

FORMAL TRAINING IN STUDENT PERSONNEL AS CONTRASTED
WITH REQUIREMENTS SOUGHT IN POSITION
ANNOUNCEMENTS, 1979-1982

By

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CHAPTER I

INTRODUCTION

The genesis of student personnel services in American colleges and universities stems from three major transitions in higher education. These transitions were the secularization of higher education, the influence of Germanic scholarship, and the introduction of coeducation.

The earliest higher education in the United States was sectarian in nature. Many of the early colleges were affiliated with specific religious denominations, and throughout the first half of the nineteenth century this affiliation was still more the rule than the exception.¹ The faculty and often the college president were involved in such student personnel functions as "housing, discipline, activities, and certain simple forms of counseling."² Leonard indicated that these services had originated in the colonial college and had persisted for the first century and a half of American history.³

The passage of the Morrill Act of 1862 marked a major change in secularization of higher education.⁴ The rapid changes in curriculum from "classical" education to the practical arts, coupled with the broadening of the student base, lessened the ability of the faculty and college president to continue their student personnel responsibilities.

The student extracurriculum had also broadened to include Greek-letter fraternities in the 1820s and 1830s⁵ and intercollegiate athletic events.⁶ Thus, secularization of higher education, curricular changes,

as well as increased student enrollment and the nature of student activities led to a situation in which the faculty and the college president were no longer able to carry out all the supervision they felt necessary for the student extracurriculum.

A second factor in the evolution of student personnel functions was the influence of Germanic scholarship upon the faculty. Faculty, who had taken graduate training in Germany, became "imbued with a thorough going intellectual impersonalism, which led them to a complete disregard for the students outside of class hours."⁷ As faculty became more involved in the demands of their discipline and research, there was less time and interest in becoming involved in student life and activities.

The third significant factor leading to the development of student personnel services was the advent of coeducation. In 1837, Oberlin College in Ohio matriculated the first women students and began the coeducation movement.⁸ While the inauguration of coeducation did not produce significant numbers of women in colleges immediately, the growth of coeducation was slow but steady. The arrival of women on campuses did lead "to the appointment of lady principals or preceptoresses to give special attention to the problems of women students."⁹ Holmes indicated that these positions were the precursors for the development of the position of dean of women.¹⁰

The first college dean was appointed at Harvard College in 1870. His tasks, in addition to teaching, included the administration of discipline and enrollment.¹¹ The growth of the office of dean was rapid and part of "an effort to maintain collegiate and human values in an atmosphere of increasing scholarship and specialization."¹² By 1890, Harvard College expanded the duties of the dean and listed this position as

"dean of student relations."¹³ The University of Illinois appointed the first dean of men in 1901."¹⁴

Peterson, Eddy, and Pitts have listed six significant elements in the early development of the student personnel field. These were:

1. The deans of women first began to meet annually in 1903 and affiliated themselves in 1916 as the National Association of Deans of Women.
2. Seven directors of student unions met together for the first time at Ohio State University in 1914.
3. The first book about the field appeared in 1915. This was a handbook, 'The Dean of Women,' by Lois Matthews Rosenberry.
4. The first formal course in the field appears to have been a course for deans of women offered by Dr. Paul Monroe at the Columbia University Summer School in 1916.
5. Several deans of men conferred together and formed the National Association of Deans of Men in 1917.
6. College physicians, whose roots go back to the mid-1800's, organized the American College Health Association in 1920.¹⁵

The growth of student personnel work in colleges and universities roughly parallels the development of the public school guidance movement.¹⁶ In addition, the vocational guidance movement, the use of psychological testing for classification and assignment of men in the armed services, and the scientific management movement were also arising as national movements at this time.¹⁷

In 1938 and 1949, the American Council on Education published formal statements articulating the "student personnel point of view," which stressed the uniqueness of each individual student and the need for development of the total student. These statements recognized that teaching, counseling, student activities, and other organized educational efforts start in relation to the students' developmental level within their educational experience.¹⁸

The early legal basis for student personnel was based on the concept of in loco parentis. This concept was first articulated in Gott v. Berea College, a 1913 Kentucky case, which stated that "College authorities stand in loco parentis concerning the physical and moral welfare and mental training of students, and . . . may make any regulation for . . . betterment of their pupils that a parent could for the same purpose."¹⁹ The concept of the in loco parentis doctrine was the base for student personnel work for approximately fifty years. "Student personnel workers worked diligently to provide for students [those things] good parents provided": food, shelter, finances, social interaction, advice, discipline and health care.²⁰

The idea that colleges and universities stood in the place of the parents for students was overturned by a series of court decisions which rejected the concept that schools held the same powers over students that parents had over minor children.²¹ Beginning with Dixon v. Alabama Board of Education (1961), the courts have taken the position that students did not relinquish their constitutional rights upon matriculating in institutions of higher education.²² In addition to court action, state laws and the ratification of the Twenty-Sixth Amendment in 1971 have lowered the age of majority from twenty-one to eighteen.²³

The outgrowth of this decline of in loco parentis was the need for a new theoretical construct for student personnel services. The development of the theoretical construct upon which student personnel work could build was heavily influenced by the human development theorists such as Piaget, Peck and Havighurst, Erikson, Chickering, and Loevinger.²⁴ Delworth and Hansen listed five human development theories which serve as the foundations for the emergence of student development as a major

construct for student personnel work.²⁵ These are: psychological theories, cognitive developmental theories, maturity models, typology models, and person-environment interaction models.

Student development did not simply replace those student personnel functions which had been initiated under an in loco parentis structure; rather, it provided a new rationale for the continuation and expansion of student services, according to Morrill et al. (1980):

Health education and recreation programs grew up to complement the health care of health centers. Resident education programs grew to complement the management operations in housing. Student Unions placed increased emphasis on cultural and social development, and financial aids offices considered the necessity of teaching students how to better manage the money that was being distributed.²⁶

The theory-based student development model led professional associations in student personnel to examine training for individuals within the field. In 1974, the American College Personnel Association undertook a project to identify the skills and competencies needed for student personnel work, and from this beginning a compilation of skills and competencies was developed.²⁷ The project was undertaken in order to move the training of student personnel professionals to a competency-based educational program.

This initial effort to provide competency-based education for student personnel professionals led to the compilations of a large number of skills and competencies. The implementation of this material in a competency-based training program was faced with difficulties on two levels. The preparation of professionals in student personnel must, by necessity, be general since specific vocation within student personnel demands particular skills. A financial aid officer would need a different orientation than an individual working in residence halls; counselors would

require different skills than individuals involved in student activities. While some overlapping does occur among the units of student personnel, a significant degree of this learning must be oriented toward the particular unit.

The second difficulty encountered in the establishment of competency-based training centers centered around the diversity of academic areas from which professionals in student personnel may be drawn. While most individuals entering the student personnel area have received training in either student personnel or counseling and guidance, a significant number of individuals are selected whose academic backgrounds are not in either of the aforementioned areas.

While these problems in the implementation of competency-based standards for student personnel loomed large, another group was formed in an effort to establish standards for the units within the student personnel area. The Council for the Advancement of Standards for Student Services/Development Programs began meeting in Washington, D.C. during 1980 in an effort to develop separate standards for its constituent units. Using a structural format, which included a component on professional preparation, the Council sought input from persons in eighteen student personnel areas in the development of these standards²⁸ (see Appendix A).

The range of administrative units and responsibilities may be seen in the functions which fall within the scope of the chief student personnel officer. Table 1.1 illustrates the diversity of functions which fall under the responsibility of the chief student personnel officer in colleges and universities.²⁹

From the list presented in Table 1.1, it is evident that as student personnel work has evolved it has come to encompass a wide variety of

TABLE 1.1
 PERCENTAGES OF FUNCTIONS UNDER THE RESPONSIBILITY OF
 CHIEF STUDENT PERSONNEL OFFICERS COMPARED
 WITH 1962-63 STUDY BY AYERS

Function	1962-63 Study (Percent)	1976-77 Study (Percent)
Admissions	29.5	44.3
Career Planning & Placement	45.8	78.9
Personal Counseling	55.2	78.9
Campus Police/Security	---	20.3
Financial Aid	33.9	65.8
Food Service	12.5	16.7
International Students' Advising Programs	52.9	61.7
Health Service	59.2	78.7
Intramurals	21.0	47.8
Intercollegiate Activities	16.3	36.1
Minority Student Programs	---	39.2
Registration & Records	27.0	38.0
Residence Hall--Programs	64.3	62.4
Residence Hall--Management	---	48.1
Student Activities	53.7	93.1
Student Employment	---	56.0
Student Publications	---	52.9
Student Union--Programs	44.9	73.0
Student Union--Management	---	59.3
Veterans' Programs	---	50.7

Source: Frederick R. Brodzinski, "The Changing Role of the Chief Student Personnel Administrator," College Student Personnel Administration: An Anthology (Springfield, Ill., 1982), p. 56.

services. These services require a variety of skills and knowledge by the individual performing the work. It would seem that, to a large degree, student personnel has evolved from an area of the generalist into several distinct specializations. Even while this has been taking place, a theoretical foundation--student development--has been formulated for student personnel work. Within this theoretical construct, four general categories of student personnel work have been identified. These are:

1. Caring functions--counseling, health services, placement, and financial aids.
2. Control functions--recruitment, admissions, discipline, and housing.
3. Co-curricular functions--cultural programs, student government and organizations, and social programs.
4. Educational and developmental functions--orientation, remedial programs, culturally disadvantaged student programs, and educational programs in residence halls.³⁰

A study by Jones also indicated that the movement of student personnel work needs to move away from a control function. He stated that in recent years greater emphasis has been placed upon caring, co-curricular and educational, and developmental functions.³¹

The movement of student personnel from in loco parentis to student development has many implications. Coupled with a higher degree of specialization in the various units of student personnel, student personnel work may be evolving into several discrete units based upon a single theoretical base. This direction then has implications for the training of student personnel workers and for institutions hiring persons to fill student personnel positions.

Statement of the Problem

This research was designed to determine if there were similarities

in the skills and knowledge listed in position advertisements for seven student personnel units and the skills and knowledge taught in academic preparation programs in student personnel. The problem was to determine the extent to which training programs prepared to enter the field and to move into positions of greater responsibility once hired.

Importance of the Study

The rapid growth of student personnel work in colleges and universities, coupled with the evolution of student development theory, have implications for the training of persons seeking employment within the field. The number of vocational specialties within student personnel has implications as to the type of skills that are required for entry in the field. Student development, on the other hand, represents a discrete training approach.

This research also examined the requirements for positions in student personnel which are not considered to be entry level. In this manner, requirements for different levels of responsibility within student personnel were compared to determine what different emphases exist. This aspect of the research was important to ascertain what skills and knowledge were needed for individuals within a student personnel area to move from entry-level positions into more responsible positions within the student personnel units and field. This aspect of the research has implications for the type of in-service training that can be provided to address promotional needs for job incumbents.

ENDNOTES

¹ Kate Herner Mueller, Student Personnel Work in Higher Education (Boston, 1961), p. 51.

² E. G. Williamson, Student Personnel Services in Colleges and Universities (New York, 1961), p. 4.

³ Eugenie Andruss Leonard, The Origins of Personnel Services in American Education (Minneapolis, 1956), pp. 17-21.

⁴ Mueller, p. 52.

⁵ Frederick Rudolph, The American College and University: A History (New York, 1962), p. 144.

⁶ John S. Brubacher and Willis Rudy, Higher Education in Transition: A History of American College and Universities, 1936-1976 (New York, 1976), p. 131.

⁷ Mueller, p. 52.

⁸ Rudolph, p. 311.

⁹ Williamson, p. 4.

¹⁰ Lulu Holmes, A History of the Position of Dean of Women in a Selected Group of Co-Educational Colleges and Universities in the United States (New York, 1939), p. 7.

¹¹ Mueller, p. 52.

¹² Rudolph, p. 435.

¹³ Williamson, p. 5.

¹⁴ *Ibid.*, p. 6.

¹⁵William D. Peterson, John Eddy, and Griff D. Pitts, "Historical Perspectives of College Student Personnel Work," College Student Personnel Development, Administration, and Counseling (Washington, D.C., 1980), pp. 9-10.

¹⁶Mueller, p. 50.

¹⁷Peterson, Eddy, and Pitts, p. 10.

¹⁸Ibid., p. 11.

¹⁹Gott v. Berea College, 156 Kentucky 376, 161 S.W. 204 (1913), as reported in Kern Alexander and Edwin S. Solomon, College and University Law (Charlottesville, Va., 1972), p. 411.

²⁰Weston H. Morrill et al., Dimensions of Intervention for Student Development (New York, 1980), p. 6.

²¹William A. Kaplin, The Law of Higher Education: Legal Implications of Administrative Decision Making (San Francisco, 1979), p. 176.

²²Dixon v. Alabama State Board of Education, 294 F. 2d 150 (5th Cir.), cert. denied, 368 U.S. 930 (1961).

²³Kaplin, p. 176.

²⁴Morrill, p. 7.

²⁵Ursula Delworth, Gary R. Hanson and Associates, Student Services: A Handbook for the Profession (San Francisco, 1980), p. 78.

²⁶Morrill, p. 8.

²⁷Committee on a Student Development Model for Student Affairs in Tomorrow's Higher Education, A Student Development Model for Student Affairs in Tomorrow's Higher Education (Washington, D.C., 1974).

²⁸Council for the Advancement of Standards for Student Services/Development Programs, Process for Developing Standards for Student Services/Development Programs: Practice and Professional Preparation (Washington, D.C., 1980).

²⁹Frederick R. Brodzinski, "The Changing Role of the Chief Student Personnel Administrator," College Student Personnel Administration: An Anthology (Hilda F. Owens, Charles H. Witten, and Walter R. Bailey, eds.) (Springfield, Ill., 1982), p. 56.

³⁰ John D. Jones, "Student Personnel Work: Current State and Future Directions," College Student Personnel Administration (Springfield, Ill., 1982), pp. 359-372.

³¹ Jones, p. 365.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to provide a review of the literature in the areas of student development, student personnel work, and graduate degree programs in student personnel. Since the purpose of this study is to examine the training of persons within student personnel graduate programs and the requirements sought by prospective employers in several student personnel areas, the literature on formal training and student personnel work has been reviewed. The rationale for reviewing literature on student development lies in its development as a conceptual base for student personnel work.

Student Development

The emergence of student development as a theoretical foundation for student personnel work came out of academic areas rather than from the student personnel field itself.¹ Morrill and Hurst indicated that in loco parentis was a legal base for student personnel work, but it was not theoretical. With its demise in the 1960s, the academicians--using human growth models--developed the student developmental model as a base for student personnel.²

Miller and Prince have defined student development as being "the application of human development concepts in postsecondary settings so

that everyone involved can master increasingly complex developmental tasks, achieve self-direction, and become interdependent.³ This definition rests heavily upon the work of Chickering, who identified the vectors of development as being:

1. Managing Emotions
2. Becoming Autonomous
3. Establishing Identity
4. Freeing Interpersonal Relationships
5. Clarifying Purposes
6. Developing Integrity.⁴

Delworth and Hansen pointed to five theory clusters upon which student development theory is based.⁵ These were: psychosocial theories, cognitive development theories, maturity models, typology models, and person-environmental interaction models. The authors identified the psychosocial theories as those which are based on sequential stages which define the life cycle.⁶ The early work in psychosocial theory and stages of development was done by Erickson, who suggested that the growth of the ego is the focal point of the developmental sequence.⁷ This ego development reached points of crisis at various times in an individual's life cycle as the result of such things as sexual maturity and the acquisition of a greater capacity to think in abstract ways.⁸

Other psychosocial theorists have placed a greater emphasis upon the social milieu to develop life cycle stages. At the age range of the typical college student, Levinson,⁹ Gould,¹⁰ and Sheehy¹¹ all saw the social action of leaving home as the significant stage of development. In 1968, Neugarten also illustrated the life changes for a typical young adult, but he differentiated between the social tasks of men and women.¹² Neugarten saw the late teenage years for women as the time in which they are seeking a mate and beginning families. For males, Neugarten ascribed this time frame as one in which careers are launched and a self-

reliant lifestyle is beginning. Bernard, in her chapter in Chickering's The Modern American College, raised doubts about the life stages defined by Neugarten due to the increasing career demands made upon women in the modern society.¹³

McCoy has identified a series of tasks for the young adult and the institutional program responses and outcomes for the college-aged individual. These are listed below:

Tasks

1. Break psychological ties
2. Choose careers
3. Enter work
4. Handle peer relationships
5. Manage home
6. Manage time
7. Adjust to life on own
8. Problem-solve
9. Manage stress accompanying change

Program Responses

1. Personal development, assertive training workshops
2. Career workshops, values clarification, occupational information
3. Education/career preparation
4. Human relations groups
5. Consumer education/homemaking skills
6. Time/leisure use workshop
7. Living alone, successful singles workshops
8. Creative problem solving workshops
9. Stress management, biofeedback, relaxation, transactional analysis workshops

Outcomes Sought

1. Strengthened autonomy
2. Appropriate career decisions
3. Successful education/career entry
4. Effective social interaction
5. Informed consumer, healthy homelife
6. Wise use of time
7. Fulfilled single state, autonomy
8. Successful problem solving
9. Successful stress management, personal growth.

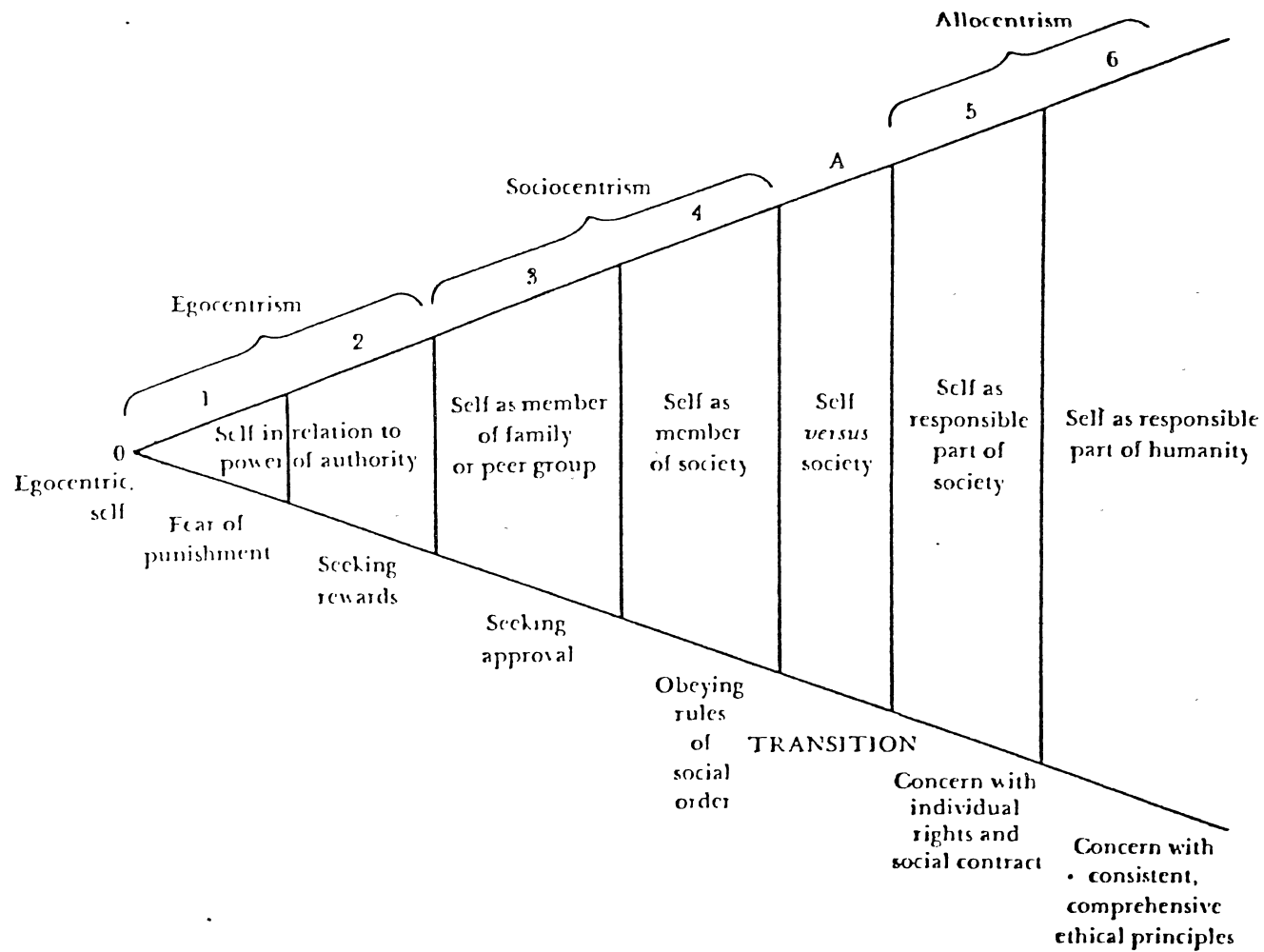
Chickering and Havighurst have also identified developmental tasks for the young adult. These were achieving emotional independence, preparing for marriage and family life, choosing and preparing for a career, and developing an ethical system.¹⁵

While the developmental tasks of the young adult have been the focus of this review of psychosocial theories, each of these constructs has application to an older adult population also. Chickering and Havighurst pointed to the concepts that human growth is a lifelong process and that "participation in college programs by adults beyond the traditional college age is expected to increase significantly."¹⁶

The second major theoretical foundation for student development rested upon cognitive developmental theories. One of the leading theorists in cognitive development was Jean Piaget, whose three major concepts are:

1. A person actively interprets the world outside of him- or herself; . . . he or she selectively attends to stimuli, imposes a 'meaningful' order onto the stimuli comprehended, and develops and uses principles and rules to guide behavior and solve problems.
2. Development is a progression through an invariant sequence of hierarchical stages, with each stage representing a qualitatively different way of thinking.
3. Development is a product of the interaction between the person and the environment.¹⁷

Kohlberg utilized Piaget's cognitive development theory in developing a construct in the domain of moral reasoning. Kohlberg developed a model of moral reasoning based upon three levels--preconventional, conventional, and post-conventional.¹⁸ These levels can be viewed as an ordered expansion of an individual's sense of self in relationship to other individuals.¹⁹ Figure 1 illustrates this relationship.



Source: Carole Wildick, Lee Knefelkamp, and Clyde A. Parker, Student Services: A Handbook for the Profession (San Francisco, Calif., 1980), p. 78.

Figure 1. Kohlberg's Model of Moral Reasoning
From Egocentrism to Allocentrism

In Figure 1, the Kohlberg model was illustrated as the sequential growth of an individual from the egocentric level of development to an eventual level of viewing oneself as a member of humanity. Of interest in this illustration was the transitional stage of the self as being opposed to, or alienated from, society. This may be seen as the moral development of Reisman's autonomous individual.²¹

The cognitive development models were approached from the perspective that each level involves a sequential learning pattern and that progress from one level to another is the test of human development. This contrasts with the psychosocial theories in their emphasis upon learning responses rather than a life cycle through which most people pass.

The third major model utilized in the foundation of the student development theory was the maturity model. This construct was based upon the work of Heath, who attempted to incorporate four self systems with movement along five growth dimensions. This concept of maturity was based upon Heath's investigation of Haverford college students.²² This configuration can be seen in Figure 2.²³

Heath found that as college students became more mature, they moved into a more autonomous position with respect to their intellectual abilities, values, self-concepts, and interpersonal relationships.²⁴ He argued that while a major portion of this maturity could occur during the college years, the striving toward autonomous behavior was not limited to that period of time.²⁵

Whereas Heath's model attempted to develop a holistic approach to development, it was limited by its concentration on the college age population. As older, more mature students attended colleges, there was a

greater need to advance models which incorporated their levels of growth into developmental models.

<u>Self Systems</u>	<u>Task</u>
1. Intellect	1. Becoming more able to represent experience symbolically
2. Values	2. Becoming allocentric or other-centered
3. Self-concepts	3. Becoming integrated
4. Interperson relationships	4. Becoming stable
	5. Becoming autonomous

Source: Carole Wildick, Lee Knepfelkamp, and Clyde A. Parker, "Student Development," Student Services: A Handbook for the Profession (San Francisco, 1980), p. 100.

Figure 2. Heath's Maturity Model

The fourth set of models used in the formulation of student development theory was the typology model. Cross had suggested a sociological approach to student differences because there were new students being attracted to higher education.²⁶ Many of these students were from minority groups, although most were Caucasian from "blue collar" families who had not had access to higher education previously. These students may have been less successful academically and tended to view colleges as an instrumentality to a better economic life.²⁷

The challenge of these "new" students was that they did not represent the traditional values and aspirations of the previous generations of college students. Cross' work was important in student development theory because it identified a changing clientele in higher education

for whom the work of student personnel may be invaluable, in that the college or university may not be able to accept readily the values and aspirations of these "new" students.

Another typology was Heath's personality model.²⁸ This model was based upon two dimensions: the "ego functioning" or maturity level of the individual, and "the manner in which the self interacts with the world, achieves its satisfactions, and defends itself from threats to its survival."²⁹

This model identified three levels (low, medium, high) along a continuum. The Heath model's highest level of maturity was characterized as having six major attributes:

1. Intellectuality
2. Close friendships
3. Independence in value judgments
4. Tolerance of ambiguity
5. Breadth of interest
6. Sense of humor.

The importance of Heath's work in the development of a personality typology was his emphasis on students as individuals and their individual needs.

The last series of models used as a basic construct in student development were the person-environment interaction models. The sources of environmental impact, according to Moos, were the physical environment and the social and psychological environment.³⁰ Moos defined the physical environment as including those factors which are man-made as well as those which are part of the natural environment. For colleges, this encompassed not only the geographical and climatological features

but also the architectural environment. The social and psychological environment included the organization structure and functions, the normative behaviors, social climate, and characteristics of others within the environment.

Other theorists have speculated about the interaction between the individual and the environment. Baker has stated that environments select and shape the behavior of the people who live within them.³¹ Wicker developed the term "behavior-environment congruence" as a way of describing those individuals living within a setting and the environmental factors in the setting which are interactive in an effort to produce stability.³²

Stern attempted to identify the interaction between the student's personality needs and the environmental press.³³ Using Murray's typology, Stern identified personality characteristics which attempt to provide unity and direction for an individual. The Stern Characteristics are listed in Table 2.1.³⁴ Stern utilized these identifiers to formulate an Activities Index and College Characteristics Index to ascertain the "fit" between the student characteristics and the institutional milieu.

The environmental "press" has been described by Stern as those factors outside the individual which interact with him/her.³⁵ This perception of the external world was individual, but it was also merged with the perceptions of persons within the shared environment.

