071		$m2 = m3$
	2.8148	.0781		$m3 = m4$
	2.7000	.0148		$m4 = m5$
	2.2593	.4407		$m5 = m6$
19.	3.6875		.6450	
	3.5000	.1875		$m1 = m2$
	3.3000	.2000		$m2 = m3$
	3.2857	.0143		$m3 = m4$
	3.0370	.1487		$m4 = m5$
	3.7407	.2963		$m5 = m6$

Least Significance Difference Test, continued:

Training Program Statement	Ranked Mean Score	Difference	Computed L.S.D.	Interpretation
23.	4.5000		.0483	
	4.4444	.0356		m1 ≥ m2
	4.4074	.0370		m2 = m3
	4.2500	.1574		m3 = m4
	3.8333	.4167		m4 = m5
	3.8000	.0333		m5 = m6
24.	4.6296		.5572	
	4.4286	.2010		m1 = m2
	4.2593	.1693		m2 = m3
	4.2500	.0093		m3 = m4
	4.1000	.1500		m4 = m5
	3.7500	.3500		m5 = m6
26.	4.6071		.5758	
	4.4815	.2256		m1 = m2
	4.3750	.1065		m2 = m3
	4.2000	.1750		m3 = m4
	4.0741	.1259		m4 = m5
	3.7500	.2241		m5 = m6
27.	4.7037		.5846	
	4.5714	.1323		m1 = m2
	4.0625	.5089		m2 = m3
	3.9630	.0995		m3 = m4
	3.8000	.1630		m4 = m5
	3.5000	.3000		m5 = m6
28.	3.9000		.6091	
	3.8929	.0071		m1 = m2
	3.7407	.1522		m2 = m3
	3.7037	.0370		m3 = m4
	3.6250	.0787		m4 = m5
	2.9167	.7083		m5 > m6
37.	4.0625		.6513	
	3.9286	.1339		m1 = m2
	3.9167	.0119		m2 = m3
	3.8000	.1167		m3 = m4
	3.4074	.3926		m4 = m5
	3.3704	.0370		m5 = m6

Least Significance Difference Test, continued:

Training Program Statement	Ranked Mean Score	Difference	Computed L.S.D.	Interpretation
41.	3.5000		.6535	
	3.0714	.4286		m1 = m2
	3.0000	.0714		m2 = m3
	2.9167	.0833		m3 = m4
	2.8519	.0648		m4 = m5
	2.5926	.2693		m5 = m6
43.	4.0625		.6185	
	4.0370	.0255		m1 = m2
	3.9643	.0727		m2 = m3
	3.8148	.1495		m3 = m4
	3.4167	.3981		m4 = m5
	3.2000	.2167		m5 = m6

APPENDIX J

RESULTS OF THE ANALYSIS OF VARIANCE

Sample Group Means

Training Program Categories	Presidents	Directors	Admissions	Counselors	Financial Aids	Coordinators	F Value	Decision
Student Personnel Work	3.70	3.78	3.78	3.53	3.72	3.72	.85	Retain
Education	3.36	3.46	3.65	3.04	3.40	3.51	2.97 *	Reject
Administration	3.46	3.77	3.96	3.28	3.63	3.67	1.97	Retain
Counseling	4.04	4.35	4.09	4.36	3.90	3.56	4.14 *	Reject
Social Sciences	3.67	3.59	3.63	3.54	3.63	3.57	.09	Retain
Community Colleges	3.53	3.81	3.86	3.41	3.63	3.83	1.26	Retain
Adult Education	3.61	3.66	3.63	3.56	3.50	3.42	.23	Retain
Research, Statistics and Evaluation	3.46	3.67	3.75	3.46	3.32	3.33	1.19	Retain

LEAST SIGNIFICANCE DIFFERENCE

Training Program Categories

Training Program Category	Ranked Mean Score	Difference	Computed L.S.D.	Interpretation
Education	3.6458			
	3.5139	.1319	.4114	$m1 = m2$
	3.4583	.0556	.3646	$m2 = m3$
	3.4000	.0583	.3964	$m3 = m4$
	3.3642	.0358	.3964	$m4 = m5$
	3.0432	.3210	.2693	$m5 > m6$
Counseling	4.3580			
	4.3512	.0068	.2922	$m1 = m2$
	4.0938	.2574	.3578	$m2 = m3$
	4.0370	.0568	.3548	$m3 = m4$
	3.9000	.1370	.4301	$m4 = m5$
	3.5556	.3444	.5061	$m5 = m6$

APPENDIX L

Write-In Responses

Respondents' comments on or list of other courses, labs,

practicums or experiences:

Chemical addiction

Crises intervention

Business and management

Leadership

Accounting, time management, how and when to say no

Psychopathology

Learning disorders

Health problems

Social deviant behavior

Teaching practicum

Human sexuality

Awareness training

Management systems

APPENDIX M

Respondents' Other Comments

The questionnaire is very comprehensive.

This elaborate training is not needed by student personnel workers. There should be more specialist training. Example - counseling.

I feel the questionnaire covers the student personnel area very well.

A bit from all the philosophical statements is appropriate.

The questionnaire is too long; time is a valuable resource.

I feel a program in student personnel work is too sophisticated for the population of the Saskatchewan community colleges.

I have an interest in the training program being set up but not if taught by theorists who haven't been to a community college or worked in one.

Philosophical statement number one should not include administering discipline; this is incompatible with student services.

Saskatchewan community colleges are different than any Western Canadian community colleges.

Difficult to react to such a wide variety of functions.

Ten respondents felt there was a place and a need for all types of workers. Example - generalists, specialists, professionals, para-professionals.