Pervin has examined the interaction of individuals and environment and developed the Person-Environment Transaction Model.³⁶ Pervin theorized that for every individual there are environments, both interpersonal and non-interpersonal, that fit with the personality of the

TABLE 2.1
STERN'S COLLEGE STUDENT CHARACTERISTICS INDEX

Abasement
 Achievement
 Adaptiveness
 Affiliation-Rejection
 Aggression-Blameavoidance
 Change-Sameness
 Conjunctivity-Disjunctivity
 Counteraction-Infavoidance
 Deference
 Dominance
 Ego Achievement
 Emotionality-Placidity
 Energy-Passivity
 Exhibitionism-Infavoidance
 Fantasied Achievement
 Harmavoidance
 Humanism
 Impulsion-Deliberation
 Narcissism
 Nurturance-Rejection
 Objectivity
 Order
 Play
 Pragmatism
 Reflectiveness
 Scientism
 Sentience
 Sex-Prudery
 Succorance-Autonomy
 Understanding

Source: G. G. Stern, "Environments of Learning,"
The American College (New York, 1962),
 p. 706.

individual. A good match between the environment and the personality contributed to personal satisfaction, whereas a poor match produces stress for an individual.

Moos contributed to the person-environmental models by having stressed the impact of how a person perceived his/her environment.³⁷ Moos was, therefore, concerned with the individual's perception of the social climate as well as the physical environment.

The impact of student personality factors with environmental factors has led to the campus ecology movement as an integral part of student development theory. Banning and Kaiser have pointed to three assumptions related to students in the college environment. The assumptions were that some students should not be in college, some students need to deal with personal issues before they are able to benefit from an educational experience, and some students need to develop new skills in order to maximize the college experience.³⁸ Banning and Kaiser further viewed the university environment as being primarily one devoted to educational, cultural, recreational, and social opportunities.

From the theories and models cited above have emerged a student development model for student personnel work. Some of the dimensions for student development cited by Drum are presented in Table 2.2.³⁹ The dimensions for student development were based upon five assumptions. They are as follows:

1. Human development is characterized by growth toward more complexity, internal integration, and finer discrimination.
2. As development proceeds there is less tendency to anchor beliefs, values, and judgments external to the self and more to utilize internalized personal beliefs in negotiating life.
3. Developmental change is a continuous process.

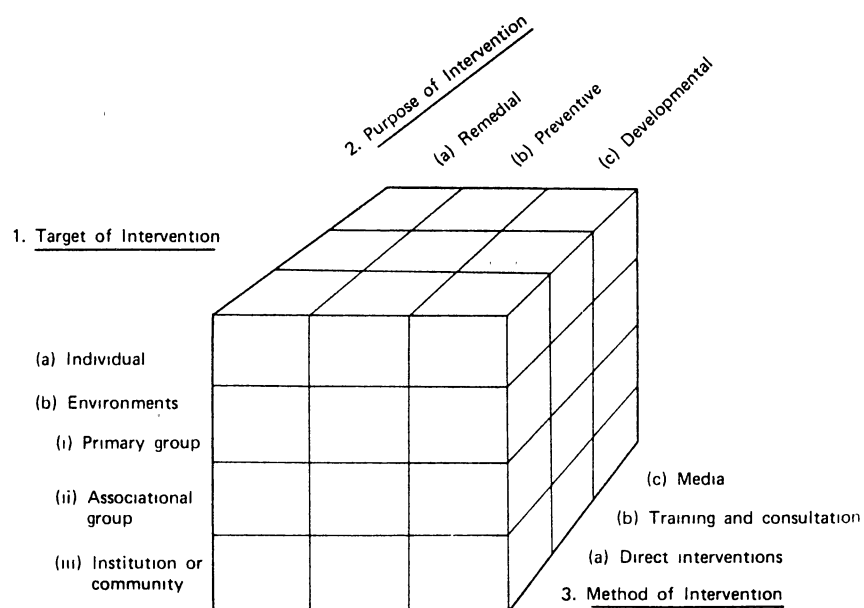
4. Even though developmental change is a continuous process, it is not uniformly one-dimensional.
5. Quantitative changes, such as (1) shifts in the valence of an existing value or quality, (2) addition of a new response mode, (3) utilization of more data in decision making, (4) development of slightly different tastes and preferences, are the important building blocks upon which the more qualitative . . . changes are built.⁴⁰

TABLE 2.2
DIMENSIONS OF STUDENT DEVELOPMENT

Areas of Development	Levels of Development		
	Basic	Expansive	Refined
Cognitive Structures	Simplistic	Relativistic	Reflective
Aesthetic Development	Instilled Preferences	Broadened Appreciation	Enhanced Sensitivity
Identity Formation	Conforming	Experimental	Intentional
Physical Self	Unintentional Practices	Selective Management	Personal Responsibility
Moral Reasoning	Externalized Locus	Internalized Locus	Integrated
Interpersonal Relatedness	Self-Centered	Role-Dominated	Intimate
Social Perspective	Ethnocentric	Culturally Relativistic	Anthropocentric Systems

Source: Weston H. Morrill et al., Dimensions of Intervention for Student Development (New York, 1980), p. 25.

Morrill, Oetting, and Hurst have provided a conceptual model for student development. This model is shown in Figure 3.⁴¹ The utilization of this model in the development of intervention strategies for



Source: W. H. Morrill, J. C. Hurst, and E. R. Oetting, Dimensions of Intervention for Student Development (New York, 1980), p. 36.

Figure 3. Dimensions of Intervention for Student Development

student development were outlined by Morrill and Hurst in the following manner:

1. The Target of the Intervention: The target of the intervention stated most simply may be either (a) the individual or (b) the environments that affect or influence the individual. The environments that affect the individual include (i) primary groups, (ii) associational groups, and (iii) institutions or communities.
2. The Purpose of the Intervention: The purpose may be (a) remedial, (b) preventive, or (c) developmental.
3. The Method of the Intervention: The method of reaching the target population may be (a) direct intervention by professionals or administrators with the target, (b) consultation and training of other helping professionals or paraprofessionals, or (c) the use of media in carrying out the intervention.⁴²

In addition, this basic model has been adapted to meet the student developmental programs for instruction, consultation, and milieu management.⁴³

Crookston, in his attempt to define student development, believed that it was the application of human development principles and philosophies within the context of higher education.⁴⁴ He later stated that "human development refers to the knowledge, conditions, and processes that contribute . . . to the growth, development, and fulfillment of the individual throughout life as a realized person and an effective productive citizen."⁴⁵

With the acceptance of student development as a model for student personnel work, the American College Personnel Association began a project in 1974 to identify the skills and competencies needed for practitioners in the student personnel area.⁴⁶ The resulting taxonomy was very extensive (see Appendix B). More recently, the Council for the Advancement of Standards for Student Services/Development Program developed standards for the separate areas of student services.

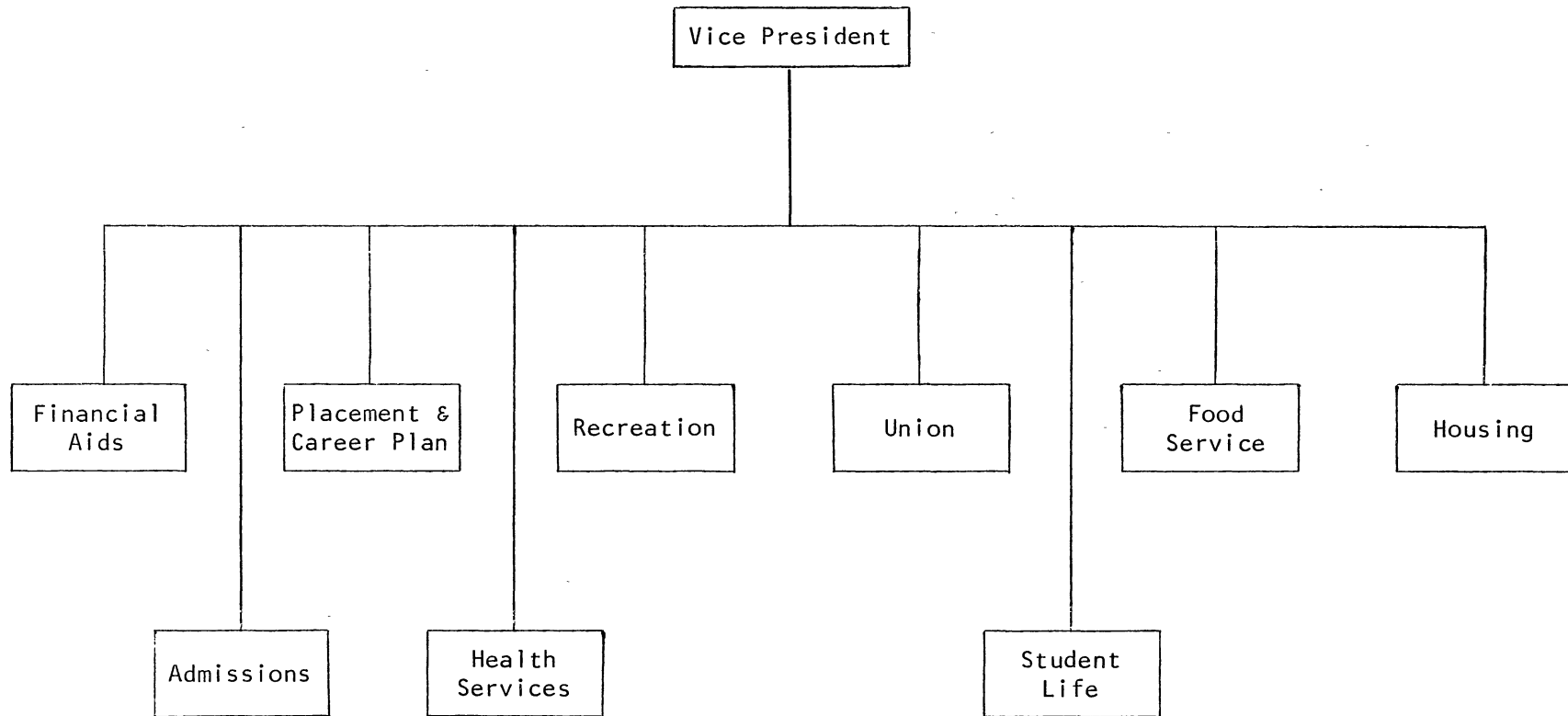
Student development theory was the outgrowth of the emerging need for a construct to replace the in loco parentis base for student personnel work. This theoretical construct was to be founded upon the earlier work of a number of psychosocial and human development theorists. The models upon which student development theory was based were: psychosocial theories, cognitive development theories, maturity models, typology models, and person-environmental interaction models.

Student Personnel in Higher Education

The change of student personnel services from the control features of in loco parentis into the student development model has led to some concerns about the model of administration appropriate for student development in higher education. Several different people and groups have examined various configurations for student personnel organizations. The first of these is the traditional construct of personnel services. This model is illustrated in Figure 4, "A Hierarchical Organization for Student Services."⁴⁷

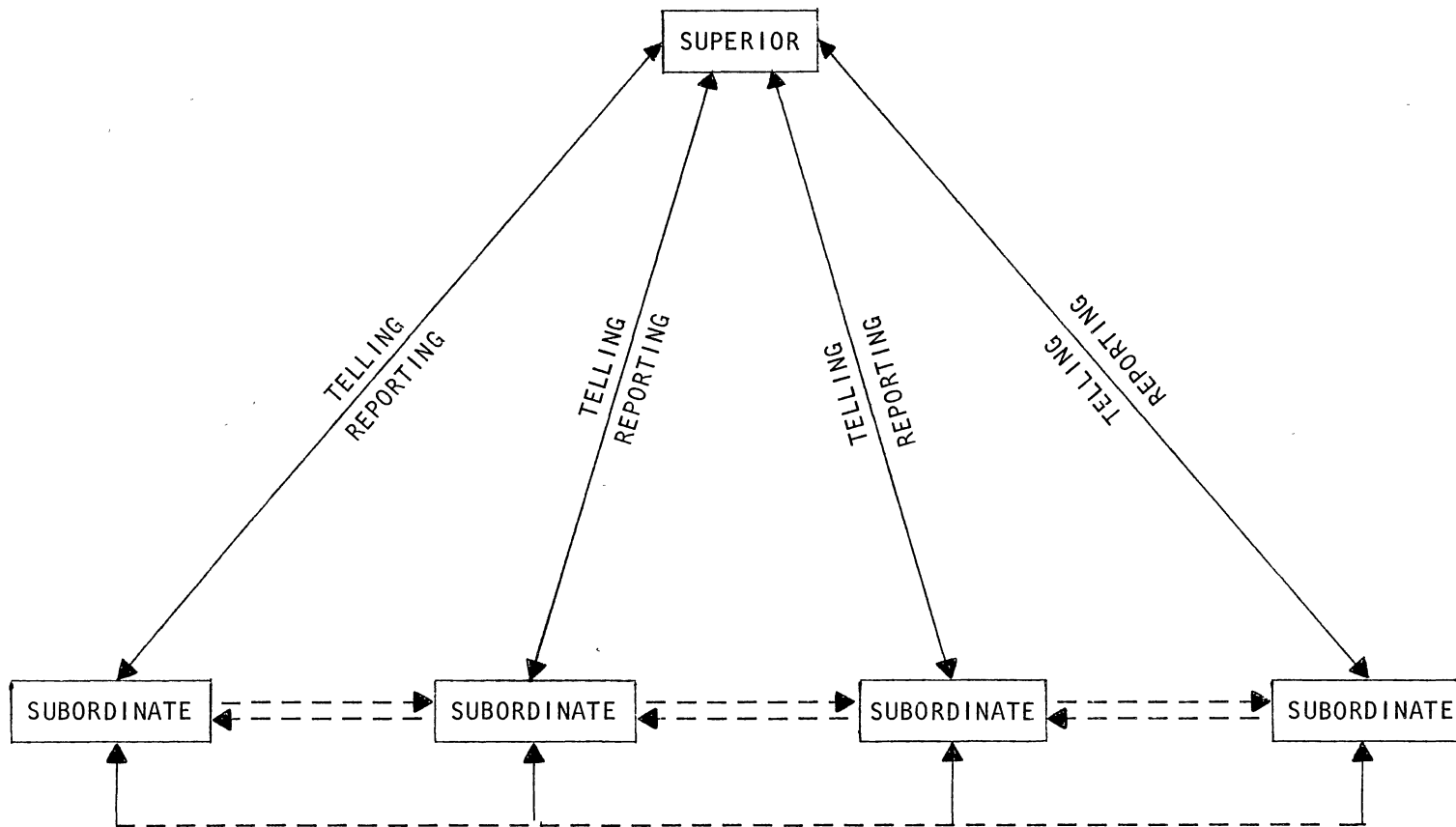
Figure 5 displays the model of "Characteristic Patterns of Leadership in a Mechanistic System," as developed by French and Bell.⁴⁸ According to this model, there were several characteristics of hierarchical pattern in a mechanistic leadership system. There was insistence on loyalty to the organization and the leader, the leadership pattern placed emphasis upon one-to-one communication, goals were more likely to be set at the top and mandated to the bottom, and it tended to support the status quo and to encourage authoritarian leadership.⁴⁹

Figure 6 depicts an organizational structure based upon similarity of functions.⁵⁰ By bringing similar functions into working clusters,



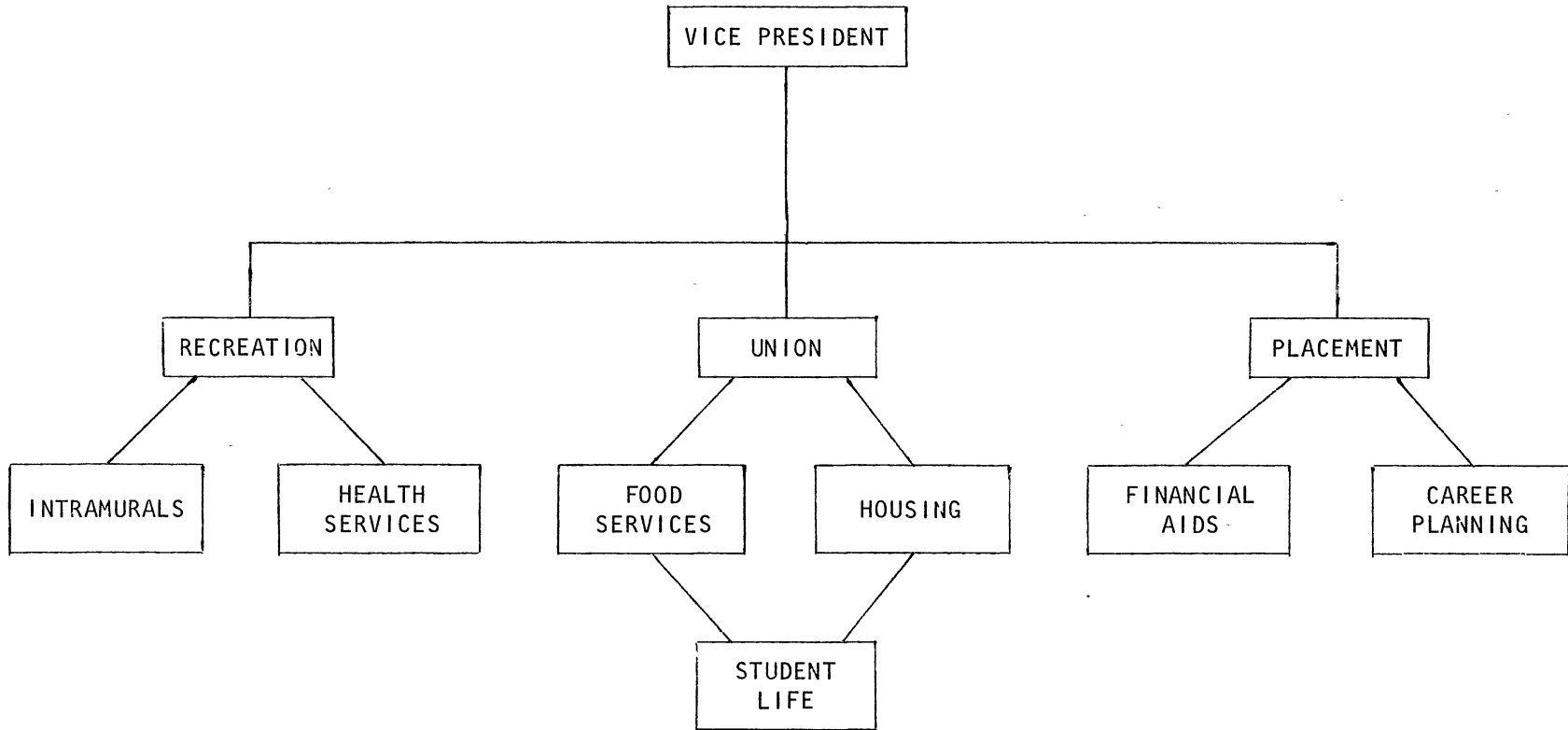
Source: "Invitational Conference on Organizing Models for the Implementation of a Student Development Approach for Student Affairs" (Overland Park, Kansas, 1976).

Figure 4. A Hierarchical Organization for Student Services



Source: Wendell L. French and Cecil H. Bell, Jr., Organizational Development: Behavioral Science Interventions for Organizational Improvements (New York, 1973), p. 185.

Figure 5. Characteristic Patterns of Leadership in a Mechanistic System



Source: "Invitational Conference on Organizing Models for the Implementation of a Student Development Approach for Student Affairs" (Overland Park, Kansas, 1976).

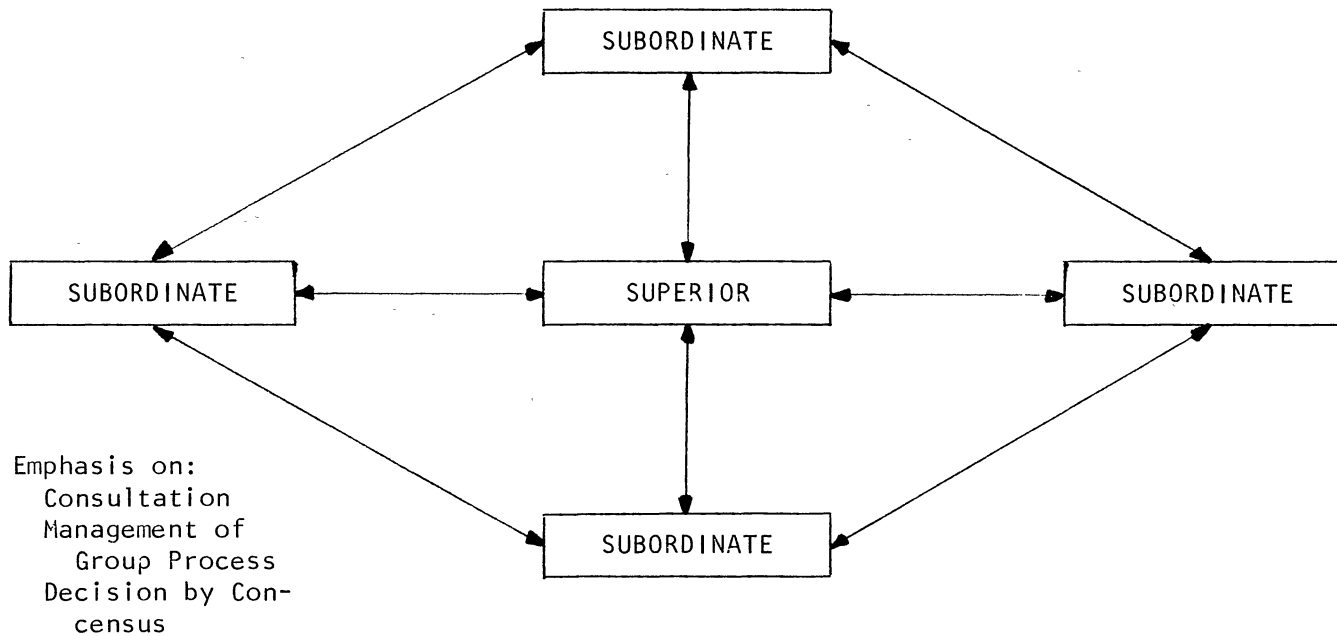
Figure 6. Structural Organization Based on Similarity of Functions

the organization established a structure which facilitated a developmental system which French and Bell term an "organic" system.⁵¹

In an organic system, more interaction can take place between units, and leadership and decision making were more likely to be shared by all members of the units. It was further assumed that by presenting a system in which the functional units worked in collaboration, a more open communication would occur (Figure 7).⁵² This structure was also intended to facilitate units within the organization working together on common problems so that there would be less insularity. In this structure, there was open communication among superiors, subordinates, and peers with the intent of committing organizational members to collaborative goals.

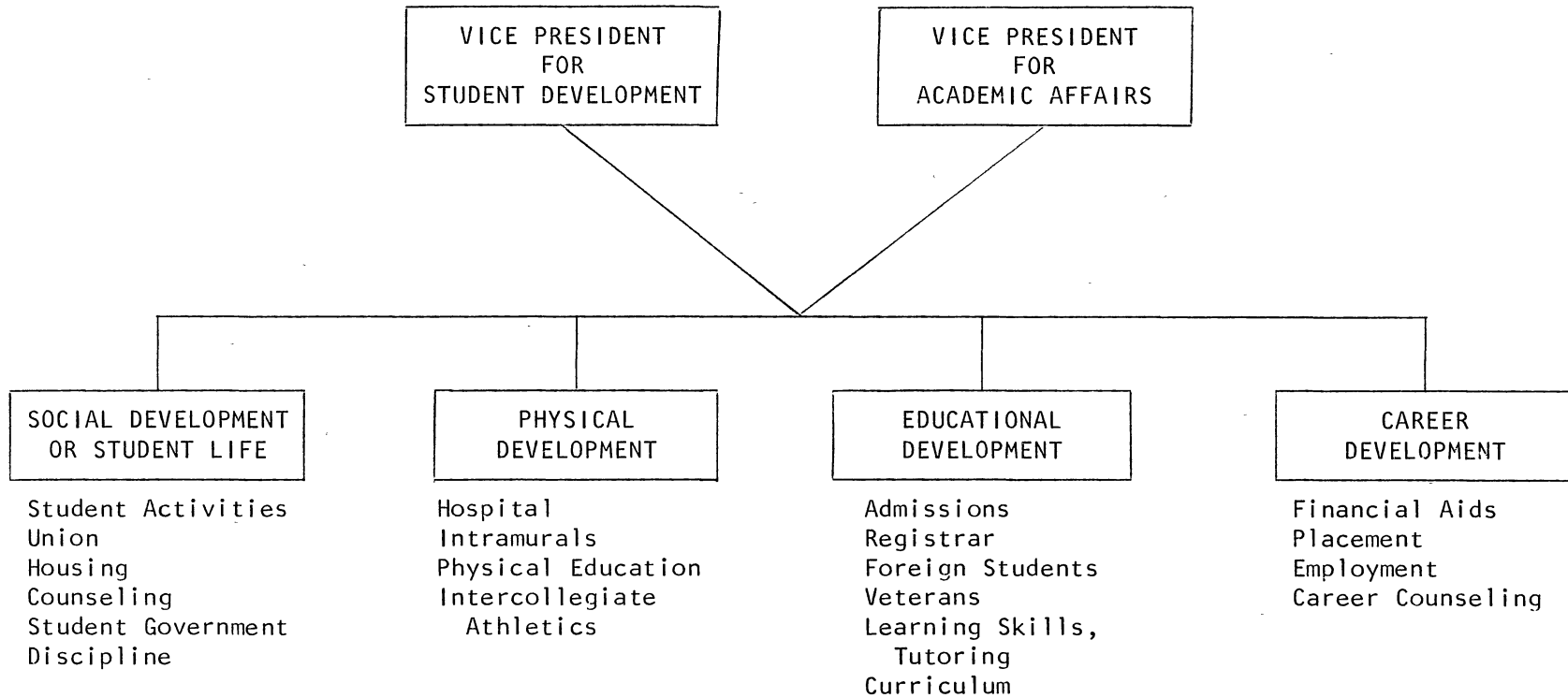
According to Knott and Drum, the operational modes of an organic approach utilized high degrees of interdependence, collaboration, and mutuality.⁵³ This combines with the development of a network of authority, control, and communication derived from expertise and commitment rather than from directives of a chief administrator. Responsibility for outcomes is shared.⁵⁴

Conceptually, a third level of organizational change could extend beyond the area traditionally seen as student personnel functions.⁵⁵ Figure 8 displays a model which blends the expertise of both student personnel and instructional staffs.⁵⁶ In this pattern, both management and communication patterns were altered. Rather than a series of hierarchies, a combined pattern is developed. Elliot and Ford have referred to a joint leadership pattern as a "Y" configuration.⁵⁷ The advantage to this system was the ability to blend budgets, expertise, and staff resources.



Source: Wendell L. French and Cecil H. Bell, Jr., Organizational Development: Behavioral Science Interventions for Organizational Improvements (New York, 1973), p. 185.

Figure 7. Communication Patterns in Organic Systems



Source: "Invitational Conference on Organizing Models for the Implementation of a Student Development Approach for Student Affairs," Overland Park, Kansas, 1976.

Figure 8. Conceptual Model for a Y Pattern in Reporting Relationships

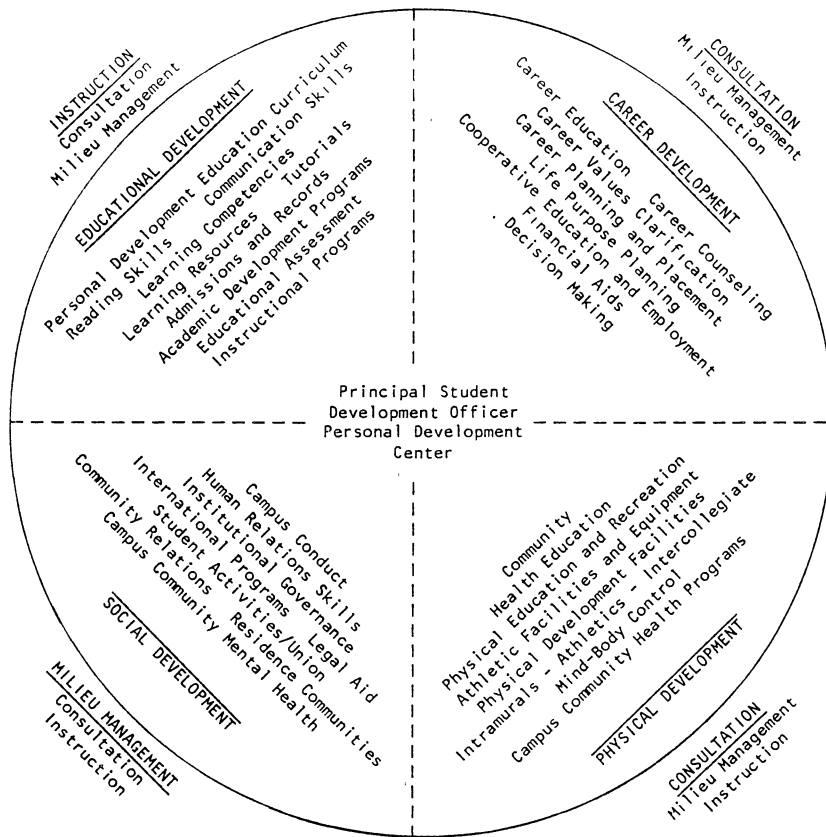
For this pattern to be successful, both chief executive officers must be committed to the goals of student development.

Figure 9 is used to portray an opportunity to conceptualize student development theory in a manner which was not dependent upon organizational structure.⁵⁸ This model used the four quadrants of student development-physical development, career development, educational development, and social development. These four quadrants were then related to the structural units involved within their areas of influence.

Hurst has also presented a model for student affairs which bases student development theory upon foundations of knowledge and skills.⁵⁹ The Hurst model is shown in Figure 10.

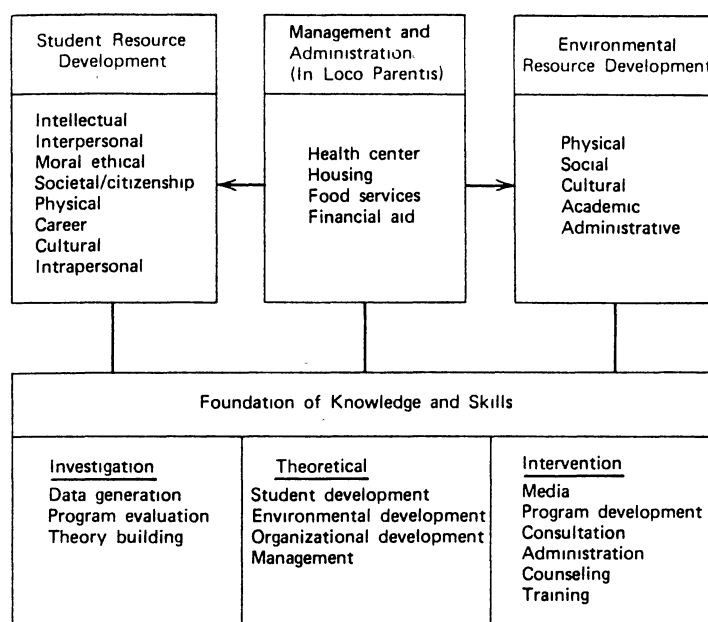
The evolution of student personnel services from faculty involved with students not only in the classroom but also in the students' extracurricular lives, to a separate and distinct student personnel division was the result of a greater diversity and number of students and a faculty with greater interest in scholarship. This idea of student personnel tended to be control-oriented and separated from the institution's academic mission. As Morrill and Hurst pointed out, student personnel operating under in loco parentis was "on a track of obsolescence not because of what it provided, but rather because of what it did not provide."⁶⁰ Student personnel did not provide an opportunity to "understand students in an academic environment, . . . to accomplish the task of helping students succeed, or . . . to predict and plan for the future."⁶¹

Student development was then the outgrowth of concerns related to responding to the student and his/her environment in a total manner. As was demonstrated in both Figures 9 and 10, there were management and control functions within the student development models. These functions



Source: "Invitational Conference on Organizing Models for the Implementation of a Student Development Approach for Student Affairs" (Overland Park, Kansas).

Figure 9. Conceptual Model for Student Development for the College Campus



Source: W. H. Morrill, J. C. Hurst, and E. R. Oetting, Dimensions of Intervention for Student Development (New York, 1980), p. 11.

Figure 10. Conceptual Foundation for Student Affairs Developed by Hurst

were not central but rather a part of the total function. In a sense, student development enabled student personnel to come full circle and back to the academic enterprise.

Graduate Degree Programs in Student Personnel

Morrill cited the training of people for student personnel work as being "the most important challenge to the profession."⁶² He went on to say that "training programs must provide a foundation of theory in human and environmental development, management, and the learning process."⁶³ In addition, he believed that intervention techniques, research design, statistical analysis, evaluative research, and basic research were very important.⁶⁴

Delworth and Hanson moved beyond Morrill's concerns to suggest a core curriculum for student personnel work consisting of the following:

1. History and philosophy. A minimum of one course in history, organization, and philosophy of higher education and student services is recommended.
2. Theory. A minimum of two courses in this area is advised. The most relevant current theories are (1) theories of human development, and (2) theories of person-environment interaction.
3. Models of practice and role orientations. One course is recommended. It should examine relevant role orientations and discuss patterns of organization and specific agencies in student services in light of these models and roles. Professional ethics can also be introduced in this course.
4. Core competencies. A minimum of four courses, each dealing with one specific competency, is advised. At the present time, those should include assessment and evaluation, consultation, instruction, and counseling. Each course should include relevant theory and models and both a didactic and experiential skills component. The counseling course should include basic group skills unless a separate core course is offered in group work.

5. Specialized competencies. At least one course in this area should be offered. Ideally, two to three should be available, and students should have choices. We see program development, environmental assessment and redesign, and paraprofessional training as the key current specialized competencies, probably with program development as the priority course for most preparation programs.
6. Administration and management. At least one basic course should be offered. This should include some theory, but should focus on specific management tools needed by the professional in entry-level or intermediate positions.
7. Practicum or field work. A minimum of one year practicum is recommended, in at least two selected student services agencies. Students, faculty, and on-site supervisors should determine a training plan that ensures experience and supervision in at least two core competencies in each placement. In addition, at least one practicum should include experience in a specialized competency area, and at least one should involve some basic management tasks. A weekly seminar with a faculty member, required of all students enrolled in practicum, should focus on integrating practical experience with previous and concurrent coursework.
8. Additional theory and tool courses. Each student should select a minimum of one additional theory course and one course that will provide additional tools or skills. A requirement of two courses in each of these areas would be highly desirable. These courses may be offered through the student services program but are more likely to be offered in behavioral science or business departments. Theory courses might include organizational or social learning theory or be focused on a specific population such as adult learners or women. Skill courses include elementary statistics, testing, business law, and computer technology.⁶⁵

Others have viewed the training in student personnel from different perspectives. Beeler has stressed the need for training in student personnel which would include "new skills [which were] required to meet the needs of increasingly diverse student bodies."⁶⁶ Hershenson has attempted to categorize student personnel functions and suggested that the educational level and degree required be based upon specific functions.⁶⁷

The Council of Student Personnel Associations in Higher Education (COSPA)

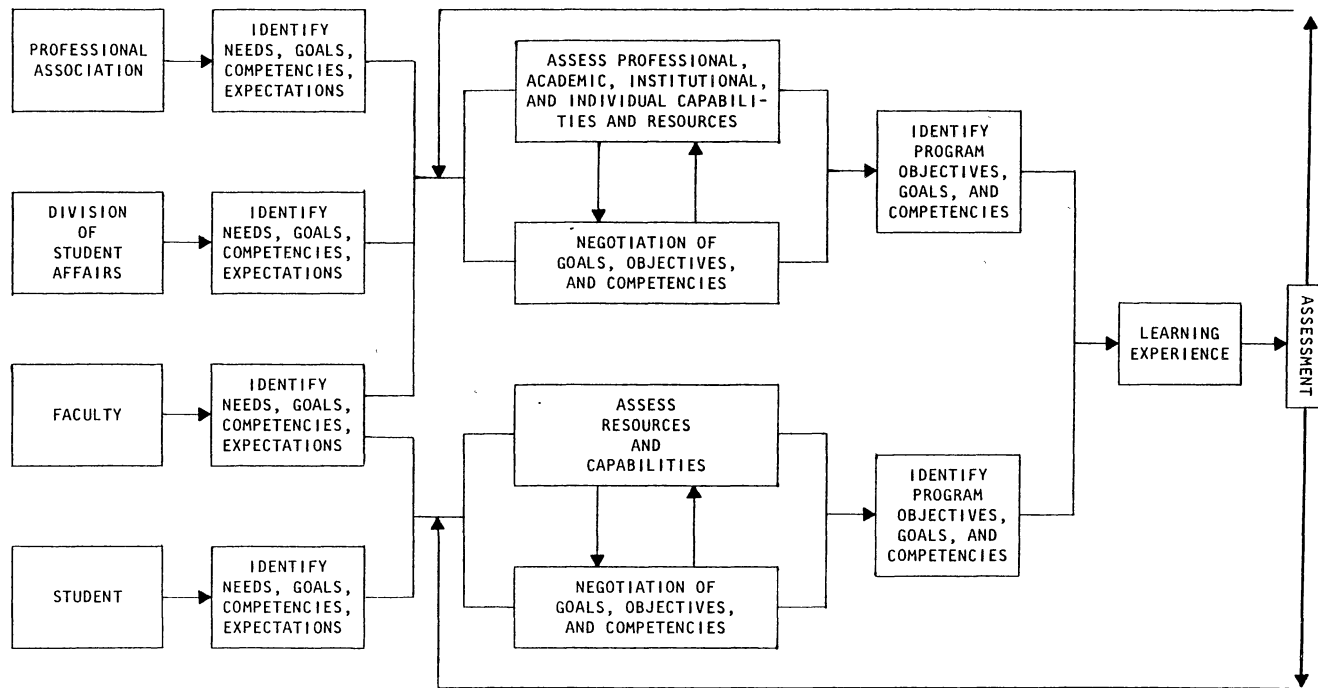
has recommended a program of preparation for college student personnel workers.⁶⁸

Meabon, Bailey, and Witten have provided an outline of these recommendations as follows:

1. The study of the college student characteristics, developmental needs, and differing life patterns of men and women.
2. The history, philosophy, setting, and objectives of colleges and universities as social institutions.
3. Counseling theories and procedures.
4. The principles of administration and decision-making, including theory and practice of organization and fiscal management, selection and inservice training of staff members, and communication and relationships with college departments and constituents.
5. Group dynamics.
6. Human relations skills.
7. An overview of student personnel work in higher education, including history, philosophy, purposes, organization and administration, ethics and standards, student roles and rights, current legal and social issues, and discipline; and in addition, an overview of its specialty areas such as admissions, registration, data processing and records, orientation, counseling services, health services, housing and food services, career counseling and placement, college union programs, financial aids, foreign student programs, fraternities and sororities, intramural programs, student organizations and activities--including student government and student publications, student-community relationships, testing services, campus security and safety, and alumni relations.
8. Practicum, field work, or internship with college students (required in the core, but may be taken in a field of specialization).⁶⁹

In addition, these authors have developed a "Competency-Based Educational Model of Student Personnel" shown in Figure 11.⁷⁰

The model utilized in the preparation of student activities of graduate students at the University of South Carolina represented an effort



Source: David L. Meabon, Walter R. Bailey, and Charles H. Witten, "A Competent Student Activities Administrator: A Model for Training," Journal of College Student Personnel (March, 1975), p. 100.

Figure 11. Competency-Based Educational Model for Student Personnel

to combine the developmental aspects of student development with the needs of the student.

In spite of the impact of student development upon the student personnel field, Sandeen found that chief student personnel officers felt the "degree programs were too oriented to counseling;" there needed to be more internship experiences, and graduate students were not well versed in the areas of "management, legal issues, and budgeting."⁷¹

Sandeen's study also found that 27 percent of the chief student personnel officers indicated that in hiring entry-level staff, a degree in student personnel was "very important." It was considered to be "somewhat important" for entry-level staff to have a degree in student personnel by 56 percent of these administrators. In hiring department heads, 36 percent of the administrators considered a degree in student personnel to be "very important" while another 47 percent considered it to be "somewhat important."⁷²

Trueblood, in an early work on the training of student personnel workers, cited a specific curriculum which possibly focuses on the dilemma of training in student personnel. This curriculum would include:

1. The basic college student personnel graduate studies program should include one major core in psychology, specifically developmental psychology, personality growth and dynamics, learning theory, and group psychology.
2. A second major core should be devoted to the study of culture change and societal forces in the areas of sociology, anthropology, and other of the behavioral sciences.
3. The program should include considerable study aimed toward a comprehensive understanding of the context, philosophy, finance, planning, and curriculum of higher education.
4. The program should include 'skill' courses in counseling, measurement, etc.

5. Supervised experience in work with individual students and groups of students in a higher education setting is essential. This supervision must be carried on by competent professional persons and must be meaningfully related to the content of course work and its significance in professional practice. Early work experiences in personnel related tasks are important in helping solidify the neophyte's career decision.
6. An understanding of research goals, methods, and skills is essential for the college student personnel leader, who in the future may be expected to become the 'expert' on college students. In this connection, a knowledge of automated data processing and computation equipment available for research is essential.
7. A thorough understanding of the ethical responsibilities and legal relationships involved in college student personnel work is important for the competent professional person, as is the development of a personal code of professional ethics.⁷³

Summary

The problem was to define the appropriate role for a worker in student personnel and to provide a training program which enabled an individual to best serve in a particular position in student personnel work. The review of the literature raises the question of whether the student personnel worker should be a counselor, manager, or an educator. Perhaps all three roles are appropriate for different aspects and levels of student personnel work, yet the question remains of the best way to develop training programs which can meet these seemingly disparate roles.

In addition, student personnel theory has led to an examination of the functional relationships within student personnel and has spawned ideas concerning the most appropriate structures for administration. These constructs are exciting matters upon which to speculate, yet without support of all elements of the institution they will probably not move beyond the theoretical stage.

The other very important element missing in these considerations involves the specific skills that potential employers are seeking and how well these mesh with the training being received in graduate programs in student personnel. The purpose of this study is to examine graduate programs in student personnel and the requirements sought by potential employers.

The review of the literature showed the growth of student personnel work in colleges and universities. With the decline of in loco parentis during the late 1960s, a theoretical construct of student development was formulated to provide a basis for work in student personnel areas. The theoretical base gave impetus to the establishment of curricular offerings which were believed to provide the basic knowledge for all student personnel positions.

The literature review did not demonstrate the availability of information regarding the actual implementation of student development theory within the work setting. Also missing in the literature were articles related to the area of academic preparation and the degree to which this preparation corresponded to the needs of prospective employers.

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CHAPTER III

PROCEDURES AND METHODOLOGY

Introduction

The purpose of this chapter is to present the research procedures and methodology used in the preparation of this study. The first area covered defines the specific research questions to be addressed. Definitions of significant terms used in this study appear next, followed by an explanation of the assumptions and limitations of the research. The methods utilized to identify specific positions and the skills and knowledge sought by prospective employers is discussed in the next section. The methods used to collect the data are presented, and this is followed by an explanation of the statistical procedures used.

Research Questions

The following research questions were considered for the purposes of this study:

1. Are there similar skills and knowledge requirements, as listed in the job announcements section of The Chronicle of Higher Education from 1979 to 1982, sought for all of the seven student personnel areas being examined?

2. Are there similar skills and knowledge requirements, as listed in the job announcements section of The Chronicle of Higher Education

from 1979 to 1982, sought for all levels of positions within any specified area?

3. Are there similarities between the skills and knowledge specified in the job announcements, appearing in The Chronicle of Higher Education from 1979 to 1982, and the academic training received in master's level student personnel degree program?

4. Are there differences between the salaries offered for different levels of responsibility, as determined by job title, within each area of student personnel?

5. Are there differences among the salaries advertised in The Chronicle of Higher Education based upon the size of the institution?

6. Are there similarities in the level of education and degree fields specified in the position announcements and the level of the position?

7. Are there similarities in the years of experience sought for different levels of positions being advertised?

Definitions of Terms

In order to clarify key terms used in this study, the following definitions are provided:

Student Personnel Services: Activities and administrative units found at colleges and universities: career planning and placement/student employment, personal counseling, financial aids, international student advisement, residence hall programs, and student union/student activities.¹

Student Personnel Units: Those administrative units in which the responsibility for the aforementioned activities are located.

Chief Student Personnel Officer: The senior administrative official responsible for the direction of student life programs.²

Administration: Those functions of a position which deal with the establishment of organizational goals and policies, and long-range planning.

Management: Those functions of a position which deal with the day-to-day operations of a unit, such as personnel matters, budget implementation, and policy enforcement.

Intercultural Awareness: This term was used to identify knowledge of diverse cultures which may be present on college and university campuses.

Counseling: Those activities in the student personnel work which are related to the establishment of a relationship in which interaction can take place on personal, academic, career, and financial concerns of the student. This was generally used in a one-to-one relationship.

Assessment/Evaluations: Those activities in student personnel work which involve review and appraisal of personnel and/or programs.

Advising: Those activities in student personnel work which involve serving in an advisory capacity to groups of students and/or staff on matters related to the objectives and program of the group.

Non-Traditional Students: Those constituencies on a college or university campus which have previously been unrepresented or underrepresented. These groups would include minority students, handicapped students, international students, and returning women students.

Student Development: "The application of human development concepts in postsecondary settings so that everyone involved can master

increasingly complex developmental tasks, achieve self-direction, and become independent."³

Basic Assumptions

The following basic assumptions were made:

1. Position announcements appearing in The Chronicle of Higher Education would list the major requirements being sought for a specific position.

2. The Bulletin Board section of The Chronicle of Higher Education is used for advertising positions available by a large number of colleges and universities.

3. A questionnaire to institutions with master's degree level training programs in student personnel would reply in a sincere and truthful manner to questions related to the courses included in their student personnel program and would give an accurate perception of their appraisal of the value of the areas being taught.

Limitations of the Study

1. Not all institutions with positions available will be listed in The Chronicle of Higher Education.

2. Position announcements do give an excellent perspective of what requirements the employer is seeking, but the research does not provide data on the skills held by the person actually hired to fill the position.

3. Position announcements are diverse with regard to the amount and type of information they provide.

Method Used to Identify Positions to be Surveyed

In order to determine which areas of student personnel work were to be analyzed, Table 1.2 was used.⁴ Those student personnel areas which were cited as reporting to the chief student personnel officer in 50.0 percent or more of the cases were included in this study. This initial list and the percentage included: Career Planning and Placement (78.9), Personal Counseling (78.9), Financial Aids (65.8), International Student Advisement (61.7), Health Service (78.7), Residence Hall Programs (62.4), Student Activities (93.1), Student Employment (56.0), Student Publications (52.9), Student Union--Programs (73.0), Student Union--Management (59.3), and Veterans Programs (50.7).

Using this listing and a survey conducted in 1974 by Crookston and Atkyns,⁵ the following five areas were determined to be discrete administrative units: Financial Aids, Counseling, Residence Halls, College Union/Student Activities, and Career Placement. In addition, the International Student Advisement Office was added as a separate unit. The Offices of Dean of Students and Vice President for Student Services were also incorporated as an administrative unit.

Determining which of the administrative units in student personnel was only the first phase of the identification process. The second step was to identify those institutions offering graduate level programs in student personnel services. This was done by using the material on professional preparation in college student personnel compiled by the American College Personnel Association and published in the Directory of Graduate Preparation Programs in College Student Personnel.⁶

Data Collection

Data collection was the next step in the process. This was done through a review of The Chronicle of Higher Education issues from 1979 through 1982 in order to assemble information concerning all appropriate student personnel positions advertised during this period. The Chronicle was selected for this purpose for two reasons. The "Bulletin Board" section is frequently utilized by collegiate institutions seeking potential employees, and the job descriptions listed therein tend to include some specific data concerning the qualifications being sought.

In addition to these specific qualifications and the year in which a position was advertised, additional data were gleaned from the advertisements. These consisted of position title, level of education and experience being sought, academic area in which the degree was to have been earned, size of the institution doing the hiring, and advertised salary. The month in which the position advertisement appeared and the state in which the advertising institution was located were also included in the information collected.

While several of these items were not specifically related to the research proposed in this paper, the results did provide an excellent source for additional research and were therefore reported. The following is a discussion of the areas addressed in the review of the position announcements.

Position Title

For the purposes of this study, position titles were used to define not only the administrative unit but also the level. Directors were considered to be the head of a particular unit. Assistant Directors were

considered to be second level positions, while other positions were designated as entry level. Position titles alone can be misleading in that there is little consistency in titles in student personnel. In cases where an apparent ambiguity did exist, the job titles were compared with degree requirements and experience sought by the advertiser in order to assign the position to its appropriate category.

Degree

Seven levels of academic training were used: a bachelor's degree, a bachelor's degree with one or two years of experience, a bachelor's degree with three or more years of experience, a master's degree, a master's degree with one or two years of experience, a master's degree with three or more years of experience, and a doctorate. In all instances, the minimum requirement was the one cited.

Academic Area

Seven degree areas were identified. These were student personnel, business, counseling, guidance, higher education, and recreation; a category entitled "other" included social science, administration, education, and psychology.

School Size

The data on school size were determined by utilizing the Education-
al Directory, Colleges and Universities, 1979-80.⁷

Salary

The positions advertised often listed a specific salary. In some

cases, the salary was not based upon twelve months, so in these instances the salary was adjusted to show a full year's salary. For several positions there were nonmonetary fringe benefits attached to the salary such as lodging, meals, and other items. In these instances no dollar amount was estimated; only the stated salary was included. In instances where a salary range was included, the high and low figures were averaged to yield a single figure.

Month of Advertising

Each position announcement was listed by the month it first appeared. This information may be of use in the determination of the best time to seek employment in various areas of student personnel work.

Location by State of Advertising Institution

In obtaining the information from the Educational Directory the location by state was also listed. This provided useful information about the location of positions available in student personnel. Appendix C lists the positions advertised by state.

In addition to the above listed data, information was sought concerning the skills and knowledge listed in the position announcements. Although each position area had special items related to the job, the basic skills, competencies, and knowledge that were examined were:

1. Management
2. Administration
3. Student Development
4. Counseling
5. Intercultural Awareness

6. Goal Setting Techniques
7. Assessment/Evaluation
8. Consultation
9. Leadership Development
10. Advising
11. Programming
12. Group Dynamics
13. Training
14. Supervision
15. Budget
16. Written Communication Skills
17. Oral Communication Skills.

These 17 basic items of skills, competency, and knowledge formed the core of information being sought in the position announcements. In order to avoid bias, these areas were only tabulated when they appeared specifically in the position announcement. Each of the seven student personnel areas listed other skills, competencies, and knowledge which were desired. These items appear in the chapter dealing with the specific area.

These 17 basic items were also utilized in the formulation of the questionnaire which was sent to institutions with training programs in student personnel. In this manner a comparison could be made between the potential employers' needs and the academic training components in student personnel.

Description of Methodology

The methodology utilized in this study consisted of gathering the

above mentioned information by student personnel administrative unit. These were analyzed individually and then were retabulated as a combined score.

In addition, the material obtained on graduate programs in student personnel was analyzed to determine the content in required and elective courses. This information was derived from a questionnaire sent to all 76 institutions listed in the Directory of Graduate Preparation Programs in College Student Personnel as having master's degree programs.⁸ The questionnaire was designed to ascertain if the institution had a course offering in each area, if it was required, an elective, or part of another course, and the number of hours offered. Also, the respondent was asked to indicate the degree of importance he/she believed the specific item was to master's level students.

The data gathered on student personnel position advertisements and course content were then contrasted to determine what similarities and differences existed. In this way the training programs in student personnel and the requirements of employers were examined.

Statistical Procedures

Upon completion of the data gathering phase of the study, the information was transferred to coded forms, keypunched, and verified. Statistical analysis of the data was then performed on the main computer of the Oklahoma State University Computer Center, utilizing procedures from SPSS: Statistical Package for the Social Science⁹ and A User's Guide to Statistical Analysis System.¹⁰

The first procedure used to analyze the data was a frequency count for each response. This procedure provided raw data for all responses

with means for each item in the study. The next run listed the number of positions by the year in which the advertisement appeared. Other analyses were performed to produce additional frequency material. The other statistical techniques used were ANOVA and Crosstabs. The statistical techniques utilized in this study were not intended to be projective. They were used to compare and report data.

Summary

The procedures and methodology used in this research study have been considered in this chapter. The purpose of the research has been to examine the skills, competencies, and knowledge listed in position announcements for seven student personnel service areas: Career Planning and Placement, Personal Counseling, Financial Aids, International Student Advisement, Resident Halls, College Union/Student Activities, and Student Personnel Administration (Deans of Students and Vice Presidents for Student Services).

In addition, graduate programs in student personnel were also analyzed to ascertain if there was any relationship between the skills taught in student personnel graduate programs and the skills sought by employers, as advertised in The Chronicle of Higher Education.

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CHAPTER IV

ANALYSIS OF POSITION ANNOUNCEMENTS IN THE AREA OF INTERNATIONAL STUDENT ADVISEMENT

International student advisement was the area in which the fewest advertisements were found in The Chronicle of Higher Education from 1979 through 1982. During this four-year period, 56 positions in international student advisement were advertised. The distribution of these positions by year showed that a majority of these positions, 87.5 percent, were advertised between 1980 and 1981 (see Appendix D). This may indicate that institutions of higher education were beginning to focus their student personnel efforts on their international population. This focus was reflected by the fact that 69.6 percent of all positions were located at institutions with enrollments of over 5,000; there were no positions advertised in institutions with an enrollment under 1,000 students. This may also be a feature of administrative responsibility in smaller institutions as contrasted with larger colleges and universities. In large institutions, separate offices may be established for particular constituencies such as international students, but in smaller institutions these responsibilities may be assigned to another position in the dean of students office or student activities.

The positions advertised were found from 25 states, but three states --New York, Oklahoma, and Texas--had 26.8 percent of all the positions advertised. The most frequent months in which the advertisements appeared

were May, June, and July, during which half of the positions were advertised (for a complete review of position advertisements by month, see Appendix E).

Table 4.1 presents an analysis of the position announcement by the title specified in the advertisement. The most frequent position for which advertisements were placed was that of international student adviser. This position was specified in slightly over 41.0 percent of the advertisements. Directors of international student advisement were sought in 32.0 percent of the position announcements, with the remainder being assistant directors. These figures may be misleading as there was no way to ascertain the size of the international student advisement offices at the advertising institutions. In a small office, a person holding the title of "director" might perform functions that in a larger office would be delegated to an adviser. Conversely, an international student adviser, serving as a staff member in the office of a dean of students might fulfill the responsibilities of a director of international student advisement, even though the designation of the position did not specify that role. While these circumstances could have an impact upon the study, there was no way to determine this from the analysis of position announcements.

In Table 4.2, the most frequent levels of educational background sought were those of the bachelor's degree required and the master's preferred. These levels were specified in 51.8 percent of all the position announcements. At the level of a doctorate, either preferred or required, 14.3 percent of the positions advertised sought this level of educational experience.

TABLE 4.1
 FREQUENCY OF POSITION ANNOUNCEMENT BY TITLE
 FOR INTERNATIONAL ADVISEMENT

Title	Number	Percent
Director	18	32.1
Assistant Director	15	26.8
Adviser	23	41.1
	56	100.0

TABLE 4.2
 FREQUENCY OF EDUCATIONAL LEVEL SOUGHT IN ADVERTISED
 POSITIONS FOR INTERNATIONAL ADVISEMENT

Degree Level	Number	Percent
Bachelor's	4	7.1
Bachelor's--with one to two years of experience	5	8.9
Bachelor's--with more than two years of experience	1	1.8
Bachelor's required, master's preferred	15	26.8
Master's	14	25.0
Master's--with one to two years of experience	5	8.9
Master's--with more than two years of experience	4	7.1
Master's required, doctorate preferred	7	12.5
Doctorate required	1	1.9
	56	100.0

The analysis of position titles by the specified level of education (Table 4.3) showed that 61.0 percent of the director position announcements sought a minimum of a master's degree, and almost 78.0 percent sought either a master's degree or a bachelor's degree. The master's degree was also required for assistant directors of international student advisement in 80.0 percent of the cases. Slightly over 65.0 percent of the adviser's positions required a master's degree, and slightly over 91.0 percent of these positions listed either a master's or bachelor's degree as a necessary requirement.

TABLE 4.3
POSITION TITLE BY EDUCATIONAL LEVEL
FOR INTERNATIONAL ADVISEMENT

Title	Bachelor	Master	Doctor	
Director	3	11	4	18 32.1
Assistant Director	1	12	2	15 26.8
Adviser	6	15	2	23 41.1
	10	38	8	
	17.8	67.9	14.3	

Of the 29 positions which specified a particular academic major (Table 4.4), almost 45.0 percent indicated that a counseling degree was desired. When the counseling and student personnel areas were combined,

they accounted for approximately 76.0 percent of all academic majors listed. In the area of international student advisement, as well as in all other areas analyzed, the position announcement either did not specify a particular academic major or used the wording "or equivalent" in the advertisement. In order to be included within this study, a specific academic major had to be listed. When an announcement contained more than one academic major, each was tabulated.

TABLE 4.4
 FREQUENCY DISTRIBUTION OF DEGREE FIELD SPECIFIED
 IN THE POSITION ANNOUNCEMENTS FOR
 INTERNATIONAL ADVISEMENT

Academic Major	Number	Percent
Student Personnel	9	31.1
Counseling	13	44.8
Higher Education	4	13.8
Other	3	10.3
Total	29	100.0

As shown in Table 4.5, 53.6 percent of all the positions advertised did not specify the need for any prior experience, as defined by paid work in the field. Over 26.0 percent of the position announcements specified two years of experience, with almost 86.0 percent of the positions requesting two or fewer years of experience. This may result from international student advisement being a relatively recently evolved

entity in student personnel work. This being the case, it would be difficult to require major work experience; therefore, other criteria would be utilized in selecting persons to fill the positions.

TABLE 4.5
 FREQUENCY DISTRIBUTION BY YEARS OF EXPERIENCE
 SPECIFIED IN THE POSITION ANNOUNCEMENTS
 FOR INTERNATIONAL ADVISEMENT

Years of Experience	Number	Percent
0	30	53.6
1	3	5.3
2	15	26.8
3	5	8.9
4	1	1.8
5	2	3.6
Total	56	100.0

Table 4.6 illustrates the limitation discussed previously, that without specific information on the different types of office arrangements and staff size, it is difficult to relate position title to level of responsibility. In this table, 61.0 percent of all directors' positions required at least one year of experience. This left almost 39.0 percent of the position announcements for directors not specifying previous work experience. As stated previously, it is not known from the position announcements whether or not a director's title is one of nomenclature, with responsibilities more closely aligned to that of an international student adviser. This rationale may also provide an answer

regarding the large percentage (73.3%) of assistant director positions which do not require experience. Slightly over half (52.1%) of the adviser positions advertised did not specify the necessity for previous work experience with international student programs.

TABLE 4.6
POSITION TITLE BY YEARS OF EXPERIENCE
FOR INTERNATIONAL ADVISEMENT

Title	Years of Experience						
	0	1	2	3	4	5	
Director	7	1	6	1	1	2	18 32.1
Assistant Director	11		1	3			15 26.8
Adviser	12	2	8	1			23 41.1
	30 53.6	3 5.3	15 26.8	5 8.9	1 1.8	2 3.6	

Salary was a variable utilized in this study to ascertain the various levels for the different positions and to determine if school size impacted salary. This latter statistic was greatly impacted by the level of the work as well as institutional size. Although this analysis was perhaps more meaningful for student personnel areas with a larger number of positions than were found in international student advisement, it was included nonetheless.

Twenty-two of the positions in the international student advisement area listed salaries for the position, with a range from \$11,000 to \$25,000, with the mean being \$15,496.54. The mean salary for directors was \$24,163.50, which was different from the mean salaries of both assistant directors (\$14,863.57) and advisers (\$14,504.00). These salary figures give some validation to the discussion related to the possibility of the position of assistant director and adviser being similar in responsibility, if not in title.

Another factor which influenced the statistical analysis of both salary by position title and salary by size is the number of positions by title that had salaries listed. Slightly more than 10.0 percent of the director of international student advisement position announcements listed a salary, 47.0 percent of the assistant director positions listed a salary, and almost 57.0 percent of the adviser positions listed a specific salary. It would seem from this that there is greater salary negotiation in the hiring of upper level positions than there is at the lower levels. This factor also influenced analysis done with salary and size of advertising institutions. There were no significant differences shown in the means of salaries by the size of the institutions. These means showed that institutions of between 1,001 and 2,500 students had a mean salary of \$13,706.25; institutions from 5,001 to 10,000 students had a mean salary of \$14,224.00; institutions with enrollments ranging from 10,001 to 20,000 students had a mean salary of \$18,625.33; and those institutions with enrollments of above 20,000 students had a mean salary of \$14,833.83. These statistics were greatly affected by the fact that all the positions of director of international student advisement appeared in those institutions with enrollments of between 10,001 and 20,000

students. This tended to skew the mean upward without a corresponding movement in the other ranges.

The next section of the study of position announcements involved the citing of specific areas of skills, competency, and knowledge listed in the advertisements. These areas were:

1. Administration
2. Management
3. Budget
4. Written communication
5. Oral communication
6. Student development theory
7. Intercultural awareness
8. Counseling
9. Goal setting
10. Assessment/Evaluation
11. Consultation
12. Leadership development
13. Group skills
14. Training
15. Supervision
16. Program development
17. Advising
18. International (overseas) experience
19. Immigration
20. Orientation.

The initial step in this process of analysis was to determine the frequency of these areas as they appeared in position announcements. For

those areas which appeared in over 10.0 percent of the position announcements, an analysis was run to determine if there were any relationships between the area and the position title.

Over 60.0 percent of all positions in international student advisement listed administrative experience as being a requisite for the position. Table 4.7 does show, however, that 67.0 percent of the position announcements for directors included administrative experience as a desired area, 73.0 percent of the assistant director positions listed administrative experience, and only 47.8 percent of the adviser positions advertised had an administrative component.

TABLE 4.7
POSITION TITLE AND ADMINISTRATION FOR
INTERNATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	12	66.7	6	33.3
Assistant Director	11	73.3	4	26.7
Adviser	11	47.8	12	52.2
	34		22	
	60.7		39.3	

This analysis does show that director and assistant director position announcements did list administrative experience as a needed area. On the other hand, adviser positions cited administrative experience as being necessary in less than half of the positions advertised.

Of all position announcements in international student advisement, 12.5 percent listed management as a skill which potential employers were seeking in candidates (Table 4.8). Position announcements for directors listed management as a requisite in 22.0 percent of the cases. Assistant director positions sought management knowledge in 13.0 percent of the position announcements. For advisers, management knowledge was listed in only 4.0 percent of the cases. While knowledge of management was not highly sought, it was required for directors more frequently than for any other position.

TABLE 4.8
POSITION TITLE AND MANAGEMENT FOR INTERNATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	4	22.2	14	77.8
Assistant Director	2	13.3	13	86.7
Adviser	1	4.3	22	95.7
	7		49	
	12.5		87.5	

Almost 18.0 percent of all advertisements in international student advisement listed written communication skill as desired by a potential employee. A review of Table 4.9 demonstrates that this skill was requested most frequently at the level of director and assistant director. This corresponds with the results for the areas of administration and

management, in which there was also a greater request for these items at the director and assistant director levels.

TABLE 4.9
POSITION TITLE AND WRITTEN COMMUNICATION SKILLS
FOR INTERNATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	4	22.2	14	77.8
Assistant Director	4	26.7	11	73.3
Adviser	2	8.7	21	91.3
	10		46	
	17.9		82.1	

In a number of the advertisements reviewed, written and oral communication skills tended to appear together. There were enough times, however, when the items appeared alone to warrant considering them separately.

The illustration of position title with oral communication skill in Table 4.10 did produce some interesting results. One-third of the assistant director position announcements indicated that oral communication skills would be important, but this level of need was not correspondingly high for either directors (20%) or advisers (4%). It may be that certain of the functions assigned to the assistant director of international student advisement has particular need for oral communication skills.

TABLE 4.10
 POSITION TITLE AND ORAL COMMUNICATION SKILLS
 INTERNATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	3	16.7	15	83.3
Assistant Director	5	33.3	10	67.7
Adviser	1	4.3	22	95.7
	9		47	
	16.1		83.9	

It is hardly surprising that the requirement of intercultural awareness appeared in slightly over 46.0 percent of the position announcements for international student advisement (Table 4.11). What may be of surprise is that it did not appear even more often. It would not be unwarranted to assume that individuals employed in a student personnel area responsible for work with students from different cultures would need to possess awareness of a variety of cultures. Once again, the potential employer may have considered this to be sufficiently self-evident and hence not include it in the position announcement.

Table 4.11 does show that this area is most frequently specified in position announcements for advisers. Intercultural awareness was specified in 56.5 percent of the adviser positions, in contrast to 40.0 percent of the positions of assistant director and 38.9 percent of the position announcements for director.

The need for counseling skill was indicated specifically (Table 4.12) in approximately 38.0 percent of the position announcements for inter-

TABLE 4.11
 POSITION TITLE AND INTERCULTURAL AWARENESS
 FOR INTERNATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	7	38.9	11	61.1
Assistant Director	6	40.0	9	60.0
Adviser	13	56.5	10	43.5
	26 46.4		30 53.6	

TABLE 4.12
 POSITION TITLE AND COUNSELING FOR INTER-
 NATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	7	38.9	11	61.1
Assistant Director	4	26.7	11	73.3
Adviser	10	43.5	13	56.5
	21 37.5		35 62.5	

national student advisement. Within the student personnel area, the term "counseling" is less than precise. In some cases, it may imply a one-to-one relationship dealing with personal issues; for other cases, it may be used to specify an information-sharing function on a variety of areas (e.g., academics, finance, career planning). Within the international student advisement area, counseling implied all of these areas as well as sharing about areas of particular concern to international students.

Counseling did appear in 38.9 percent of the director positions advertised, 26.7 percent of the assistant director positions, and slightly over 43.0 percent of the adviser positions. From these data, it would appear that counseling is an expected responsibility at all levels of international student advisement. Advisers are most involved in a counseling process with students, followed by directors, and--in slightly over one-quarter of the positions--assistant directors.

In the skill and knowledge area of assessment and evaluation, there was no analysis run. Although this area was listed on 10.0 percent of the total position announcements in international student advisement, the number (6) was too small to provide any valuable data. This item also poses some interesting questions. In many of the position announcements, it was not clear what would be assessed or evaluated. It may be that programs were to be assessed or evaluated, while in other cases the assessment and evaluation may have been done for staff. Thus, while a position announcement might seek the skill of assessment/evaluation, it was seldom made clear what exactly would be assessed or evaluated.

As reported in Table 4.13, in position announcements for directors of international student advisement, supervision appears in almost 28.0 percent of the cases. Assistant director positions showed supervision

in 13.0 percent of the cases; and for advisers, supervision was listed in only 4.0 percent of the position announcements. While the numbers for supervision listings is very small, it is not unusual to expect that directors would have greater need for supervisory skills than would other positions.

TABLE 4.13
POSITION TITLE AND SUPERVISION FOR INTERNATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	5	27.8	13	72.2
Assistant Director	2	13.3	13	86.7
Adviser	1	4.3	22	4.3
	8		48	
	14.3		85.7	

Program development appeared as a desired skill in 41.0 percent of the position announcements for international student advisement (Table 4.14). This item, as it appeared in the position announcements, was not specific as to whether the program development was related to the international student advisement office program or that of international student groups.

In the position announcements for director of international programs, program development was specified in almost 28.0 percent of all cases.

For both assistant directors and advisers, program development appeared in almost 50.0 percent of all positions. Assistant directors showed program development in almost 47.0 percent of all announcements, and adviser positions listed it in slightly over 47.0 percent of the cases. This would tend to strengthen the position that for some assistant director positions, there were responsibilities which were similar to those of advisers.

TABLE 4.14
POSITION TITLE AND PROGRAM DEVELOPMENT FOR
INTERNATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	5	27.8	13	72.2
Assistant Director	7	46.7	8	53.3
Adviser	11	47.8	12	52.2
	23		33	
	41.1		58.9	

The category of advisement was specifically listed in one-half of all positions announcements (Table 4.15). As is the case in several of the areas listed above, the position announcement did not specify if the advisement were for individuals or for groups.

It can be seen from Table 4.15 that adviser position announcements specified advisement skills more frequently than did the announcements

for either directors or assistant directors. Advisement was specified in almost 57.0 percent of the position announcements for advisers. Almost 47.0 percent of the assistant director positions listed advisement in their position announcements, and for directors this area was specified in 44.0 percent of the cases. Since the adviser position announcements showed the most frequent listing of advisement, this was a highly sought skill in every area.

TABLE 4.15
POSITION TITLE AND ADVISEMENT FOR INTERNATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	8	44.4	10	55.6
Assistant Director	7	46.7	8	53.3
Adviser	13	56.5	10	43.5
	28		28	
	50.0		50.0	

One-fourth of all the positions in international student advisement listed previous international experience as being a requisite for the positions (Table 4.16). International experience was most frequently cited as being travel or residence abroad. The position announcements for assistant director listed this item in one-third of the total.

The item of immigration (Table 4.17) was found listed on almost one-half (48.2%) of all positions in international student advisement. The

TABLE 4.16
 POSITION TITLE AND INTERNATIONAL EXPERIENCE
 FOR INTERNATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	3	16.7	15	83.3
Assistant Director	5	33.3	10	67.7
Adviser	6	26.0	17	74.0
	14		42	
	25.0		75.0	

TABLE 4.17
 POSITION TITLE AND IMMIGRATION FOR INTER-
 NATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	7	38.9	11	61.1
Assistant Director	6	40.0	9	60.0
Adviser	14	60.0	9	29.1
	27		29	
	48.2		51.8	

item was usually listed as knowledge of immigration regulations. This would seem to be an important area of work in international student advisement, particularly at the adviser's level.

Analysis of Table 4.17 did show there was a difference in the knowledge of immigration regulations by the position advertised. Directors of international student advisement had immigration knowledge specified in 38.9 percent of all position announcements, assistant directors had this item listed in 40.0 percent of the position announcements, and adviser positions listed it in almost 61.0 percent of the announcements. This would indicate that while it was necessary for directors and assistant directors to have knowledge about immigration regulations, the adviser positions for which announcements were placed needed this knowledge to even a greater degree. It could also be that the higher level positions were assumed to have knowledge of immigration; therefore, it was not included by prospective employers.

Orientation was listed as an area of responsibility in 21.4 percent of the positions in international student advisement (Table 4.18). This area included orientation for new international students. It should be noted, however, that the position announcements for advisers cited orientation in just over 30.0 percent of all advertisements. Neither director nor assistant director position announcements listed orientation as often. Therefore, orientation is primarily a responsibility for the adviser.

In Table 4.19, the items specified in position announcements for director of international student advisement were ranked by their percentage. This ranking showed that for director of international student

TABLE 4.18
 POSITION TITLE AND ORIENTATION FOR INTER-
 NATIONAL STUDENT ADVISEMENT

Position	Included	Percent	Not Included	Percent
Director	3	16.7	15	83.3
Assistant Director	2	13.3	13	86.7
Adviser	7	30.4	16	69.6
	12		44	
	21.4		78.6	

TABLE 4.19
 RANKING OF ITEMS LISTED IN POSITION ANNOUNCE-
 MENTS FOR DIRECTOR OF INTERNA-
 TIONAL STUDENT ADVISEMENT

Item	Percent	Rank
Administration	66.7	1
Advisement	44.4	2
Intercultural Awareness	38.9	3
Counseling	38.9	
Supervision	27.8	5
Program Development	27.8	
Management	22.2	7
Written Communication Skill	22.2	
Oral Communication Skill	16.7	9
International Experience	16.7	
Orientation	16.7	

advisement, administration was the most frequently listed item. Administration was followed by advisement, intercultural awareness, and counseling.

Table 4.20 shows those ranked items which were specified in position announcements for assistant directors of international student advisement. These items are similar, through the first four items, to those which appear in Table 4.21, except for program development. Program development appeared in the advertisements for assistant directors ranked as second, while for director of international student advisement program development was ranked as item five.

The ranking for those items specified for international student adviser appears in Table 4.21. This ranking showed the items of intercultural awareness and advising were tied for the first rank, and administration and program development were tied for third. These items are the same as those occupying the same four ranks in the assistant director positions, although in different order.

The composite rankings of items listed in the position announcements for international student advisement is shown in Table 4.22. For many of these items, there was not an appreciable change in the rankings by position title. Several items did show a change of four ranks on a specific item. For example, oral communication skills were ranked fifth for assistant director of international student advisement position announcements, and ninth for both directors and advisers; counseling was ranked third for director of international student advisement positions, and seventh for assistant directors; supervision was ranked fifth in advertisements for directors of international student advisement, and ninth for both positions of assistant director and adviser. Assistant director

TABLE 4.20

RANKING OF ITEMS LISTED IN POSITION ANNOUNCE-
MENTS FOR ASSISTANT DIRECTOR OF INTER-
NATIONAL STUDENT ADVISEMENT

Item	Percent	Rank
Administration	73.3	1
Program Development	46.7	2
Advisement	46.7	
Intercultural Awareness	40.0	4
Oral Communication Skills	33.3	5
International Experience	33.3	
Written Communication Skills	26.7	7
Counseling	26.7	
Management	13.3	9
Supervision	13.3	
Orientation	13.3	

TABLE 4.21

RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR INTERNATIONAL STUDENT ADVISER

Item	Percent	Rank
Intercultural Awareness	56.5	1
Advisement	56.5	
Administration	47.8	3
Program Development	47.8	
Counseling	43.5	5
Orientation	30.4	6
International Experience	26.0	7
Written Communication Skills	8.7	8
Management	4.3	9
Oral Communication Skills	4.3	
Supervision	4.3	

of international student advisement position announcements ranked international experience fifth, while director position announcements ranked this item ninth.

TABLE 4.22
COMPOSITE RANKINGS OF ITEMS LISTED IN
POSITION ANNOUNCEMENTS FOR INTER-
NATIONAL STUDENT ADVISEMENT

Item	Director	Assistant Director	Adviser	Mean of Rankings
Administration	1	1	3	1.67
Management	7	9	9	8.33
Written Communication Skills	7	7	8	7.33
Oral Communication Skills	9	5	9	7.67
Intercultural Awareness	3	4	1	2.67
Counseling	3	7	5	5.00
Supervision	5	9	9	7.67
Program Development	5	2	3	3.33
Advisement	2	2	1	1.67
International Experience	9	5	7	7.00
Orientation	9	9	6	8.00

Summary

In analyzing the information for the international student advisement area, there are a number of observations that may be made. The first of these speaks to a limitation on this information due to the

small sample. Only 56 positions were found specifically seeking individuals for international student advisement.

Most of the positions advertised through The Chronicle of Higher Education appeared during the period of 1980 through 1982. This may indicate a growing interest by colleges and universities in their international populations, as well as a growing number of international students on campus. Most of the positions in international student advisement were available in institutions with over 5,000 student enrollments.

Almost 70.0 percent of all positions advertised called for a master's degree, and over half of the positions did not require previous experience in the area. Student personnel and counseling were the academic areas most frequently sought.

Although the salary analysis did not indicate any significant difference when compared to school size, it did reveal a significant difference when analyzed with job title. Not unexpectedly, the advertised pay for directors was significantly higher than that for assistant directors and advisers.

The skills and knowledge areas did point to some difference for the level of position being advertised. Even though all skills and knowledge areas were evident at all levels, the positions were differentiated by the degree to which a particular skill and/or knowledge was mentioned in the advertisements. Directors showed a need for such skills as administration, management, written communication, and supervision. Assistant director positions required administration, written and oral communication skills, and program development. For the position of international student adviser, the position announcements most frequently

mentioned intercultural awareness, counseling, program development, advisement, immigration, and orientation.

From these data it is possible to conclude that directors of international student advisement programs are sought more for their knowledge of operation, while adviser positions have a greater need for direct interaction with students. The assistant director announcements seem to indicate that the individual sought for this area should have ability in both operations and program development.

CHAPTER V
ANALYSIS OF POSITION ANNOUNCEMENTS
IN THE AREAS OF COLLEGE UNION
AND STUDENT ACTIVITIES

The student personnel areas of college union and student activities were combined for the purposes of this study. While it was recognized that some institutions have student activities areas which are separate from the college union, in other institutions student activities and the college union are closely tied, functionally and administratively.

There were 594 separate positions listed in The Chronicle of Higher Education from 1979 to 1982. Unlike a number of the other areas of student personnel analyzed in this study, the number of positions being advertised showed an increase for each year. In 1982, there were 179 positions advertised, or 30.1 percent of the total. For an analysis of the positions by year, see Appendix F. The peak hiring months for positions in the college union/student activities area were from March through July, during which almost 70.0 percent of the positions were first advertised. This information is presented in Appendix G.

As shown in Table 5.1, positions in college union/student activities work were advertised for all levels of school size. Approximately 45.0 percent of all positions advertised were at institutions with 10,000 or more students enrolled, and 94.0 percent were at institutions with enrollment of above 1,000 students. This does not seem to be unusual in

that larger institutions would tend to have more positions in the college union/student activities area than would small schools in which one person might serve in several capacities. It was also considered that larger institutions tended to conduct nationwide searches, while smaller institutions used local or regional search procedures.

TABLE 5.1
FREQUENCY OF POSITIONS IN COLLEGE UNIONS/
STUDENT ACTIVITIES BY SCHOOL SIZE

School Size	Number	Percent
500 & Below	9	1.5
501-1,000	27	4.5
1,001-2,500	121	20.4
2,501-5,000	63	10.6
5,001-10,000	108	18.2
10,000-20,000	127	21.4
20,000 & Above	139	23.4
	594	100.0

The location, by state, of the institutions advertising shows that there were 47 states and the District of Columbia represented. The more populous states--New York, Pennsylvania, California, and Illinois--were those from which most of the advertisements appeared.

Table 5.2 shows the number and frequency of the position by title. Over 27.0 percent of the position announcements were for directors of student activities and there were almost 24.0 percent of the position

announcements seeking program advisers. There was no category with less than 10.0 percent of the positions advertised.

TABLE 5.2
FREQUENCY OF POSITIONS IN COLLEGE UNION/
STUDENT ACTIVITIES BY JOB TITLE

Job Title	Number	Percent
Director, College Union	63	10.6
Director, College Union/ Student Activities	63	10.6
Assistant Director, College Union	69	11.6
Director, Student Activities	161	27.1
Assistant Director, Student Activities	98	16.5
Program Adviser	140	23.6
	594	100.0

Table 5.3 shows that over 80.0 percent of the positions advertised in college union/student activities work either required or preferred a master's degree. Slightly over a quarter of all the position announcements requested a master's degree with one or two years of experience.

Table 5.4 yields some interesting information related to positions in college union/student activities work. Over 81.0 percent of the position announcements either required or preferred a master's degree. The only positions which required or preferred an earned doctorate were those of director of student activities and director of the college

TABLE 5.3
 FREQUENCY OF POSITIONS IN COLLEGE UNION/STUDENT
 ACTIVITIES BY EDUCATIONAL LEVEL (DEGREE)

Degree Required	Number	Percent
Bachelor's	27	4.9
Bachelor's--with one to two years of experience	36	6.5
Bachelor's--with more than two years of experience	25	4.5
Bachelor's required--master's preferred	99	18.0
Master's	96	17.5
Master's--with one to two years of experience	140	25.5
Master's--with more than two years of experience	114	20.7
Master's required, doctorate preferred	9	1.6
Doctorate	4	0.7

union/student activities. Thirty-two percent of the assistant director of the college union positions sought a bachelor's degree. Twenty-two percent of the position announcements for program advisers did not seek a master's degree or higher for these positions. This seemed to indicate that program advising positions and assistant director of college union positions could provide entry into the field without an advanced degree.

The overwhelming degree field preferred for positions advertised in college union/student activities was that of student personnel, with slightly over 64.0 percent of the position announcements listed student personnel as the academic area sought. Counseling with almost 12.0 percent and higher education (9.2%) were the next most frequently mentioned areas.

TABLE 5.4

POSITION TITLE AND EDUCATIONAL LEVEL (DEGREE)

Title	Bachelor's	Master's	Doctorate
Director, College Union	8	48	
Director, College Union/ Student Activities	4	49	2
Assistant Director, College Union	20	42	
Director, Student Activities	17	125	11
Assistant Director, Student Activities	10	85	
Program Adviser	29	100	
	88	449	13
	16.0	18.6	2.4

The educational background by level and field of academic degree indicate a master's degree in student personnel was the most frequently sought in position announcements. The next item to be examined is that of years of experience sought (Table 5.5).

TABLE 5.5
 FREQUENCY OF POSITIONS IN COLLEGE
 UNION/STUDENT ACTIVITIES BY
 YEARS OF EXPERIENCE

Years of Experience	Number	Percent
None	156	28.3
One	102	18.5
Two	120	21.7
Three	87	15.8
Four	42	7.6
Five	35	6.3
Six	4	0.7
Seven	2	0.4
Eight	2	0.4
Nine or more	2	0.4
	552	100.0

Almost 85.0 percent of all position announcements listed three or fewer years of experience required, with 28.3 percent listing no previous experience necessary. When analyzed by position title, the following information was determined.

The range for the position of director of college union was from no experience to over nine years. The mean experience expected was 3.5 years. The position of director of the college union/student activities had a range from no experience to five years, and a mean of two years. Assistant directors of the college union showed a range from no experience through five years, with the mean for assistant directors of the college union being 1.5 years of experience.

For directors of student activities the range was from no experience to over nine years with the mean being two years of experience. The range for assistant directors of student activities was from no experience to five years of experience. The mean was 1.6 years of experience. For the program adviser's position, the range was from no experience to four years. The mean was 1.2 years of experience.

Salary was the next area examined in the position announcements (Table 5.6). The range of salaries was from \$8,500 to \$39,705. In order to analyze the data on salary, an analysis was run using position title and salary.

It is not surprising that the salary information, when contrasted by position title, produces statistically significant results. What may be surprising is that the salary range from director of student activities shows both the lowest and highest salary listed. As was true in the preceding chapter, the lower level positions of assistant director of the college union and program adviser listed salary information in a higher percentage of the advertisements than did the other positions. In the advertisements for these positions, salary information was included in over 60.0 percent of the cases. The salary information for all other positions ranged from 38.0 to 54.0 percent. Once again, the salary range

for entry level positions was frequently established, but the variables of education and experience for the higher level positions was probably influential in the establishment of a specific salary.

TABLE 5.6
POSITION TITLE AND SALARY FOR COLLEGE
UNION/STUDENT ACTIVITIES

Title	No.	Mean	Minimum	Maximum
Director, College Union	34	\$22,829.58	\$15,000.00	\$38,490.00
Director, College Union/ Student Activities	24	17,783.67	12,000.00	25,000.00
Assistant Director, College Union	43	15,665.12	10,175.00	27,828.00
Director, Student Activi- ties	83	17,139.30	8,500.00	39,705.00
Assistant Director, Stu- dent Activities	42	14,953.43	11,000.00	22,722.00
Program Adviser	87	14,296.47	9,750.00	24,084.00
	313	\$16,520.81	\$ 8,500.00	\$39,705.00

While the information related to school size and salary (Table 5.7) was once again heavily weighted by the frequency of the positions being advertised within any particular school size, there were some areas of significance.

In Table 5.7, the larger institutions did list higher salaries in their position announcements. This finding is not surprising; however,

it must be examined in light of the distribution of more highly paid positions being found within any particular range of school size.

TABLE 5.7
SCHOOL SIZE AND SALARY FOR COLLEGE
UNION/STUDENT ACTIVITIES

School Size	No.	Mean	Minimum	Maximum
500 & Below	3	\$15,080.00	\$11,400.00	\$18,640.00
501-1,000	9	14,831.89	10,500.00	20,897.00
1,001-2,500	50	14,229.68	8,500.00	22,500.00
2,501-5,000	29	15,593.59	10,250.00	22,000.00
5,000-10,000	66	16,934.33	9,750.00	39,705.00
10,000-20,000	71	16,656.35	10,500.00	32,500.00
20,001 & Above	85	17,857.42	10,175.00	38,490.00
	313	\$16,520.81	\$ 8,500.00	\$39,705.00

The next items to be examined were the areas of skill, competency, and knowledge which were derived from the position announcements. An analysis was run on each of the following items which appeared in over 10.0 percent of the position announcements:

1. Administration
2. Management
3. Budget
4. Written communication
5. Oral communication
6. Student development theory

7. Intercultural awareness
8. Counseling
9. Goal setting
10. Assessment/evaluation
11. Consultation
12. Leadership development
13. Group skills
14. Training
15. Supervision
16. Program development
17. Advising
18. College union board
19. Student government
20. Greek groups
21. Minority groups
22. Women's groups
23. Handicapped students
24. International students
25. Student organizations
26. Recreation
27. Orientation
28. Operations
29. Food service.

The first item which appeared in over 10.0 percent of all position announcements was that of administration (Table 5.8). This was listed in 171 of all position announcements, or in 28.8 percent of the cases.

TABLE 5.8
POSITION TITLE AND ADMINISTRATION FOR
COLLEGE UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	29	46.0	34	54.0
Director, College Union/ Student Activities	24	38.0	39	72.0
Assistant Director, College Union	22	31.9	47	68.1
Director, Student Activi- ties	50	31.0	111	69.0
Assistant Director, Student Activities	20	20.4	78	79.6
Program Adviser	26	18.6	114	81.4
	171		423	
	28.8		71.2	

Table 5.8 showed that there was a relationship between position title and administration. This relationship was also revealed when the individual positions were analyzed. The item of administration was specified in 46.0 percent of all position announcements for directors of college unions, and in 38.0 percent of the position announcements for director of college union/student activities. Administration was specified in 32.0 percent of the position announcements for assistant director of the college union, and in 31.0 percent of the advertisements for director of student activities. Administration was specified in 20.0 percent of the position announcements for assistant director of student activities, and it was found in 23.0 percent of all advertisements for program advisers.

It is not unexpected to discover that administrative experience and knowledge are more often specified for the positions of director of the college union/student activities than for the other levels. The slightly higher percentage of program adviser positions listing administration than assistant directors of student activities may be attributed to the fact that only larger institutions would have an assistant director of student activities. In some small institutions, the position of program adviser might be the only student activities staff member.

Slightly over 31.0 percent of all position announcements listed management as a skill necessary for the job being advertised (Table 5.9). Management was listed in 185 of all the position announcements.

TABLE 5.9
POSITION TITLE AND MANAGEMENT FOR COLLEGE
UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	45	71.4	18	28.6
Director, College Union/ Student Activities	36	57.1	27	42.9
Assistant Director, College Union	33	47.8	36	52.2
Director, Student Activi- ties	38	23.6	123	76.4
Assistant Director, Student Activities	20	20.4	78	79.6
Program Adviser	13	9.3	127	90.7
	185		409	
	31.1		68.9	

The relationship of position title and management was demonstrated in the analysis of management by each title. Position announcements for the position of director of college union listed management in 71.0 percent of the cases. Director of college union/student activities positions cited management in 57.0 percent of the advertisements, and 47.0 percent of the assistant director of college union positions listed management. The student activities area showed less emphasis upon management skills. The director of student activities position announcements listed management in 23.0 percent of the advertisements, and it was cited in 20.0 percent of the position announcements for assistant director of student activities. For program adviser positions, management was listed in only 9.0 percent of the advertisements.

The statistics enumerated above demonstrate that management skills are more widely sought for those positions more related to the college union than to those positions in the student activities area.

Budget was another item which was specifically mentioned in over 10.0 percent of the position announcements in college union/student activities area (Table 5.10). Budget was specifically stated in 154 position announcements, or in 25.9 percent of the cases.

Table 5.10 shows the analysis of position title on an individual basis. The position announcements for director of college union positions listed budget knowledge in 48.0 percent of the cases; for the positions entitled director of college union/student activities, budget knowledge was listed in 35.0 percent of the announcements; and assistant director positions were cited in 30.0 percent of the announcements. Director of student activities positions listed budget knowledge in 26.0 percent of the cases; and for assistant directors of student activities and program

advisers, budget knowledge was listed in the position announcements as 15.0 and 17.0 percent of the advertisements.

TABLE 5.10
POSITION TITLE AND BUDGET FOR COLLEGE
UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	30	47.6	33	52.4
Director, College Union/ Student Activities	22	34.9	41	65.1
Assistant Director, College Union	21	30.4	48	69.4
Director, Student Activi- ties	42	26.0	119	74.0
Assistant Director, Student Activities	15	15.3	83	84.7
Program Adviser	24	17.1	116	82.9
	154		440	
	25.9		74.1	

The next item listed in the position announcements for college union/student activities in over 10.0 percent of the advertisements was leadership training, which was found in 130 or 21.9 percent of the positions advertised from 1979 to 1982 (Table 5.11).

From the data in Table 5.11, it appeared that leadership training skills were a function of student activities work to a greater degree than they were for college union work. The position announcements

indicated a need for leadership training skills for directors of student activities (23.0%), assistant directors of student activities (35.0%), and program adviser (26.0%). Over one-fourth of all student activities position announcements specifically listed leadership training skills, while there were far fewer for college union positions (11.7%).

TABLE 5.11
POSITION TITLE AND LEADERSHIP TRAINING FOR
COLLEGE UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	4	6.3	59	93.7
Director, College Union/ Student Activities	10	15.9	53	84.1
Assistant Director, College Union	9	13.0	60	87.0
Director, Student Activi- ties	37	23.0	124	77.0
Assistant Director, Student Activities	34	34.7	64	65.3
Program Adviser	36	25.7	104	74.3
	130		464	
	21.9		78.1	

The item, training, listed in the position announcements for college union/student activities work was used to identify positions in which staff training was a component. This item appeared in 10.8 percent of all such position announcements (Table 5.12).

TABLE 5.12
 POSITION TITLE AND TRAINING FOR COLLEGE
 UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	6	9.5	57	90.5
Director, College Union/ Student Activities	11	17.5	52	82.5
Assistant Director, College Union	6	8.7	63	91.3
Director, Student Activi- ties	16	9.9	145	90.1
Assistant Director, Student Activities	11	11.2	87	88.8
Program Adviser	14	10.0	126	90.0
	64		530	
	10.8		89.2	

There was no significant difference indicated when position titles were analyzed using the variable of training. The only position in which training appeared to any extent was that of director of college union/student activities, where it appeared in 17.0 percent of the position announcements.

The item of supervision appeared in 42.0 percent of all positions in college union/student activities work. The total number of position announcements which included supervision as a necessary skill was 252 (Table 5.13).

Supervision as an item in position announcements for college union/student activities was included in almost half of the advertisements for college union work. Director of college union position announcements

listed supervision in 58.7 percent of all advertisements. The position announcements for director of college union/student activities listed this item in 63.5 percent of all cases. Assistant directors of college union positions listed supervision in 54.6 percent of the announcements. The student activities positions did not list supervision as often as did the student union positions. Supervision was listed in advertisements for directors of student activities in 45.3 percent of the announcements and supervision was identified in 31.6 percent of the position announcements for assistant directors of student activities. Almost one-fourth of all the position announcements for program advisers listed supervision as a needed area (24.3%).

TABLE 5.13

POSITION TITLE AND SUPERVISION FOR COLLEGE
UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	37	58.7	26	41.3
Director, College Union/ Student Activities	40	63.5	23	36.5
Assistant Director, College Union	37	53.6	32	46.4
Director, Student Activi- ties	73	45.3	88	54.7
Assistant Director, Student Activities	31	31.6	67	68.4
Program Adviser	34	24.3	106	75.7
	252		342	
	42.4		57.6	

Program development was another item found in a high percentage of all position announcements for college union/student activities work (Table 5.14). Of all positions advertised in this area, 44.0 percent specifically indicated program development as a responsibility for the position.

TABLE 5.14
POSITION TITLE AND PROGRAM DEVELOPMENT FOR
COLLEGE UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	23	36.5	40	63.5
Director, College Union/ Student Activities	31	49.2	32	50.8
Assistant Director, College Union	15	21.7	54	78.3
Director, Student Activi- ties	84	52.1	77	47.9
Assistant Director, Student Activities	52	53.0	46	47.0
Program Adviser	58	41.4	82	58.6
	263 44.3		331 55.7	

Table 5.14 showed that both positions of assistant director of student activities (53.0%) and director of student activities (52.0%) had program development listed in over half of all position announcements. The advertisements for director of college union/student activities cited

program development in 49.0 percent of all cases. Program adviser positions showed this item in 41.0 percent of the advertisements. Directors of college union position announcements also listed this area at 36.5 percent, whereas only 22.0 percent of the assistant director of college union positions listed program development as a needed skill.

Advising was most frequently used to indicate an advisory role with student groups and was usually coupled with a specific group which was to be advised. This item appeared in almost 43.0 percent of the position announcements for college union/student activities work (Table 5.15).

TABLE 5.15
POSITION TITLE AND ADVISING FOR COLLEGE
UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	10	15.9	53	84.1
Director, College Union/ Student Activities	28	44.4	35	55.6
Assistant Director, College Union	22	31.9	47	68.1
Director, Student Activi- ties	68	42.2	93	57.8
Assistant Director, Student Activities	46	46.9	52	53.1
Program Adviser	80	57.1	60	42.9
	254		340	
	42.8		57.2	

Table 5.15 showed that the student activities positions plus those for director of college union/student activities cited advising in over 40.0 percent of the position announcements. Program adviser position announcements specifically listed advising in 57.0 percent of the cases. Assistant directors of student activities (47.0%), director of college union/student activities (44.0%), and director of student activities (42.0%) position announcements also listed advising as an area of involvement. Directors of college union (16.0%) and assistant directors of college union (32.0%) showed advising responsibilities less often.

These next areas were included to ascertain which groups were advised and if a relationship existed between the position titles and the specific group. Advising the college union board was the first area to be examined (Table 5.16). Over 20.0 percent of the position announcements specifically listed advising the college union board as a responsibility.

As reported in Table 5.16, almost a third (31.0%) of the program adviser position announcements indicated that the advisement of the college union board was an area of responsibility. While 24.0 percent of the assistant director position announcements listed this area of advisement, less than ten percent (9.5%) of the director of the college union positions cited advisement of the college union board. All other positions listed this area in between 15.0 and 19.0 percent of the advertisements.

Advising student government was found in almost 15.0 percent of the position announcements. The analysis by position is found in Table 5.17. From the data by position, only two of the job fields--director of college union/student activities and director of student activities--showed advising student government to a very great degree. No other position listed advising student government in more than 12.0 percent of the

TABLE 5.16

POSITION TITLE AND ADVISING COLLEGE UNION BOARD
COLLEGE UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	6	9.5	57	90.5
Director, College Union/ Student Activities	12	19.0	51	81.0
Assistant Director, College Union	12	17.4	57	82.6
Director, Student Activi- ties	24	14.9	137	85.1
Assistant Director, Student Activities	24	24.5	74	75.5
Program Adviser	43	30.7	97	69.3
	121 20.4		473 79.6	

TABLE 5.17

POSITION TITLE AND ADVISING STUDENT GOVERNMENT
FOR COLLEGE UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	3	4.8	60	95.2
Director, College Union/ Student Activities	16	25.4	47	74.6
Assistant Director, College Union	8	11.6	61	88.4
Director, Student Activi- ties	38	23.6	123	76.4
Assistant Director, Student Activities	10	10.2	88	89.8
Program Adviser	12	8.6	128	91.4
	87 14.6		507 85.4	

position announcements, with director of college union positions listing it in less than 5.0 percent of all advertisements.

Another area which appeared in over 10.0 percent of all position announcements for college union/student activities work was advising fraternities and sororities (Table 5.18). This area of advisement was listed in 83 (14.0%) of all position announcements.

TABLE 5.18
POSITION TITLE AND ADVISING FRATERNITIES-SORORITIES
FOR COLLEGE UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	---	---	63	100.0
Director, College Union/ Student Activities	5	7.9	58	92.1
Assistant Director, College Union	2	2.9	67	97.1
Director, Student Activi- ties	15	9.3	146	90.7
Assistant Director, Student Activities	18	18.4	80	81.6
Program Adviser	43	30.7	97	69.3
	83 14.0		511 86.0	

Table 5.18 indicated that the advising of fraternities and sororities was listed more often in the position of program adviser than for any other position; 30.0 percent of the program adviser position

announcements listed advising these groups. Only assistant director of student activities positions were even close to the program adviser positions in advising fraternities and sororities. This position listed advising fraternities-sororities in 18.0 percent of the position announcements. It should be noted that no position announcements for director of the college union listed this area.

The advising of student organizations was included in the position announcements in 27.4 percent of all the position announcements in college union/student activities (Table 5.19).

TABLE 5.19
POSITION TITLE AND ADVISING STUDENT ORGANIZATIONS
FOR COLLEGE UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	5	7.9	58	92.1
Director, College Union/ Student Activities	27	42.9	36	57.1
Assistant Director, College Union	12	17.4	57	82.6
Director, Student Activi- ties	52	32.3	109	67.7
Assistant Director, Student Activities	31	31.6	67	68.4
Program Adviser	36	25.7	104	74.3
	163 27.4		431 72.6	

Table 5.19 showed the distribution of advising student organizations by position title. The position announcements which listed advising student organizations most frequently were those which were related to student activities. The director of college union/student activities position (42.0%), the director of student activities (32.0%), the assistant director of student activities (32.0%), and the program adviser (26.0%) were those positions which when advertised listed advising student organizations.

Position announcements in the college union/student activities area listed recreation as an area of responsibility in almost 20.0 percent of the cases (Table 5.20). The item of recreation did cause some particular problems for this study, for the position announcements did not differentiate between recreation areas located within a college union and recreation programs sponsored through the college union or student activities. Recreation areas with the college union would be more of a management function, while recreation sponsored by student activities would be programmatic.

As the recreation area was roughly divided into the college union recreational facilities and the recreational program function of student activities, it was assumed that the college union positions of director and assistant director of the college union major area of concern would be for a recreational facility. If this was correct, the major position involved in college union recreation would be that of the assistant director of the college union. The position announcements for assistant director of the college union listed recreation in 24.6 percent of the advertisements. The director of the college union position announcements cited recreation in 15.8 percent of the advertisements. For those

positions in student activities, including the director of the college union/student activities, the analysis for the listing of recreation by position was as follows: director, college union/student activities (19.0%); director of student activities (21.7%); assistant director, student activities (14.2%); and program adviser (20.7%).

TABLE 5.20
POSITION TITLE AND RECREATION FOR COLLEGE
UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	10	15.9	53	84.1
Director, College Union/ Student Activities	12	19.0	51	81.0
Assistant Director, College Union	17	24.6	52	75.4
Director, Student Activi- ties	35	21.7	126	78.3
Assistant Director, Student Activities	14	14.3	84	85.7
Program Adviser	29	20.7	111	79.3
	117		477	
	19.7		80.3	

Orientation was mentioned in 10.0 percent of the position announcements for college union/student activities. The analysis by position title and orientation is listed in Table 5.21.

TABLE 5.21
POSITION TITLE AND ORIENTATION FOR COLLEGE
UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	2	3.1	61	96.9
Director, College Union/ Student Activities	16	25.4	47	74.6
Assistant Director, College Union	2	2.9	67	97.1
Director, Student Activi- ties	23	14.3	138	85.7
Assistant Director, Student Activities	6	6.9	92	93.9
Program Adviser	11	7.9	129	92.1
	60		534	
	10.1		89.9	

Responsibilities for orientation, as listed in the position announcements, were most frequently listed for the positions of director of the college union/student activities (25.4%) and the director of student activities (14.3%).

The operations area included those related to facilities management (Table 5.22). Operations was an item included in slightly over 24.0 percent of all position announcements in college union/student activities work.

The highest level of involvement in operations as determined from the position announcements was listed for director of college union (53.9%), director of the college union/student activities (46.0%), and

assistant director of the college union (56.5%). Student activities position advertisements listed operations in fewer than 15.0 percent of the cases.

TABLE 5.22
POSITION TITLE AND OPERATIONS FOR COLLEGE
UNION/STUDENT ACTIVITIES

Title	Included	Per- cent	Not Included	Per- cent
Director, College Union	34	53.9	29	46.1
Director, College Union/ Student Activities	29	46.0	34	54.0
Assistant Director, College Union	39	56.5	30	43.5
Director, Student Activi- ties	15	9.3	146	90.7
Assistant Director, Student Activities	13	13.2	85	86.8
Program Adviser	14	10.0	126	90.0
	144		450	
	24.2		75.8	

The ranking of items listed in position announcements for the director of college unions showed an emphasis on management, supervision, operations, budget, and administration. Table 5.23 shows these rankings.

Table 5.24 shows the ranking of items which were listed in position announcements for director of student union/student activities. In contrasting this information with the rankings found in Table 5.23, the

TABLE 5.23

RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR DIRECTOR OF STUDENT UNION

Item	Percentage	Ranking
Management	71.4	1
Supervision	58.7	2
Operations	53.9	3
Budget	47.6	4
Administration	46.0	5
Program Development	36.5	6
Advising	15.9	7
Recreation	15.9	
Training	9.5	9
Advising, College Union Board	9.5	
Advising, Student Organizations	7.9	11
Leadership Training	6.3	12
Advising, Student Government	4.8	13
Orientation	3.1	14
Advising, Fraternities-Sororities	---	15

TABLE 5.24

RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR DIRECTOR OF STUDENT UNION/
STUDENT ACTIVITIES

Item	Percentage	Ranking
Supervision	63.5	1
Management	57.1	2
Program Development	49.2	3
Operations	46.0	4
Advising	44.4	5
Advising, Student Organizations	42.9	6
Administration	38.0	7
Budget	34.9	8
Advising, Student Government	25.4	9
Orientation	25.4	
Advising, College Union Board	19.0	11
Recreation	19.0	
Training	17.5	13
Leadership Training	15.9	14
Advising, Fraternities-Sororities	7.9	15

rankings for director of student union/student activities showed high rankings for both management functions and programming areas, whereas the director of student union positions were more oriented toward management.

Table 5.25 shows the ranking of items listed in position announcements for assistant director, student union. These rankings showed the assistant director, student union, was a position with a great deal of emphasis upon the operations and management functions. Supervision was an item which was ranked highly for all college union positions.

In Table 5.26, the rankings for all the items listed in position announcements for director of student activities are shown. Unlike the positions in student union work, the items listed for director of student activities were less oriented toward the operations and management functions. Director of student activities position announcements were more oriented toward program development, advising, and advising student organizations, although some areas of management were found in the highest six ranked functions. These were: supervision (2), administration (5), and budget (6).

The rankings for items listed in position announcements for assistant directors of student activities are shown in Table 5.27. As was the case for directors of student activities, the assistant director position announcements show a greater emphasis upon advising and program development. Only the fourth ranked item, supervision, was indicative of a management function. Program development (1), advising (2), leadership training (3), advising student organizations (4 tie), and advising college union board (6) were indicative of a student programming thrust for this position.

TABLE 5.25

RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR ASSISTANT DIRECTOR OF STUDENT UNION

Item	Percentage	Ranking
Operations	56.5	1
Supervision	53.6	2
Management	47.8	3
Administration	31.9	4
Advising	31.9	
Budget	30.6	6
Recreation	24.6	7
Program Development	21.7	8
Advising, College Union Board	17.4	9
Advising, Student Organizations	17.4	
Leadership Training	13.0	11
Advising, Student Government	11.6	12
Training	8.7	13
Advising, Fraternities-Sororities	2.9	14
Orientation	2.9	

TABLE 5.26

RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR DIRECTOR OF STUDENT ACTIVITIES

Item	Percentage	Ranking
Program Development	52.1	1
Supervision	45.3	2
Advising	42.2	3
Advising, Student Organizations	32.3	4
Administration	31.0	5
Budget	26.0	6
Management	23.6	7
Advising, Student Government	23.6	
Leadership Training	23.0	9
Recreation	21.7	10
Advising, College Union Board	14.9	11
Orientation	14.3	12
Training	9.9	13
Operations	9.3	14
Advising, Fraternities-Sororities	9.3	

TABLE 5.27

RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR ASSISTANT DIRECTOR OF STUDENT ACTIVITIES

Item	Percentage	Ranking
Program Development	53.0	1
Advising	46.9	2
Leadership Training	34.7	3
Supervision	31.6	4
Advising, Student Organizations	31.6	
Advising, College Union Board	24.5	6
Administration	20.4	7
Management	20.4	
Advising, Fraternities-Sororities	18.4	9
Budget	15.3	10
Recreation	14.3	11
Operations	13.2	12
Training	11.2	13
Advising, Student Government	10.2	14
Orientation	6.1	15

The rankings for items listed in position announcements for program advisers is shown in Table 5.28. These items showed an emphasis upon advising and program development. The first six items specified in the position announcements were oriented toward work with students and student groups. The advising functions, particularly advising student groups, were most frequently mentioned. The advising functions for fraternities and sororities appearing in the program adviser position announcements tied for third in the rankings; this was the only position in which this function ranked this highly.

The composite rankings for items listed in all position announcements for college union/student activities appear in Table 5.29. This table shows a difference between the rankings for college union positions

TABLE 5.28
 RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
 FOR PROGRAM ADVISER

Item	Percentage	Ranking
Advising	57.1	1
Program Development	41.4	2
Advising, College Union Board	30.7	3
Advising, Fraternities-Sororities	30.7	
Advising, Student Organizations	25.7	5
Leadership Training	25.7	
Supervision	24.3	7
Recreation	20.7	8
Administration	18.6	9
Budget	17.1	10
Operations	10.2	11
Training	10.0	12
Management	9.3	13
Advising, Student Government	8.6	14
Orientation	7.9	15

TABLE 5.29

COMPOSITE RANKINGS FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR COLLEGE UNION/STUDENT ACTIVITIES

Item	Director, College Union	Director, Col- lege Union/Stu- dent Activities	Assistant Director, College Union	Director, Student Activities	Assistant Direc- tor, Stu- dent Activities	Program Adviser
Administration	5	7	4	5	7	9
Management	1	2	3	7	7	13
Budget	4	8	6	6	10	10
Leadership Training	12	14	11	9	3	5
Training	9	13	13	13	13	12
Supervision	2	1	2	2	4	7
Program Development	6	3	8	1	1	2
Advising	7	5	4	3	2	1
Advising, College Union Board	9	11	9	11	6	3
Advising, Student Government	13	9	12	7	14	14
Advising, Fraternali- ties-Sororities	15	15	14	14	9	3
Advising, Student Organizations	11	6	9	4	4	5
Recreation	7	11	7	10	11	8
Orientation	14	9	14	12	15	15
Operations	3	4	1	14	12	11

and rankings for positions in the student activities area. This differentiation was most pronounced for directors and assistant directors of the college union and the student activities positions of assistant director and program adviser. The director of college union/student activities and director of student activities rankings showed both management and programming functions as being important to perspective employers.

Summary

The college union and student activities areas were combined in this chapter, since in many institutions of higher education these units are closely aligned both functionally and administratively. The number of positions for the college union/student activities area found in The Chronicle of Higher Education from 1979 through 1982 was 594. Six different job titles were utilized in the study. These were: director, college union; director, college union/student activities; assistant director, college union; director, student activities; assistant director, student activities; and program adviser.

Although positions were advertised by all sizes of institutions, most of the position announcements were from institutions with enrollments of over 10,000. The more populous states also tended to have the most positions advertised.

All positions had at least 10.0 percent of the total advertised; however, directors of student activities and program advisers made up over half of all the positions. Almost 82.0 percent of all the positions required or preferred a master's degree, and 87.6 percent of the advertisements required an educational level no higher than a master's degree. Only two categories of positions sought a doctorate. These were director

of college union and director of student activities. In terms of experience, 85.0 percent of all positions asked for three or fewer years of experience. Position announcements for directors of college unions and directors of student activities required the most experience.

Salary was a significant variable in distinguishing between positions. This was particularly true for the salary range for the director of the college union. This salary was statistically different from the salaries of all other positions. The use of salary in differentiating positions by school size was less significant.

In reviewing the skills, competencies, and knowledge listed in the position announcements, the following was observed. For the position of director of the college union, position announcements indicated that administration, management, budget, supervision, program development, and operations were highly desired. The positions of director of the college union/student activities listed the following areas: administration, management, budget, training, supervision, program development, advising, advising student government, advising student organizations, orientations, and operations. The position announcements for assistant director of the college union listed administration, management, budget, advising the college union board, recreation, and operations. Budget, leadership training, program development, advising, advising student government, advising student organizations, and orientation were the areas listed in position announcements for directors of student activities. The position announcements for assistant directors of student activities list leadership training, program development, advisement, advising fraternities and sororities, and the advising of student organizations. The position announcements for program advisers cite leadership

training, program development, advisement, advising fraternities and sororities, and advising of student organizations.

There were some major differences that can be ascertained from the list of skills, competencies, and knowledge in the positions advertised. The director of the college union and assistant director of the college union positions tended to be management-oriented with primary emphasis upon those skills necessary to operate a facility. The position of director of student activities had some management responsibilities but was primarily concerned with programming and advisement. The positions of assistant director of student activities and program advisers were very similar in the skills which were listed in the position announcements. The position which, from the information obtained from the position announcements, had major responsibilities for both management and student programming was that of director of the college union/student activities.

CHAPTER VI

ANALYSIS OF POSITION ANNOUNCEMENTS IN THE AREA OF CAREER PLANNING AND PLACEMENT

Career Planning and Placement is a service which may be located in a variety of administrative units on a college campus. It may be a single administrative unit under the chief administrative officer, with the Counseling Office, or with the Financial Aids Office. In some institutions, Career Planning and Placement is located within the academic unit, such as the Law School, Medical School, or School of Business. For the purpose of this study, all positions which were listed under the classification of career planning and placement were included.

During the period from 1979 to 1982, The Chronicle of Higher Education listed 481 positions under the classification of career planning and placement. Of these positions, 263 or 54.7 percent were included under the title of director. There were 105 assistant director positions, representing almost 20.0 percent of the total. The remaining 113 positions, or 23.5 percent, were categorized as counselors. Thirty percent of all positions in career planning and placement were advertised in 1980. The number of positions decreased to 118 positions in 1982. A complete analysis of positions advertised by year is presented in Appendix H. Sixty-eight percent of all the position announcements for career planning and placement appeared in The Chronicle of Higher Education from March through July (see Appendix I).

Eighty-nine percent of all positions advertised were from colleges and universities with over 1,000 students enrolled. The highest number of institutions which listed positions for career planning and placement had enrollments of from 1,001 to 2,500. This size of institution represented 26.2 percent of the total.

Table 6.1 shows that 74.2 percent of the positions advertised for career planning and placement sought a master's degree and 62.0 percent required a master's plus experience. Almost 15.0 percent of positions advertised for this area sought candidates with a doctorate, either preferred or required.

Table 6.2 shows the relationship of position titles and degree sought as listed in the position announcements. Of all positions advertised, 81.0 percent requested a master's degree. A doctorate was preferred or required in almost 15.0 percent of all positions; however, the requirement for a doctorate was almost 21.0 percent for directors of career planning and placement. When compared with years of experience, almost 39.0 percent of all positions advertised sought two years of experience, and only 16.0 percent did not require any experience. When this was analyzed by position title, it was found that the range for years of experience required in the position announcements for directors of career planning and placement was from no experience to eight years with the mean being three years. The advertisements for assistant directors showed a range from no experience to six years of experience. The mean for assistant directors was 2.1 years of experience. Counselor positions in career planning and placement had a range from no experience to five years of experience. The mean for career counselor positions was 1.4 years.

TABLE 6.1

FREQUENCY OF POSITIONS IN CAREER PLANNING AND
PLACEMENT BY DEGREE AND EXPERIENCE

Degree Required	Number	Percent
Bachelor's	4	0.9
Bachelor's with one to two years of experience	9	2.1
Bachelor's with more than two years of experience	5	1.2
Bachelor's required, master's preferred	29	6.8
Master's	52	12.2
Master's with one to two years of experience	184	43.2
Master's with more than two years of experience	80	18.8
Master's required, doctorate preferred	33	7.8
Doctorate	30	7.0
	426	100.0

TABLE 6.2

POSITION TITLE AND DEGREE FOR CAREER
PLANNING AND PLACEMENT

Title	Bachelor's	Master's	Doctorate
Director	9	170	47
Assistant Director	5	84	6
Counselor	4	91	10
	18 4.2	345 81.0	63 14.8

Over 80.0 percent of the 377 positions which listed a preferred area of academic training listed either counseling or student personnel. Counseling listed 47.0 percent and student personnel listed almost 35.0 percent as desired fields of study.

Salaries in career planning and placement ranged from \$10,500 to \$36,950, with the mean salary being \$17,719.91. Table 6.3 shows that there was a relationship between the salaries of directors of career planning and placement, and both assistant directors and counselors. As was seen in the earlier chapters, salary levels were more frequently listed for counselor positions (48.0%) and for assistant directors (40.0%) than they were for directors (28.0).

TABLE 6.3
POSITION TITLE AND SALARY

Position Title	No.	Mean	Minimum	Maximum
Director	74	\$20,245.43	\$13,250.00	\$36,950.00
Assistant Director	42	16,505.31	11,500.00	24,084.00
Counselor	54	15,203.70	10,500.00	22,062.00
	170	17,719.91	10,500.00	36,950.00

A number of items were analyzed to determine if there was a significance in the relationship of these items to job title. A listing of these items follows:

1. Administration
2. Management
3. Budget
4. Written communication
5. Oral communication
6. Student development theory
7. Intercultural awareness
8. Counseling
9. Goal setting
10. Assessment/evaluation
11. Consultation
12. Leadership development
13. Group skills
14. Training
15. Supervision
16. Career development
17. Advising
18. Testing
19. Minority groups
20. Women's groups
21. Handicapped students
22. Graduate-alumni placement
23. Computer knowledge.

Administration was found in 192 or 39.9 percent of all position advertisements for career counseling and placement. The analysis of administration and position title is found in Table 6.4.

TABLE 6.4
POSITION TITLE AND ADMINISTRATION FOR
CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	128	48.7	135	51.3
Assistant Director	41	39.0	64	61.0
Counselor	23	20.4	90	79.6
	192		289	
	39.9		60.1	

In Table 6.4, the position announcements for director of career planning and placement listed administration as a requirement for the position in 48.7 percent of all advertisements. For assistant directors, the percentage dropped to 39.0 percent. Counselor positions listed administration in only 20.0 percent of the advertisements. Administrative skills were more widely sought for the position of director of career planning and placement than at the other levels.

Management was another area which was listed in over 10.0 percent of all the position announcements in career planning and placement. Management was listed as a desired area in 128, or 26.6 percent, of the total advertisements (Table 6.5).

As was true in the analysis of administration, management as shown in Table 6.5 was more often found in position announcements for directors than in the other position advertisements. Management skills were specifically mentioned in 34.9 percent of all announcements for directors of career planning and placement. For assistant directors,

management is listed in 20.9 percent of the advertisements. Only 12.3 percent of the counselor position announcements listed management as a needed area of skill.

TABLE 6.5
POSITION TITLE AND MANAGEMENT FOR
CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	92	34.9	171	65.1
Assistant Director	22	20.9	83	79.1
Counselor	14	12.3	99	87.7
	128		353	
	26.6		72.4	

The need for writing communication skills was the next item to be analyzed. It appeared in 18.5 percent of all position announcements in career planning and placement (Table 6.6).

In Table 6.6, the positions of counselor and assistant director were the two areas in which communication skills were most frequently cited. In counselor position announcements, written communication skills were listed in 25.6 percent of the advertisements. Approximately one-quarter (24.7%) of the assistant director positions listed written communication skills. For directors, written communications skills were listed in only 12.9 percent of the position announcements.

TABLE 6.6

POSITION TITLE AND WRITTEN COMMUNICATION SKILLS
FOR CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	34	12.9	229	87.1
Assistant Director	26	24.7	79	75.3
Counselor	29	25.6	84	74.4
	89		392	
	18.5		81.5	

Oral communication skills were frequently tied to written communication skills in position announcements. Fifteen percent of all position announcements for career planning and placement listed oral communication skills (Table 6.7).

TABLE 6.7

POSITION TITLE AND ORAL COMMUNICATION SKILLS
FOR CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	27	10.3	236	89.7
Assistant Director	22	21.0	83	79.0
Counselor	23	20.4	90	79.6
	72		409	
	15.0		85.0	

Table 6.7 showed that over 20.0 percent of the position announcements for counselor and assistant director positions listed the need for oral communication skills. The percentage for director positions in the listing of oral communication skills was slightly over 10.0 percent.

Counseling was an area which was listed in over one-half of all the positions in career planning and placement. As reported in Table 6.8, 280 positions, or 58.2 percent, listed counseling as a skill for career planning and placement. The term "counseling" was seen as being different for the career planning and placement area than for the personal counseling area. Counseling was limited to career counseling rather than the broader definition of counseling as used in personal counseling.

TABLE 6.8

POSITION TITLE AND CAREER COUNSELING FOR
CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	137	52.0	126	48.0
Assistant Director	69	65.7	36	34.3
Counselor	74	65.5	39	34.5
	280		201	
	58.2		41.8	

The percentages in Table 6.8 for all positions using position titles and career counseling was over 50.0 percent. Director of career planning and placement position announcements listed counseling in 52.0 percent of all the advertisements. Position announcements for assistant directors of career planning and placement listed career counseling in 65.7 percent of the advertisements. For career counseling positions, counseling was listed in 65.5 percent of all positions.

As reported in Table 6.9, 31.0 percent of the positions (or 149 advertisements) listed the need for group skills as being desired. Group skills were generally defined as providing career information to groups.

TABLE 6.9
POSITION TITLE AND GROUP SKILLS FOR
CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	55	20.9	208	79.1
Assistant Director	48	45.7	57	54.3
Counselor	46	40.7	67	59.3
	149		332	
	31.0		69.0	

Table 6.9 showed that group skills were most frequently listed in position announcements for assistant director, with 45.7 percent of all advertisements for this position listing group skills. Almost 41.0 percent of the counselor positions listed group skills as being desired.

Director of career planning and placement positions listed group skills in slightly over 20.0 percent of all advertisements.

The area of supervision was specifically mentioned in 115 of the position announcements for career planning and placement. This constituted almost 24.0 percent of the total positions (Table 6.10).

TABLE 6.10
POSITION TITLE AND SUPERVISION FOR
CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	83	31.6	180	68.4
Assistant Director	24	22.9	81	77.1
Counselor	8	7.0	105	93.0
	115		366	
	23.9		76.1	

Table 6.10 showed that supervisory skills were most often sought in the position announcements for director of career planning and placement. For directors the position announcements cited supervision in 31.6 percent of all advertisements. Assistant director position announcements listed supervision almost 23.0 percent (22.9%) of all cases. The advertisements for counselors showed supervision in only 7.0 percent of the cases.

Career development was a category which was frequently listed in the position announcements. The thrust of this area seemed to be closely

aligned with career counseling in some instances and program development in others. Career development was listed as a separate area in 35.0 percent of the position announcements for career planning and placement (Table 6.11).

TABLE 6.11
POSITION TITLE AND CAREER DEVELOPMENT FOR
CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	94	35.7	169	64.3
Assistant Director	30	28.6	75	71.4
Counselor	45	39.8	68	60.2
	169		312	
	35.1		64.9	

The lack of precision in the definition of career development may have led to this lack of differentiation shown in Table 6.11. Director of career planning and placement and counselor position announcements listed career development most frequently. Counselor positions listed career development in 39.8 percent of all advertisements. The position announcements for directors of career planning and placement cited career development in 35.7 percent of all the advertisements. The assistant director positions also listed career development in almost 30.0 percent (28.6%) of all advertisements. Career development may have been

utilized by potential employers to cover a number of different items within the career planning and placement area.

In the career planning and placement area, advisement was another skill which was utilized in several different ways. In the other student personnel areas, advisement was used to denote a relationship with student groups. In the position announcements for career planning and placement, advising seemed to have been used in this context as well as advising of individual students. Advisement was found in 16.0 percent of all positions in career planning and placement (Table 6.12).

TABLE 6.12
POSITION TITLE AND ADVISEMENT FOR
CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	41	15.6	222	84.4
Assistant Director	16	15.2	89	84.8
Counselor	20	17.7	93	82.3
	77		404	
	16.0		84.0	

Table 6.12 showed that the percentages for all positions on the variable of advisement were very consistent. Counselor positions showed advisement in 17.7 percent of the advertisements. Assistant director position announcements listed it in 15.2 percent of the cases and directors

in 15.6 percent. All positions in career planning and placement seemed to be involved in the advisement of individuals or groups to some degree.

Testing was listed as a necessary skill in only 9.1 percent of the position announcements. This was somewhat of a surprise, as career planning and placement is an area in which testing would seem to be widely used. It may have been that the need to understand tests in career planning may have been seen as a requirement which did not need to be listed.

Alumni was a special constituency which did appear in over 10.0 percent of the cases. Alumni placement was listed in almost 16.0 percent of the position announcements for career planning and placement (Table 6.13).

TABLE 6.13

POSITION TITLE AND ALUMNI PLACEMENT FOR
CAREER PLANNING AND PLACEMENT

Position Title	Included	Per- cent	Not Included	Per- cent
Director	47	17.8	216	82.2
Assistant Director	16	15.2	89	84.8
Counselor	13	11.5	100	88.5
	76		405	
	15.8		84.2	

It did appear, from Table 6.13, that directors of career planning and placement were most involved in alumni placement. This item was listed in 17.8 percent of the position announcements for directors.

Assistant director position announcements listed alumni placement in 15.0 percent of the advertisements, and counselors listed this area in only 12.0 percent of the cases.

The rankings of items listed in the position announcements for director of career planning and placement is shown in Table 6.14. This ranking of items showed career counseling listed as the most frequently cited item. This was followed by administration, career development, management, and supervision. Two of the items for director of career planning and placement were oriented toward student contact areas, while the remaining three were more oriented toward operational aspects of career planning and placement.

Table 6.15 shows the ranking of items listed in the position announcements for assistant director of career planning and placement. This ranking showed career counseling to have been the most frequently listed item. This was followed by group skills, administration, career development, and written communication skills. For the position of assistant director of career planning and placement, the rankings showed a greater emphasis upon group skills and written communication skills than did the position announcements for director of career planning and placement (see Table 6.14).

Table 6.16 shows the ranking for items listed in position announcements for counselors in career planning and placement. As was the case for ranking of items listed for the positions of director and assistant director of career planning and placement, career counseling was ranked first for counselors. The rankings for administration (5 tie), management (8), and supervision (10) were lower than had been noted for the other positions in career planning and placement.

TABLE 6.14

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR DIRECTOR OF CAREER PLANNING AND PLACEMENT

Item	Percent	Rank
Career Counseling	52.0	1
Administration	48.7	2
Career Development	35.7	3
Management	34.9	4
Supervision	31.6	5
Group Skills	20.9	6
Alumni	17.8	7
Advisement	15.6	8
Written Communication Skills	12.9	9
Oral Communication Skills	10.3	10

TABLE 6.15

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCE-
MENTS FOR ASSISTANT DIRECTOR OF CAREER
PLANNING AND PLACEMENT

Item	Percent	Rank
Career Counseling	65.7	1
Group Skills	45.7	2
Administration	39.0	3
Career Development	28.6	4
Written Communication Skills	24.7	5
Supervision	22.7	6
Oral Communication Skills	21.0	7
Management	20.9	8
Advisement	15.2	9
Alumni	15.2	

TABLE 6.16

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS FOR
COUNSELOR IN CAREER PLANNING AND PLACEMENT

Item	Percent	Rank
Career Counseling	65.5	1
Group Skills	40.7	2
Career Development	39.8	3
Written Communication Skills	25.6	4
Oral Communication Skills	20.4	5
Administration	20.4	
Advisement	17.7	7
Management	12.3	8
Alumni	11.5	9
Supervision	7.0	10

The composite ranking for items listed in position announcements for career planning and placement is shown in Table 6.17. Career counseling was the item ranked first in the position announcements for all three positions in career planning and placement. Administration was an item which showed a ranking higher for directors of career planning and placement than for assistant director or counselor positions. Management was likewise ranked more highly for director of career planning and placement than for the other positions. Supervision was likewise ranked higher for directors than for the other positions, although the ranking for assistant director of career planning and placement was almost as high as that for directors. Group skills were ranked very highly for both assistant directors and counselors. The items of written communication skills and oral communication skills were higher for assistant directors of career planning and placement and counselors than they were for directors.

TABLE 6.17
 COMPOSITE OF RANKINGS FOR ITEMS LISTED
 IN POSITION ANNOUNCEMENTS FOR CAREER
 PLANNING AND PLACEMENT

Item	Director, Career Planning and Placement	Asst. Director, Career Planning and Placement	Coun- selor
Administration	2	3	5
Management	4	8	8
Written Communication Skills	9	5	4
Oral Communication Skills	10	7	5
Career Counseling	1	1	1
Group Skills	6	2	2
Supervision	5	6	10
Career Development	3	4	3
Advisement	8	9	7
Alumni	7	9	9

Summary

The area of career planning and placement is one which, administratively, does not always fall within the purview of student services. It is also an area in which decentralization has occurred, so that on some college and university campuses, career planning and placement are located within academic units. For the purposes of this study, there were 481 positions identified as being part of career planning and placement, regardless of the administrative structure in which these were located. Of this total, 263 were identified as directors, 105 as assistant directors, and 113 career counselors.

The number of positions in career planning and placement had declined from 145 in 1980, to 118 positions being advertised in 1982. The

spring months were those in which a majority of positions were advertised in The Chronicle of Higher Education.

Although positions were advertised at institutions of all sizes, most were listed by colleges and universities with over 1,000 students enrolled. Institutions with enrollments of between 1,001 and 2,500 represented over 26.0 percent of the total in the area of career planning and placement.

The positions advertised showed over 80.0 percent preferred or required a master's degree and sought approximately two years of experience. Twenty-one percent of all the position announcements for director of career planning and placement sought a doctorate. The most commonly sought degree fields were those of counseling and student personnel.

The information on salary showed a mean salary of \$17,719.91 for all positions, with a significant difference between the salary listed for the director and those of the other positions.

In an examination of the skills, competencies, and knowledge sought for positions in career planning and placement, several areas emerged. Career counseling was common to all positions, although somewhat higher for counselors. Career development and advising were also common to all three positions.

Director of career planning and placement position announcements listed administration, management, supervision, and alumni. The position of director of career planning and placement as described in the position announcements is one in which management and administrative functions play an important role. To these are added the areas of alumni placement, counseling, advising, and career development.

The positions of assistant director and counselor as described in the position announcements are very close in the areas sought by employees. Both positions stress written and oral communication skills and group skills, in addition to career counseling, advising, and career development. The one major difference between these two positions is the administrative requirement listed for assistant directors.

CHAPTER VII

ANALYSIS OF POSITION ANNOUNCEMENTS

IN THE AREA OF FINANCIAL AIDS

From 1979 through 1982, The Chronicle of Higher Education listed 726 positions in financial aids; 28.0 percent, or 203, of these positions were advertised in 1981. The lowest number, 162, was advertised the following year. For a complete analysis of the number of positions advertised by year, see Appendix J.

Appendix K shows the number of positions in financial aids advertised by month. Over 57.0 percent of the positions appeared from March through July, and when September is added to this total, over two-thirds of all the positions were advertised during these months.

The sizes of the institutions seeking individuals in the financial aids area ranged from schools with a student enrollment of under 500 to those with enrollments above 20,000 (Table 7.1).

Table 7.1 shows that those institutions with a student enrollment of between 1,001 and 2,500 had the most positions advertised for financial aids. These institutions represented almost 21.0 percent of the total; 86.0 percent of all positions were located at those institutions with enrollments of over 1,000.

Table 7.2 shows that 724 positions were identified by position title. Two positions did not fall within the job titles and were therefore excluded from the study. The position titles used were those of

TABLE 7.1
 FREQUENCY OF POSITIONS IN FINANCIAL
 AIDS BY SCHOOL SIZE

Size	No.	Percent
500 and Below	26	3.6
501-1,000	71	9.8
1,001-2,500	149	20.5
2,501-5,000	113	15.6
5,001-10,000	123	16.9
10,001-20,000	135	18.6
20,001 and Above	109	15.0
	726	100.0

TABLE 7.2
 FREQUENCY OF POSITION TITLES
 IN FINANCIAL AIDS

Position Title	No.	Percent
Director	329	45.4
Assistant Director	240	33.1
Adviser	155	21.5
	724	100.0

director of financial aids, assistant director of financial aids, and financial aids adviser.

As reported in Table 7.2, over 45.0 percent of the positions advertised were those of director of financial aids. Assistant director positions constituted 33.1 percent of the total. Financial aid advisers listed 155 positions or 21.5 percent of the positions advertised.

The spread of degree requirements for the financial aids positions was wide. Slightly over 21.0 percent of the financial aids positions advertised indicated a master's was preferred, but the employers would accept a bachelor's degree. Almost 19.0 percent (18.5%) requested a master's with more than two years of experience, and another 18.0 percent required a bachelor's with one or two years of experience (Table 7.2).

Table 7.3 shows the analysis of position title and degree. Almost 98.0 percent of all positions in financial aids required a master's degree or less, with just over 60.0 percent requiring a master's degree. The degree fields most frequently requested were student personnel (35.8%), business (25.4%), and counseling (19.4%).

TABLE 7.3
POSITION TITLE IN FINANCIAL AIDS AND DEGREE

Position Title	Bachelor's	Master's	Doctorate
Director	69	173	10
Assistant Director	98	116	2
Adviser	60	73	1
	227	362	13
	37.7	60.1	2.2

Almost 60.0 percent (59.9%) of all positions in financial aids required two or three years of previous experience. Only 6.1 percent of the positions advertised were listed without needed experience. The range for director of financial aids positions was from no experience to nine years of experience with a mean of 3.6 years. Assistant directors also had a range of from no experience to nine years, with a mean of 2.3 years. Financial aids advisers showed a range of from no experience to six years; the mean for financial aids advisers was 1.9 years. For positions in financial aids, experience seemed to be of greater importance than the educational level.

Salaries in the financial aids area ranged from \$10,000 to \$41,343. The mean salary for all financial aids positions was \$18,785.87 (Table 7.4).

TABLE 7.4
POSITION TITLE AND SALARY FOR FINANCIAL AIDS

Position Title	No.	Mean	Minimum	Maximum
Director	86	\$21,894.40	\$13,000.00	\$41,343.00
Assistant Director	96	18,174.81	10,992.00	29,950.00
Adviser	79	16,144.44	10,000.00	29,494.00
	261	\$18,785.87	\$10,000.00	\$41,343.00

Table 7.5 shows that the means for salary were different using school size, with the salary levels being higher at the larger institutions.

Whereas this result was anticipated, it may have been affected by the distribution of positions within a school size category.

TABLE 7.5
SCHOOL SIZE AND SALARY FOR FINANCIAL AIDS

School Size	No.	Mean
500 and Below	7	\$15,352.14
501-1,000	17	15,729.24
1,001-2,500	34	17,082.38
2,501-5,000	39	17,583.15
5,000-10,000	46	17,393.43
10,001-20,000	57	19,340.32
20,001 and Above	62	22,164.66
	262	\$18,771.42

As was true in the other student service areas, the percentage of director positions with salary advertised was the smallest, with financial aids adviser positions listing salaries most frequently. Position announcements for directors of financial aids listed salaries in 26.0 percent of the advertisements; 40.0 percent of the assistant director position announcements listed salaries; and 51.0 percent of the financial aids adviser positions cited salary.

The following areas were those for which the positions in financial aids were analyzed:

1. Administration
2. Management
3. Budget
4. Written communication
5. Oral communication
6. Student development theory
7. Intercultural awareness
8. Counseling
9. Goal setting
10. Assessment/evaluation
11. Consultation
12. Leadership development
13. Group skills
14. Training
15. Supervision
16. Program development
17. Advising
18. Computer knowledge
19. Need analysis
20. Packaging
21. Student employment
22. Federal programs.

Position announcements in financial aids listed administration in 383 positions, or for 52.6 percent of the positions (Table 7.6).

Table 7.6 showed that the position of director of financial aids sought administrative skills in 65.0 percent of all position announcements. Administration was listed as a necessary area of knowledge in

47.0 percent of all position announcements for assistant director of financial aids. The financial aids adviser position announcements listed administration in 34.8 percent of all advertisements.

TABLE 7.6
POSITION TITLE AND ADMINISTRATION
FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	214	65.0	115	35.0
Assistant Director	115	47.0	127	53.0
Adviser	54	34.8	101	65.2
	383		343	
	52.6		47.4	

Management was an item specifically listed in 268 advertisements for financial aids. This amounted to 36.9 percent of the advertisements for this area (Table 7.7).

As was the case in administration, the highest percentage of positions (shown in Table 7.7) requiring management were those of director of financial aids. Position announcements for directors of financial aids listed management in 42.6 percent of the cases; the percentage for assistant directors of financial aids was 39.2 percent; and for financial advisers, management was listed in 21.9 percent of the advertisements.

TABLE 7.7
 POSITION TITLE AND MANAGEMENT
 FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	140	42.6	189	57.4
Assistant Director	94	39.2	146	60.8
Adviser	34	21.9	121	78.1
	268		456	
	37.0		63.0	

Written communication skills was the next item to be analyzed in this study. This item was listed in 131 advertisements, or 18.0 percent of the position announcements in financial aids (Table 7.8).

Table 7.8
 POSITION TITLE AND WRITTEN COMMUNICATION
 SKILLS FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	60	18.2	269	81.8
Assistant Director	47	19.6	193	80.4
Adviser	24	15.5	131	84.5
	131		593	
	18.1		81.9	

Table 7.8 showed that the director of financial aids position announcements listed written communication skills in 18.2 percent of the advertisements. The percentage of assistant directors and advisers of financial aids listed written communication skills in 19.6 and 15.5 percent, respectively. This indicates that while these skills were listed fairly often, they were not specifically oriented to any particular position.

Oral communication skills was the next item to be analyzed. Slightly over 17.0 percent of the positions in financial aids listed oral communication skills in the advertisements (Table 7.9).

TABLE 7.9
POSITION TITLE AND ORAL COMMUNICATION
SKILLS FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	58	17.6	271	82.4
Assistant Director	45	18.8	195	81.2
Adviser	21	13.5	134	86.5
	124		600	
	17.1		82.9	

The percentile relationship by position title and oral communication skills was very similar to those found in written communication skills. Table 7.9 showed that position announcements for directors of financial aid listed oral communication skills in 17.6 percent of the

advertisements; assistant director positions listed this item in 18.8 percent of the position announcements; and financial aids adviser position announcements listed oral communication skills in 13.5 percent of the cases.

Counseling was the next item which appeared in over 10.0 percent of the position announcements in financial aids. Slightly over 38.0 percent of all financial aids positions listed counseling; this amounted to 279 positions (Table 7.10). As was the case in career planning and placement, counseling was probably too broad a term to define this function. Financial advising might have been a more appropriate term; however, the advertisements utilized the less specific term "counseling."

TABLE 7.10

POSITION TITLE AND COUNSELING FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	74	22.5	255	77.5
Assistant Director	115	47.9	125	52.1
Adviser	90	58.0	65	42.0
	279		445	
	38.5		61.5	

The position advertisements in Table 7.10 for financial aids advisers listed counseling as a necessary skill in 58.0 percent of all cases. Assistant director of financial aids position announcements showed

counseling in 47.9 percent of all advertisements. The percentage for counseling in position announcements for director of financial aids dropped to slightly over 22.0 percent.

The next item which was found in over 10.0 percent of the advertisements in financial aids was supervision. This item was listed in 34.8 percent of the position announcements in financial aids (Table 7.11).

TABLE 7.11
POSITION TITLE AND SUPERVISION
FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	132	40.1	197	59.9
Assistant Director	84	35.0	156	65.0
Adviser	37	23.9	118	76.1
	253		471	
	34.9		65.1	

The analysis of the information in Table 7.11 related to position title and supervision further showed that supervision was more frequently sought in advertisements for the position of director of financial aids than for the other positions. Supervision was listed in 40.0 percent of the position announcements for director of financial aids. Assistant director position announcements asked for supervisory skills in 35.0 percent of the cases. The position announcements for financial aids advisers specified supervision in 23.9 percent of the advertisements.

Knowledge of computers and computer programming was an important area for financial aids. Over 30.0 percent (30.5%) of the advertisements in financial aids listed knowledge of computers or computer programming as being a needed area (Table 7.12).

TABLE 7.12
POSITION TITLE AND COMPUTER KNOWLEDGE
FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Included	Per- cent
Director	105	31.9	224	68.1
Assistant Director	90	37.5	150	62.5
Adviser	26	16.8	129	83.2
	221		503	
	30.5		69.5	

Table 7.12 showed that the position of assistant director of financial aids was the one in which computer knowledge was most frequently listed. In almost 38.0 percent (37.5%) of all position announcements for assistant director of financial aids listed computer knowledge. Director of financial aids positions listed computer knowledge in 31.9 percent of the cases. Financial aids advisers cited computer knowledge in only 16.8 percent of the total number of advertisements.

The last four items which were analyzed were specifically related to financial aids. These areas were needs analysis, financial aids packaging, student employment, and knowledge of federal regulations. These

areas are functions of a financial aids operation and were analyzed to determine if any pattern of responsibility emerged as to the level of position in which these functions were performed.

As shown in Table 7.13, needs analysis appeared as a function in slightly over 24.0 percent of all positions in financial aids. Both financial aids adviser and assistant director of financial aids positions showed a 30.0 percent listing of needs analysis in the position announcements. The director of financial aids position announcements cited needs analysis in only 17.6 percent of the advertisements. From these data it appeared that financial aids advisers and assistant directors of financial aids were more directly involved in needs analysis than were directors.

TABLE 7.13
POSITION TITLE AND NEEDS ANALYSIS
FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	58	17.6	271	82.4
Assistant Director	72	30.0	168	70.0
Adviser	47	30.3	108	69.7
	177		547	
	24.4		75.6	

The packaging of aid was another function of financial aids. It appeared in 18.0 percent of all position advertisements in the financial aids area (Table 7.14).

TABLE 7.14
POSITION TITLE AND PACKAGING
FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	44	13.4	285	86.6
Assistant Director	53	22.1	187	77.9
Adviser	33	21.3	122	78.7
	130		594	
	18.0		82.0	

Table 7.14 showed the relationship of position title with financial aids packaging. As was the case in needs analysis, packaging was an area which was most often cited in the position announcements for financial aids advisers and assistant directors than for directors. Financial aids adviser position announcements indicated the need for packaging in 21.3 percent of the advertisements. For assistant directors of financial aids, this area was listed in 22.0 percent of the advertisements. Director of financial aids position announcements listed packaging in only 13.4 percent of the cases.

Student employment is an area which may be located within financial aids, or it may fall within the scope of other administrative offices.

Student employment was specified in 16.6 percent of the positions for financial aids (Table 7.15).

TABLE 7.15
POSITION TITLE AND STUDENT EMPLOYMENT
FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	44	13.4	285	86.6
Assistant Director	50	20.8	190	79.2
Adviser	26	16.8	129	83.2
	120		604	
	16.6		83.4	

As shown in Table 7.15, the position of assistant director of financial aids was the one in which the advertisements specified student employment most often. Some 20.8 percent of the position announcements for assistant directors specified student employment as an area of responsibility. Directors of financial aids (13.4%) and financial aids advisers (16.8%) showed student employment to be less frequently addressed in the position announcements.

Almost 47.0 percent of the positions in financial aids indicated a knowledge of federal regulations regarding financial aids was necessary. This represented 338 advertisements in which this item specifically appeared (Table 7.16).

TABLE 7.16
 POSITION TITLE AND KNOWLEDGE OF FEDERAL
 REGULATIONS FOR FINANCIAL AIDS

Position Title	Included	Per- cent	Included	Per- cent
Director	174	52.9	155	47.1
Assistant Director	101	42.1	139	57.9
Adviser	63	40.6	92	59.4
	338		386	
	46.7		53.3	

Table 7.16 showed that over half (52.9%) of the advertisements for directors of financial aids specifically mentioned knowledge of federal regulations in the position announcements. The percentage shown for assistant director positions was 42.1 percent, and for financial aids advisers this knowledge was listed in 40.6 percent of all advertisements.

Table 7.17 shows the ranking of items listed in position announcements for directors of financial aids. This ranking showed that for director of financial aids, the items of administration, knowledge of federal regulations, management, supervision, and computer knowledge were ranked most highly. These specific items were oriented heavily toward management and operational functions.

The rankings for items listed in position announcements for assistant directors of financial aids is shown in Table 7.18. Counseling was the highest ranked item for assistant directors of financial aids, followed by administration, knowledge of federal regulations, management, computer knowledge, and supervision.

TABLE 7.17

RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR DIRECTOR OF FINANCIAL AIDS

Item	Percent	Rank
Administration	65.0	1
Knowledge of Federal Regulations	52.9	2
Management	42.6	3
Supervision	40.1	4
Computer Knowledge	31.9	5
Counseling	22.5	6
Written Communication Skills	18.2	7
Oral Communication Skills	17.6	8
Needs Analysis	17.6	
Packaging	13.4	10
Student Employment	13.4	

TABLE 7.18

RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR ASSISTANT DIRECTOR OF FINANCIAL AIDS

Item	Percent	Rank
Counseling	47.9	1
Administration	47.0	2
Knowledge of Federal Regulations	42.1	3
Management	39.2	4
Computer Knowledge	37.5	5
Supervision	35.0	6
Needs Analysis	30.0	7
Packaging	22.1	8
Student Employment	20.8	9
Written Communication Skills	19.6	10
Oral Communication Skills	18.8	11

Table 7.19 shows the ranking of items listed in position announcements for financial aids advisers. As was the case with assistant directors of financial aids, counseling was ranked highest for financial aids advisers. Knowledge of federal regulations and administration were also ranked highly in position announcements for advisers; these high rankings are similar to those rankings for directors and assistant directors of financial aids. The item of needs analysis was ranked at a high level for financial aids advisers.

TABLE 7.19
RANKING OF ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR FINANCIAL AIDS ADVISER

Item	Percent	Rank
Counseling	58.0	1
Knowledge of Federal Regulations	40.6	2
Administration	34.8	3
Needs Analysis	30.3	4
Supervision	23.9	5
Management	21.9	6
Packaging	21.3	7
Student Employment	16.8	8
Computer Knowledge	16.8	
Written Communication Skills	15.5	10
Oral Communication Skills	13.5	11

The composite rankings for items listed in position announcements for financial aids are shown in Table 7.20. This composite listed several items as being ranked highly for all positions. Knowledge of federal regulations was listed as second or third for all positions, and

administration was listed no lower than third for any of the position areas. Administration was ranked first in position announcements for directors, second in position announcements for assistant directors, and third for financial aids advisers. The ranking for management also showed a similar pattern, being highest for directors, next high for assistant directors, and lower for advisers. Counseling was ranked first for both assistant directors of financial aids and financial aids advisers. Needs analysis showed a higher ranking for advisers than for the other two positions.

TABLE 7.20
COMPOSITE RANKINGS FOR ITEMS LISTED IN POSITION
ANNOUNCEMENTS FOR FINANCIAL AIDS

Item	Director, Financial Aids	Assistant Director, Financial Aids	Financial Aids Adviser
Administration	1	2	3
Management	3	4	6
Written Communication Skills	7	10	10
Oral Communication Skills	8	11	11
Counseling	6	1	1
Supervision	4	6	5
Computer Knowledge	5	5	8
Needs Analysis	8	7	4
Packaging	10	8	7
Student Employment	10	9	8
Knowledge of Federal Regulations	2	3	2

Summary

There were 726 position announcements for financial aids in The

Chronicle of Higher Education from 1979 through 1982; 45.0 percent of the positions advertised were for directors of financial aids, with another 240 positions advertised for assistant directors. The peak number of positions occurred during 1980, with a decline in the number of positions available through 1982.

The sizes of the institutions doing the hiring in financial aids ranged from the smallest, below 500, to the largest, above 20,000. The largest category of institutions advertising for positions in financial aids came from those institutions of between 1,001 and 2,500 students.

The highest degree required for financial aids positions was a master's degree. Almost 98.0 percent of the position announcements required a master's degree. The most frequently sought degree areas were those of student personnel, business, and counseling. Coupled with experience, the degree level seemed to be less important than the previous experience in financial aids. Almost 60.0 percent of the positions in financial aids required either two or three years of previous experience.

The salary information in financial aids showed a difference between the different levels of responsibility. It is also of interest that salary information was most frequently cited at the entry level positions. This has been noted in all other areas of student personnel work previously analyzed. Salary and school size also demonstrated the increase of listed salary based upon the size of the institution.

In reviewing the skills and knowledge listed in position announcements for financial aids, several differences emerge by position title. Each of the three positions analyzed listed written and oral communication skills at about the same levels. Position announcements for directors of financial aids tended to stipulate the areas of administration,

management, supervision, and knowledge of federal financial aids cited management, counseling, computer knowledge, needs analysis, packaging, and student employment in the job advertisements. This listing of requirements is very close to those areas sought for financial aids counselors, with the exceptions being in the areas of computer knowledge and student employment.

CHAPTER VIII

ANALYSIS OF POSITION ANNOUNCEMENTS IN THE AREA OF COUNSELING

This chapter presents an analysis of the information derived from the position announcements appearing in The Chronicle of Higher Education from 1979 through 1982 in the area of counseling. The counseling area is one which presents some unique difficulties in the analysis of data, since this study did not differentiate between those counseling units which provide long-range therapy and those with an orientation toward short-range counseling. This difference may be seen in the area of degree requirements for counselors. In addition, the counseling field has undergone some changes to facilitate the professionalization of counselors. Certification and licensing were included in this study to accommodate this growth of professionalism.

From 1979 through 1982, 693 position advertisements for counselors appeared in The Chronicle of Higher Education; 30.9 percent of the positions in counseling were advertised in 1980. For a presentation of the number of positions advertised by year, see Appendix L. Appendix M shows the distribution of position announcements by the month in which the advertisement appeared.

The titles of the positions in the counseling area were: director, assistant director, and counselor. There were 178 director of counseling positions listed for 25.7 percent of the total. Assistant director

of counseling position advertisements constituted 4.9 percent of the total, or 34 positions. The majority of the position advertisements were for counselors (69.4%). The number of counselor positions was 481.

The sizes of the institutions which advertised four counseling positions ranged from the smallest, below 500, to those with enrollments in excess of 20,000 (Table 8.1).

TABLE 8.1
FREQUENCY OF COUNSELING POSITIONS
AND SCHOOL SIZE

School Size	No.	Percent
Below 500	9	1.3
501-1,000	46	6.6
1,001-2,500	153	22.1
2,501-5,000	113	16.3
5,001-10,000	168	24.2
10,000-20,000	117	16.9
Above 20,000	87	12.6
	693	100.0

Table 8.1 showed that institutions with enrollments of 1,000 and less constituted only 7.9 percent of the total positions advertised in counseling. Almost a quarter of the positions in counseling (24.2%) were advertised by institutions with student enrollments from 5,000 to 10,000 students. Twenty-two percent of the position announcements for this area were for colleges and universities with enrollments of between 1,001 and 2,500.

In the area of degree requirements, 50.0 percent of all positions in counseling either required or preferred a doctorate. Almost 40.0 percent (39.5%) of all position announcements for counseling required a doctorate. This represented a higher level of education than was required for any area except the vice president for student services/dean of students area (Table 8.2).

TABLE 8.2
POSITION TITLE AND DEGREE REQUIRED FOR COUNSELING

Position Title	Bachelor's	Percent	Master's	Percent	Doctorate	Percent
Director		0.0	42	24.3	131	75.7
Assistant Director		0.0	12	36.4	21	63.6
Counselor	6	1.3	259	57.0	199	41.7
	6	0.9	313	46.7	351	52.4

As can be seen from Table 8.2, 99.1 percent of all positions advertised in the counseling area required a master's or doctorate degree. For director of counseling, 75.7 percent of the position advertisements preferred or required a doctorate. Advertisements for assistant director of counseling positions preferred or required a doctorate in 63.6 percent of the cases. Almost 42.0 percent of the counselor positions advertised for a doctorate. Neither director nor assistant director positions listed any degree lower than a master's.

The degree field most often listed in position advertisements for counseling positions was that of counseling. This field was listed in 44.7 percent of the position advertisements. Approximately 85.0 percent of all position announcements in counseling listed three degree areas: counseling, clinical psychology, and counseling psychology.

With regard to experience sought, 16.0 percent of the positions in counseling did not require previous experience. Two or three years of experience was requested in 42.3 percent of the advertisements. For directors of counseling, the range was from no experience to more than nine years, with mean years of experience being 3.8 years. The range for assistant directors was from one to five years, with the mean being 2.8 years. Counselor positions ranged from no previous experience to five years, with a mean of 1.6 years. Counselor positions also showed 28.4 percent of the advertisements did not require previous experience.

Credentialing of some type was an area which was related to degree and experience. Three types of credentialing were analyzed. These were certification, licensing, and involvement in an APA approved internship. Table 8.3 shows the analysis of the type of credential and position title.

As reported in Table 8.3, the percentage of positions that indicated some type of credentialing was required was 20.6 percent. Licensing represented a total of 13.3 percent of the positions in counseling. The analysis showed that 28.0 percent of director of counseling positions sought a type of credentialing; 29.0 percent of the assistant director positions sought a type of certification; and for counselors. 17.0 percent required credentialing of some type.

TABLE 8.3
POSITION TITLE AND CREDENTIALING FOR COUNSELING

Position Title	Certifi- cation	Per- cent	License	Per- cent	APA Intern	Per- cent
Director	6	12.0	38	76.0	6	12.0
Assistant Director	---	0.0	7	70.0	3	30.0
Counselor	14	16.9	47	56.6	22	26.5
	20		92		31	
	14.0		64.3		21.7	

The range for the 255 salaries listed for positions in counseling was from \$10,250 to \$38,490. The mean salary for all positions was \$18,291.09 (Table 8.4).

TABLE 8.4
POSITION TITLE AND SALARY FOR COUNSELING

Position Title	No.	Mean	Minimum	Maximum
Director	63	\$23,422.41	\$12,500.00	\$38,490.00
Assistant Director	8	17,725.00	12,000.00	21,300.00
Counselor	184	16,558.79	10,250.00	30,750.00
	255	\$18,291.09	\$10,250.00	\$38,490.00

Table 8.4 showed that slightly over 35.0 percent of the position advertisements for directors of counseling specified salary. Advertisements for counselors listed salary in 38.3 percent of all position announcements. The percentage of assistant director positions which indicated a salary was only 23.5 percent.

Table 8.5 shows the relationship between school size and salary. While this relationship did indicate that larger institutions had a higher salary mean than did the smaller colleges and universities, these results could have been affected by the distribution of positions.

TABLE 8.5
POSITION TITLE AND SCHOOL SIZE FOR COUNSELING

School Size	No.	Mean	Minimum	Maximum
Below 500	4	\$13,534.25	\$12,400.00	\$15,070.00
501-1,000	18	14,153.13	10,250.00	20,000.00
1,001-2,500	46	16,760.57	11,400.00	26,650.00
2,501-5,000	48	17,582.08	12,000.00	26,573.00
5,001-10,000	73	18,747.04	11,650.00	35,046.00
10,001-20,000	44	21,198.61	12,250.00	38,435.00
Above 20,000	24	19,450.13	11,000.00	33,490.00
	257	\$18,291.09	\$10,250.00	\$38,490.00

The next step in the analysis of the position announcements in the area of counseling was to perform an analysis on those items which appeared in over 10.0 percent of the advertisements. The list of the items sought in the position announcements is found below:

1. Administration
2. Management
3. Budget
4. Written communication
5. Oral communication
6. Student development theory
7. Intercultural awareness
8. Personal counseling
9. Goal setting
10. Assessment/evaluation
11. Consultation
12. Leadership development
13. Group skills
14. Training
15. Supervision
16. Program development
17. Advising
18. College union board
19. Student government
20. Greek groups
21. Minority groups
22. Women's groups
23. Handicapped students
24. International students
25. Student organizations
26. Recreation
27. Orientation

28. Discipline
29. Career planning
30. Academic counseling
31. Certification
 - a. Certificate
 - b. License
 - c. APA approved internship
32. Testing
33. Research
34. Computer knowledge.

The item, administration, appeared in 121 of the position announcements in counseling. This represented 17.5 percent of the total position advertisements in counseling (Table 8.6).

TABLE 8.6

POSITION TITLE AND ADMINISTRATION FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	84	47.2	94	52.8
Assistant Director	8	23.5	26	76.5
Counselor	29	6.0	452	94.0
	121		572	
	17.5		82.5	

Table 8.6 showed that 47.2 percent of the advertisements for director of counseling positions specifically listed administration in the position descriptions. For assistant directors, the percentage of positions listing administration was 23.5 percent. Only 6.0 percent of the counselor positions listed administration.

Knowledge of student development theory was found in 10.0 percent of all the position announcements for counseling. This met the minimum level for analysis (Table 8.7).

TABLE 8.7
POSITION TITLE AND KNOWLEDGE OF STUDENT
DEVELOPMENT THEORY FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	23	12.9	155	87.1
Assistant Director	5	14.7	29	85.3
Counselor	41	8.5	440	91.5
	59		624	
	10.0		90.0	

Table 8.7 showed that knowledge of student development theory was listed in position announcements for directors (12.9%) and assistant directors (14.7%) more often than for counselors (8.5%).

Table 8.8 shows that counselor position announcements listed intercultural awareness in 10.8 percent of the cases. The position announcements for assistant directors of counseling listed intercultural awareness

in 8.8 percent of the advertisements. For directors of counseling, intercultural awareness was listed in only 4.5 percent of the advertisements.

TABLE 8.8
POSITION TITLE AND INTERCULTURAL
AWARENESS FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	8	4.5	170	95.5
Assistant Director	3	8.8	31	91.2
Counselor	52	10.8	419	89.2
	73		620	
	10.5		89.5	

It is not unexpected that counseling skill would be listed in a high percentage (69.4%) of position announcements in the area of counseling (Table 8.9). Almost 75.0 percent (74.8%) of all position announcements for counselors listed counseling; 70.6 percent of the advertisements for assistant directors listed counseling; and director of counseling position announcements specified counseling in 54.5 percent of the advertisements.

Assessment and evaluation skills were included in 13.0 percent of all the position advertisements for counseling. The analysis of position titles and assessment/evaluation (Table 8.10) showed this area appearing most often in director positions than in the other areas. The position

TABLE 8.9
POSITION TITLE AND COUNSELING FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	97	54.5	81	45.5
Assistant Director	24	70.6	10	29.4
Counselor	360	74.8	121	25.2
	481		212	
	69.4		30.6	

TABLE 8.10
POSITION TITLE AND ASSESSMENT/
EVALUATION FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	36	20.2	142	79.8
Assistant Director	4	11.8	30	88.2
Counselor	50	10.4	431	89.6
	90		603	
	13.0		87.0	

announcements for directors of counseling listed assessment/evaluation in 20.2 percent of the advertisements. This area was specified in 11.8 percent of the advertisements for assistant directors of counseling. Counselor position announcements listed assessment/evaluation in 10.4 percent of the cases.

The term "consultation" was most frequently used to indicate a relationship with faculty and administration. Consultation was specifically noted in 20.5 percent of all position announcements in the area of counseling (Table 8.11).

TABLE 8.11
POSITION TITLE AND CONSULTATION FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	38	21.3	140	78.7
Assistant Director	9	26.5	25	73.5
Counselor	95	19.8	386	80.2
	142		551	
	20.5		79.5	

Table 8.11 showed that consultation was most frequently specified in the advertisements for assistant director of counseling. This position advertised for consultation skills in over a quarter of the positions (26.5%). Director of counseling position announcements listed

consultation in 21.3 percent of the cases. The percentage for the listing of consultation in the position announcements for counselors was 19.8 percent.

Group skills were listed in 312 advertisements. This total represents 45.0 percent of the position advertisements in counseling (Table 8.12).

TABLE 8.12
POSITION TITLE AND GROUP SKILLS FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	61	34.3	117	65.7
Assistant Director	15	44.1	19	55.9
Counseling	236	49.0	245	51.0
	312		381	
	45.0		55.0	

The position advertisements for counselors (Table 8.12) listed group skills in 49.0 percent of the cases. Position announcements for assistant directors of counseling included the item of group skills in 44.1 percent of the advertisements. Director position announcements listed group skills in only 34.3 percent of the cases.

Training was an item specified in 130 position advertisements in counseling. This amounted to 18.8 percent of all the advertisements in counseling (Table 8.13).

TABLE 8.13
POSITION TITLE AND TRAINING FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	47	26.4	131	73.6
Assistant Director	10	29.4	24	70.6
Counseling	73	15.2	408	84.6
	130		563	
	18.8		81.2	

The positions of director and assistant director of counseling listed training most frequently in the advertisements (Table 8.13). Director of counseling position announcements listed training in 26.4 percent of all advertisements. The percentage of advertisements listed training for assistant directors of counseling as 29.4 percent. Counselor position advertisements specified training in 15.2 percent of the cases.

Supervision was specified in 211 position advertisements in counseling. This amounted to 30.4 percent of all cases (Table 8.14). The position of director and assistant director listed supervision more often in their advertisements than did those for counselors. Director position announcements listed supervision in 42.7 percent of all advertisements. Assistant director positions specified supervision in 44.1 percent of the advertisements. Supervision appeared in only 24.9 percent of the advertisements for counselors.

Program development was the next item to be analyzed. It was specified in 13.9 percent of the advertisements for positions in counseling (Table 8.15).

TABLE 8.14
POSITION TITLE AND SUPERVISION FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	76	42.7	102	57.3
Assistant Director	15	44.1	19	55.9
Counselor	120	24.9	361	75.1
	211		482	
	30.4		89.6	

TABLE 8.15
POSITION TITLE AND PROGRAM DEVELOP-
MENT FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	43	24.2	135	75.8
Assistant Director	10	29.4	24	70.6
Counselor	43	8.9	438	91.1
	96		597	
	13.9		86.1	

Table 8.15 showed the relationship of position title and program development. Those positions for which program development was most often indicated were director and assistant director of counseling. Advertisements for director of counseling listed program development in 24.2 percent of all director of counseling position. The assistant director of counseling positions listed program development in 29.4 percent of the advertisements. Counselor positions cited program development as a needed area in less than 9.0 percent (8.9%) of all cases.

Advisement was an item which appeared in 11.8 percent of the advertisements in counseling (Table 8.16). Counselor positions showed advisement being listed in 13.0 percent of the advertisements. This was a higher percentage than that shown for director positions (8.9%) and assistant directors (8.8%).

TABLE 8.16

POSITION TITLE AND ADVISEMENT FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	16	8.9	162	91.1
Assistant Director	3	8.8	31	91.2
Counselor	63	13.1	418	86.9
	82		611	
	11.8		88.2	

Since 13.0 percent of the counselor position advertisements showed advisement, the next question was related to the type of students and

student groups advised by counselors. Minority students were the only group which the advertisements listed in over 10.0 percent of the cases. Minority student advisement was listed in 11.1 percent of all advertisements (Table 8.17).

TABLE 8.17
POSITION TITLE AND MINORITY STUDENT
ADVISEMENT FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	10	5.6	168	94.4
Assistant Director	4	11.8	30	88.2
Counselor	63	13.1	418	86.9
	77		616	
	11.1		88.9	

Table 8.17 showed the analysis of position title and minority student advisement. The advertisements for counselor and assistant director of counseling listed advisement of minority students in a greater percentage of position announcements than indicated for directors of counseling. Counselor positions listed advisement of minority students in 13.0 percent of the advertisements. Assistant directors listed this item in 11.8 percent of all advertisements, while minority student advisement was specified in only 5.6 percent of position announcements for directors of counseling.

Career counseling was an area which was listed in almost half of the position announcements in counseling. Career counseling was specified in 42.6 percent of all advertisements in counseling (Table 8.18).

TABLE 8.18
POSITION TITLE AND CAREER COUNSELING IN COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	58	32.6	120	69.4
Assistant Director	12	35.3	22	64.7
Counselor	225	46.8	256	53.2
	295		398	
	42.6		57.4	

Table 8.18 showed the analysis using position title and career counseling. Although all positions listed career counseling with some frequency, almost half (46.8%) of the counselor position announcements listed career counseling. For assistant director of counseling position announcements, career counseling was specified in 35.3 percent of the advertisements. Director of counseling positions listed career counseling in 32.6 percent of the advertisements.

Academic counseling appeared in 26.8 percent of the position announcements in counseling and is shown in Table 8.19 for position title and academic counseling. Counselor position announcements specified academic counseling in 30.9 percent of all advertisements. Advertisements

for director and assistant director of counseling specified academic counseling less often than those for counselors. Director of counseling position announcements listed academic counseling in 17.9 percent of all advertisements. Assistant director positions cited academic counseling in 14.7 percent of all advertisements.

TABLE 8.19
POSITION TITLE AND ACADEMIC
COUNSELING IN COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	32	17.9	146	82.1
Assistant Director	5	14.7	29	85.3
Counselor	149	30.9	332	69.1
	186		507	
	26.8		73.2	

Testing was an area which did not appear as often as was anticipated. Although counselors often utilized testing in their work, particularly in the areas of career and academic counseling, testing was listed in only 18.2 percent of the position advertisements in counseling (Table 8.20).

Table 8.20 shows the relationship between position title and testing. It was somewhat surprising that position announcements for directors of counseling indicated that testing was required in slightly over a quarter (26.9%) of all advertisements listing testing. For assistant

directors and counselors, the advertisements listed testing in only 14.7 and 15.2 percent of the cases. It may be that potential employers frequently did not designate testing for the counselor because it was expected that this would be part of the academic training program.

TABLE 8.20
POSITION TITLE AND TESTING FOR COUNSELING

Position Title	Included	Per- cent	Not Included	Per- cent
Director	48	26.9	130	73.1
Assistant Director	5	14.7	29	85.3
Counselor	73	15.2	408	84.8
	128		567	
	18.2		81.8	

Table 8.21 shows the ranking for items listed in position announcements for director of counseling. It was not unexpected to find that counseling was ranked first. Administration and supervision were ranked second and third. Group skills, which were often identified as being group counseling, were ranked fourth; and career counseling was ranked fifth.

The ranking for items listed in position announcements for assistant directors of counseling is seen in Table 8.22. As was the case with directors of counseling position announcements, assistant directors

TABLE 8.21

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCE-
MENTS FOR DIRECTOR OF COUNSELING

Item	Percent	Rank
Counseling	54.5	1
Administration	47.2	2
Supervision	42.7	3
Group Skills	34.3	4
Career Counseling	32.6	5
Testing	26.9	6
Training	26.4	7
Program Development	24.2	8
Consultation	21.3	9
Assessment/Evaluation	20.2	10
Academic Counseling	17.9	11
Student Development Theory	12.9	12
Advising	8.9	13
Minority Advising	5.6	14
Intercultural Awareness	4.5	15

TABLE 8.22

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCE-
MENTS FOR ASSISTANT DIRECTOR OF COUNSELING

Item	Percent	Rank
Counseling	70.6	1
Group Skills	44.1	2
Supervision	44.1	
Career Counseling	35.3	4
Training	29.4	5
Program Development	29.4	
Consultation	26.5	7
Administration	23.5	8
Student Development Theory	14.7	9
Academic Counseling	14.7	
Training	14.7	
Assessment/Evaluation	11.8	12
Minority Advising	11.8	
Advising	8.8	14
Intercultural Awareness	8.8	

of counseling also ranked counseling first. This was followed by group skills, supervision, career counseling, and training.

Table 8.23 shows the ranking for items listed in position announcements for counseling. Counseling, group skills, career counseling, and academic counseling were the four highest ranked items for counselors. Supervision was the fifth highest ranked item; supervision in the counseling area involved the supervision of interns as well as paid staff.

TABLE 8.23

RANKING FOR ITEMS LISTED IN POSITION
ANNOUNCEMENTS FOR COUNSELORS

Item	Percent	Rank
Counseling	74.8	1
Group Skills	49.0	2
Career Counseling	46.8	3
Academic Counseling	30.9	4
Supervision	24.9	5
Consultation	19.8	6
Testing	15.2	7
Training	15.2	
Advising	13.1	9
Minority Advising	13.1	
Intercultural Awareness	10.8	11
Assessment/Evaluation	10.4	12
Program Development	8.9	13
Student Development Theory	8.5	14
Administration	6.0	15

The composite of rankings for items listed in position announcements for counselors is seen in Table 8.24. This composite showed that counseling was ranked first for the three position levels in the counseling

area. Administration was ranked more highly for the position of director than for any other position. Intercultural awareness, advising, and advising minority students, while not ranked very highly for any position, the counselor position showed these areas being ranked most highly. The specific counseling areas of career counseling and academic counseling were also ranked more highly for counselors than for other areas.

TABLE 8.24
COMPOSITE RANKINGS FOR ITEMS LISTED IN
POSITION ANNOUNCEMENTS FOR COUNSELING

Item	Director, Counseling	Assistant Director, Counseling	Coun- selor
Administration	2	8	15
Student Development Theory	12	9	14
Intercultural Awareness	15	14	11
Counseling	1	1	1
Assessment/Evaluation	10	12	12
Consultation	9	7	6
Group Skills	4	2	2
Training	7	5	7
Supervision	3	2	5
Program Development	8	5	13
Advising	13	14	9
Minority Advising	14	12	9
Career Counseling	5	4	3
Academic Counseling	11	9	4
Testing	6	9	7

Summary

There were 693 positions listed for the counseling area in The Chronicle of Higher Education during the period from 1979 through 1982.

The greatest number of position advertisements appeared in 1980, during which period almost 31.0 percent of all the position announcements appeared. A majority of these positions were advertised during the spring, from March through July.

During the period studied, almost 70.0 percent of the positions found in the advertisements were for counselors. Director of counseling positions were found in slightly over a quarter of the advertisements. The sizes of the institutions advertising for counselors ranged from small institutions of 500 and below to those with over 20,000 enrollment. Almost one-fourth (24.2%) of the positions were at institutions with enrollments of between 5,000 and 10,000 students.

The degree requirements for counseling positions were very high. Almost 50.0 percent of all positions preferred or required a doctorate. A doctorate was preferred in over three-quarters of the director of counseling positions. The degree fields most frequently mentioned were those of counseling psychology. Experience was sought for many of the advertisements with the position of director asking for the most experience. Some type of credential was required in almost 21.0 percent of the counseling positions.

The mean salary for all positions advertised for counseling was \$18,291.09. There was a significant difference in salaries at the various levels of positions in counseling. Salary by school size, while not highly significant, did indicate that larger institutions tended to pay higher salaries than smaller institutions.

The skills and knowledge specified in position advertisements showed the following areas sought by position: director of counseling positions listed administration, student development theory, assessment and

evaluation, consultation, training, supervision, program development, and testing; for the position of assistant director of counseling, the advertisements listed student development theory, consultation, group skills, training, supervision, program development, and minority student advisement; and counselor advertisements cited intercultural awareness, counseling, group skills, advisement, minority students, career counseling, and academic counseling.

CHAPTER IX

ANALYSIS OF POSITION ANNOUNCEMENTS

IN THE RESIDENCE HALLS AREA

The analysis of positions in the residence halls area represented some unique difficulties. The first of these dealt with defining the full-time positions. A number of residence hall positions were not on a full-time basis but were graduate assistantships; these positions were eliminated from this study. In addition, a large number of full-time positions were for less than a full year. In order to analyze salaries, the salaries for positions of less than 12 months were converted to 12-month salaries. Another factor which affected the salary analysis was the provision of benefits, such as room and board, in lieu of money for some positions. In order to deal with this aspect of residence hall positions, a separate analysis was made of benefits.

One factor in the residence halls area which also added to the difficulty of analysis was related to a lack of precision in position titles. The nomenclature of position titles in student personnel work is confusing, but in the residence halls area this confusion is compounded by similar titles signifying different levels of responsibility. One notable example of this was the title of residence hall director. In some advertisements, this title signified the chief administrator for a system, whereas for other advertisements a residence hall director was responsible for a single residence hall. In order to establish a

consistent pattern for the analysis of residence hall positions for this study, five position titles were utilized. These were director of the residence hall system, associate director of the residence hall system, assistant director of the residence hall system, area coordinator, and hall supervisor. The first three of these positions were generally central staff responsible for an entire residence hall system. An area coordinator was defined as an individual responsible for several halls but not an entire system. A hall supervisor was defined as the individual responsible for a single hall.

There were 1,697 positions listed in The Chronicle of Higher Education for residence halls from 1979 through 1982. The number of positions available by year may be seen in Appendix N. For a detailed analysis of positions advertised by month, see Appendix O. This analysis was consistent with the necessity to hire hall supervisors early in order to insure having staff in the halls at the start of the academic year.

Institutions of all sizes, from those with enrollments of below 500 to those with student populations of above 20,000, advertised for positions in residence halls (Table 9.1).

Table 9.1 shows that 44.5 percent of all residence hall positions advertised were in institutions with enrollments of between 5,000 and 20,000. Approximately one-fourth (24.1%) of the positions were at institutions with enrollments of from 10,001 to 20,000.

Position title was the next area to be examined. Five position titles were utilized: director of residence hall system, associate director of residence hall system, assistant director of residence hall system, area coordinator, and hall supervisor (Table 9.2).

TABLE 9.1
 FREQUENCY OF POSITIONS IN RESIDENCE
 HALLS BY SCHOOL SIZE

School Size	No.	Percent
Below 500	31	1.8
501-1,000	133	7.9
1,001-2,500	313	18.4
2,501-5,000	200	11.8
5,001-10,000	347	20.4
10,001-20,000	409	24.1
Above 20,000	264	15.6
	1697	100.0

TABLE 9.2
 FREQUENCY OF POSITION TITLE
 IN RESIDENCE HALLS

Position Title	No.	Percent
Director	258	15.2
Associate Director	51	3.0
Assistant Director	321	18.9
Area Coordinator	241	14.2
Hall Supervisor	826	48.7
	1697	100.0

Table 9.2 showed the number of positions listed by title. The most frequently advertised position was that of hall supervisor. Almost half (48.6%) of all position announcements were for residence hall supervisors. One of the concerns related to position title was related to the size of the residence hall system. The possibility existed that in the smaller institutions, a director of the residence hall system might hold a similar position to a hall supervisor in a large institution. This had an impact upon the salary analysis by position.

The analysis in Table 9.3 showed that the system size was significantly higher where associate directors were listed than for any other of the positions. The size of the residence hall system was also significantly higher in those institutions with assistant directors than was the size listed for all director positions.

TABLE 9.3
ANALYSIS OF POSITION TITLE AND RESIDENCE
HALL SYSTEM SIZE

Position	No.	Mean
Director	121	2611
Associate Director	24	5952
Assistant Director	101	3901
Area Coordinator	30	2683
Hall Supervisor	32	2644
	308	3305

Although there were only 308 position announcements which listed the size of the residence hall system in the advertisements (Table 9.3), some useful information was discovered related to position title and the remainder of the information in this chapter. The smaller residence hall systems do not have administrative staff position such as associate directors and assistant directors. In some instances the director of the residence hall program may in fact be a hall supervisor. The system size did influence the responsibilities of the various position titles cited.

The next area analyzed was that of the degree and experience listed in the advertisements for the residence hall areas. Almost 42.0 percent of the residence hall positions sought a master's degree with one or two years of experience. Slightly over 87.0 percent of the advertisements in the residence hall area either preferred or required a master's degree (Table 9.4).

TABLE 9.4

POSITION TITLE AND DEGREE IN RESIDENCE HALLS

Position Title	Bachelor's	Master's	Doctorate
Director	15	192	29
Associate Director	2	38	5
Assistant Director	33	263	13
Area Coordinator	10	226	2
Hall Supervisor	93	663	---
	153	1382	49
	9.7	87.2	3.1

As can be seen in Table 9.4, an overwhelming percentage of all positions in the residence hall area required a master's degree (87.2%). A doctorate was sought in the position announcements in 6.4 percent of the director of residence halls advertisements, 4.4 percent of associate director positions, 4.2 percent of assistant directors, and 0.8 percent for area coordinator. A master's degree was required in 94.9 percent of the area coordinator position announcements.

When analyzing the years of experience sought in the position announcements by position title, the significance of Table 9.3 can be seen. The range of years of experience for directors of residence halls went from no experience to nine years, with a mean of 3.7 years. Associate director position announcements showed a range from no experience to eight years, with a mean of 4.7 years. This difference in the means for experience between directors and assistant directors can be attributed to the differences in requirements at the smaller institutions and those institutions with larger residence hall systems. Almost two-thirds (66.4%) of the positions in the residence hall area which listed a preferred field of study sought a degree in student personnel. Counseling was cited in 20.3 percent of the advertisements.

The range of salaries for the residence hall area was from \$2,200 to \$38,490. It should be noted also that even when converted to 12-month salaries, 23.0 percent of the salaries were under \$10,000 per year. The mean for all salaries listed was \$12,909.67 (Table 9.5).

This area was also impacted by the influence of director of residence hall position announcements at the smaller institutions. It was only at the larger institutions that associate and assistant director positions were found (Table 9.6). The area of benefits also had an

TABLE 9.5
POSITION TITLE AND SALARY IN RESIDENCE HALLS

Position Title	No.	Mean	Minimum	Maximum
Director	98	\$16,998.21	\$8,000.00	\$38,490.00
Associate Director	25	18,609.28	8,750.00	29,190.00
Assistant Director	196	15,587.02	8,400.00	26,000.00
Area Coordinator	178	13,328.90	6,000.00	22,450.00
Hall Supervisor	542	10,801.63	2,200.00	21,046.00
	1038	\$12,909.67	\$2,200.00	\$38,490.00

TABLE 9.6
SALARY AND BENEFITS FOR RESIDENCE HALLS

Benefits	No.	Median	Minimum	Maximum
Room	263	\$11,400.76	\$ 6,000.00	\$18,797.00
Board	6	12,824.67	10,300.00	16,070.00
Room and Board	366	10,446.81	3,666.00	19,008.00
	635	\$10,864.36	\$ 3,666.00	\$19,008.00

impact upon the salary data. The benefits which were attached to salary in residence hall position announcements were room, board, and room with board.

The analysis shown in Table 9.6 was for salary and benefits. This analysis showed that these benefits were most closely tied to the lower range of salaries, and therefore to the lower position levels. This was particularly true for the benefits of room only and of room and board. The board-only benefit was listed for positions with a higher salary. The institutional benefits were directly tied to salary level.

Benefits were also compared to position titles. This was done by an analysis using position title by benefits (Table 9.7).

TABLE 9.7
POSITION TITLE AND BENEFITS IN RESIDENCE HALLS

Position Title	Room	Board	Room-Board	None
Director	12	---	17	229
Associate Director	2	---	3	46
Assistant Director	30	4	19	268
Area Coordinator	50	1	56	134
Hall Supervisor	172	1	274	379
	256	6	369	1056
	15.7	0.4	21.7	62.2

When analyzed by position, Table 9.7 revealed the following information. For director of residence halls position, 88.7 percent of the

advertisements did not list any additional benefits. The percentage which listed room in addition to salary was 4.7 percent, with 6.6 percent of the advertisements for directors listing room and board; no position of director listed board-only in the benefits area. Associate director position announcements did not list any additional benefits in 90.2 percent of the cases. Room was listed as a benefit in 3.9 percent of the advertisements, and room and board appeared in 5.9 percent of the advertisements for associate directors of residence halls. Assistant director of residence hall position announcements specified room as a benefit in addition to salary in 9.3 percent of the total advertisements. Board appeared in 1.2 percent of the position advertisements for assistant directors of residence halls. Room and board was cited in 5.9 percent of the advertisements. There were no additional benefits listed for 83.5 percent of the advertisements in the area of assistant director of residence halls. Area coordinator position announcements did not list benefits in addition to salary in 55.6 percent of all advertisements. Room-only was cited in 20.7 percent of the position announcements for area coordinators. Room and board was listed in 23.2 percent of the advertisements, and board-only appeared in less than 1.0 percent of the position announcements for area coordinators. Less than half (45.9%) of the advertisements for hall supervisors did not list some benefits in addition to salary. Room appeared as an additional benefit in 20.8 percent of all advertisements for hall supervisors, while room and board appeared in 33.2 percent of the total number of advertisements. Board-only appeared in less than 1.0 percent of all advertisements.

For area coordinators and hall supervisors, the additional benefits of room and room and board were specifically listed in approximately

half of the total advertisements. This figure was much smaller for directors, associate directors, and assistant directors.

It would be expected, that since there was a relationship between salary and system size, this relationship would also exist when salary was compared to school size (Table 9.8). The analysis showed a significance when comparing salary and school size.

TABLE 9.8
SALARY AND SCHOOL SIZE IN RESIDENCE HALLS

School Size	No.	Mean	Minimum	Maximum
Below 500	15	\$10,146.27	\$6,000.00	\$19,944.00
501-1,000	57	10,380.68	3,666.00	18,750.00
1,001-2,500	137	11,602.42	2,200.00	21,132.00
2,501-5,000	120	11,348.68	5,100.00	23,746.00
5,001-10,000	222	13,130.95	6,000.00	29,190.00
10,001-20,000	293	13,525.18	7,200.00	32,868.00
Above 20,000	195	14,563.73	6,000.00	38,490.00
	1039	\$12,909.67	\$2,200.00	\$38,490.00

The position advertisements for residence halls were analyzed for a number of specific items related to skill and knowledge sought of the positions. The list of these items is found below:

1. Administration
2. Management
3. Budget

4. Written communication
5. Oral communication
6. Student development theory
7. Intercultural awareness
8. Counseling
9. Goal setting
10. Assessment/evaluation
11. Consultation
12. Leadership development
13. Group skills
14. Training
15. Supervision
16. Program development
17. Advising
18. College union
19. Student government
20. Greek groups
21. Minority groups
22. Women's groups
23. Handicapped students
24. International students
25. Student organizations
26. Recreation
27. Orientation
28. Operations
29. Food service

30. Computer knowledge

31. Discipline.

Administration was the first area to be addressed in the position announcements. This item was specified in 778 advertisements for residence halls, amounting to 45.8 percent of the total advertisements (Table 9.9).

TABLE 9.9
POSITION TITLE AND ADMINISTRATION
FOR RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	128	49.6	130	50.4
Associate Director	26	51.0	25	49.0
Assistant Director	141	43.9	180	56.1
Area Coordinator	117	48.5	124	51.5
Hall Supervisor	366	44.3	460	45.7
	778		919	
	45.8		54.2	

Table 9.9 showed that all positions in the residence hall area indicated in position advertisements a high involvement in administration. Directors (49.6%), associate directors (51.0%), assistant directors (43.9%), area coordinators (48.5%), and hall supervisors (44.3%) all indicated administration in the residence hall position announcements.

Management was another area which was listed in over 10.0 percent of all advertisements. This item appeared in 488, or 28.8 percent, of all advertisements in residence halls (Table 9.10).

TABLE 9.10
POSITION TITLE AND MANAGEMENT
IN RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	121	46.9	137	53.1
Associate Director	24	47.1	27	52.9
Assistant Director	99	30.8	222	69.2
Area Coordinator	53	22.0	178	78.0
Hall Supervisor	181	21.9	645	78.1
	488		1209	
	28.8		71.2	

Table 9.10 showed that for directors and associate directors of residence halls, the position advertisements indicated the area of management in 47.0 percent of the total. Assistant director positions indicated the need for management in 30.8 percent of the advertisements. Area coordinator and hall supervisor position announcements specified management in 22.0 and 21.9 percent of the advertisements.

Budget was the next item specified in position advertisements for residence halls in over 10.0 percent of all positions. Budget was specified in 13.3 percent of the total for residence halls (Table 9.11).

TABLE 9.11
POSITION TITLE AND BUDGET IN RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	90	34.9	168	65.1
Associate Director	18	35.3	33	64.7
Assistant Director	61	19.0	260	81.0
Area Coordinator	28	11.6	213	88.4
Hall Supervisor	28	3.4	798	96.6
	225		1472	
	13.3		86.7	

The analysis for position title and budget was shown in Table 9.11. As was the case with management, budget appeared the most frequently in the position announcements for directors (34.9%) and associate directors (35.3%). Assistant director position announcements listed budget in only 19.0 percent of the advertisements. For area coordinator positions, budget was specified in only 11.6 percent of the cases. Hall supervisor position advertisements listed budget in only 3.3 percent of the cases.

Table 9.12 showed that knowledge of student development theory was specifically listed in 241, or 14.2 percent, of the position announcements in residence halls. The percentages for inclusion of student development theory in advertisements by position are as follows: director (14.7%), associate director (17.6%), assistant director (11.2%), area coordinator (14.9%), and hall supervisor (14.8%).

TABLE 9.12
 POSITION TITLE AND STUDENT DEVELOPMENT
 THEORY IN RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	38	14.7	220	85.3
Associate Director	9	17.6	42	82.4
Assistant Director	36	11.2	285	88.8
Area Coordinator	36	14.9	205	85.1
Hall Supervisor	122	14.3	704	85.2
	241		1456	
	14.2		85.8	

Counseling was an item that appeared in over 10.0 percent of the advertisements for residence hall positions. Counseling was listed in 34.4 percent of the position advertisements (Table 9.13).

The analysis in Table 9.13 shows the variables of position title and counseling. The analysis of the data also showed that almost half (47.7%) of the hall supervisor position announcements specified counseling as a needed area. Area coordinator positions listed counseling in 29.5 percent of the advertisements. The other positions of director, associate director, and assistant director listed counseling in less than 20.0 percent of the advertisements for those positions. The percentages were director and assistant director at 19.0 percent, and associate director at 15.7 percent.

Evaluation was found in 12.0 percent of all position announcements in the residence halls area (Table 9.14).

TABLE 9.13
 POSITION TITLE AND COUNSELING
 IN RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	49	18.6	209	81.4
Associate Director	8	15.7	43	84.3
Assistant Director	61	19.0	260	81.0
Area Coordinator	71	29.5	170	70.5
Hall Supervisor	394	47.7	432	52.3
	583		1114	
	34.4		65.6	

TABLE 9.14
 POSITION TITLE AND ASSESSMENT/EVALUATION
 IN RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	35	13.5	223	86.5
Associate Director	11	21.6	40	78.4
Assistant Director	38	11.8	283	88.2
Area Coordinator	37	15.3	204	84.7
Hall Supervisor	83	10.0	743	90.0
	204		1493	
	12.0		88.0	

The position in residence halls which showed the most frequent listing for assessment/evaluation in advertisements shown in Table 9.14 was that of associate director (21.6%). The others were as follows: director (13.5%), assistant director (11.8%), area coordinator (15.3%), and hall supervisor (10.0%).

The analysis for position title and training is shown in Table 9.15. The position which showed the most frequent listing for training was that of area coordinator, with this item appearing in 51.9 percent of the advertisements. All other position announcements in the residence hall area had a fairly high enumeration of training also. The positions of associate director (47.0%), hall supervisor (40.3%), assistant director (38.0%), and director of residence halls (37.2%) also showed training in advertisements.

TABLE 9.15
POSITION TITLE AND TRAINING FOR RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	96	37.2	162	62.8
Associate Director	24	47.0	27	53.0
Assistant Director	122	38.0	199	62.0
Area Coordinator	125	51.9	116	48.1
Hall Supervisor	333	40.3	493	59.7
	700		997	
	41.2		58.8	

Supervision appeared in over 1,000 advertisements for residence halls; almost 61.0 percent of all advertisements for residence hall staff listed supervision (Table 9.16).

TABLE 9.16
POSITION TITLE AND SUPERVISION
FOR RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	145	56.2	113	43.8
Associate Director	37	72.5	14	27.5
Assistant Director	161	50.2	160	49.8
Area Coordinator	187	77.6	54	22.4
Hall Supervisor	503	60.9	323	39.1
	1033		664	
	60.9		39.1	

Table 9.16 showed the analysis by position title and supervision. From the table above, it appeared that most positions in residence halls have training responsibilities. The highest percentage for supervision being listed in advertisements was for the position of area coordinator. Advertisements for this position specified supervision in 77.6 percent of all cases. Over 70.0 percent of the advertisements for associate director of residence halls showed supervision. Hall supervision position announcements listed supervision in 60.9 percent of the advertisements. Director of residence halls and assistant director positions listed

director of residence halls and assistant director positions listed supervision in 56.2 and 50.2 percent of the cases.

Table 9.17 shows that 920 position announcements in residence halls listed program development. This was 54.2 percent of all advertisements for this area. Advertisements for hall supervisors listed program development in 59.4 percent of the cases. Area coordinator position announcements specified program development in 56.4 percent of the advertisements. Program development was listed in advertisements for 50.0 percent of the director of residence hall positions and 47.0 percent of associate director positions. For assistant director of residence hall position announcements, program development was specified in 43.6 percent of all cases.

TABLE 9.17
POSITION TITLE AND PROGRAM DEVELOPMENT
IN RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	129	50.0	129	50.0
Associate Director	24	47.0	27	53.0
Assistant Director	140	43.6	181	56.4
Area Coordinator	136	56.4	105	43.6
Hall Supervisor	491	59.4	335	40.6
	920		777	
	54.2		45.8	

Advisement was the next item that was listed in over 10.0 percent of the position announcements for residence halls. Advisement appeared in 438, or 25.8 percent, of all advertisements (Table 9.18).

TABLE 9.18
POSITION TITLE AND ADVISEMENT
IN RESIDENCE HALLS

Position	Included	Per- cent	Included	Per- cent
Director	36	14.0	222	86.0
Associate Director	4	7.8	47	92.2
Assistant Director	74	23.0	247	77.0
Area Coordinator	83	34.4	158	65.6
Hall Supervisor	241	29.2	584	70.8
	438		1258	
	25.8		74.2	

The analysis of position title and advisement is shown in Table 9.18. The position announcements for area coordinators showed advisement in 34.4 percent of the advertisements. Hall supervisor positions listed advisement in 29.2 percent of the cases. Assistant directors of residence halls listed advisement in 23.0 percent of the position announcements. Director of residence halls and associate director advertisements listed advisement in 14.0 and 7.8 percent of all cases.

Student government was the only area of advisement which appeared in more than 10.0 percent of the cases. Advisement of student government

appeared in 16.7 percent of the advertisements. The student government referred to in the advertisements for residence halls was residence hall government (Table 9.19).

TABLE 9.19
POSITION TITLE AND ADVISING STUDENT
GOVERNMENT IN RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	25	9.7	233	90.3
Associate Director	8	15.7	43	84.3
Assistant Director	51	15.9	270	84.1
Area Coordinator	64	26.6	177	73.4
Hall Supervisor	135	16.3	691	83.7
	283		1414	
	16.7		83.3	

Table 9.19 showed the analysis for position title and advising student government. The position of area coordinator was the one in which advising student government appeared in the advertisements most often. This item appeared in 26.6 percent of the advertisements for area coordinators. The remaining positions listed advising student government less frequently. Position announcements for director showed advising student government in 9.7 percent of the cases; for associate directors this item appeared in 15.7 percent of the advertisements; for assistant

directors advising student government appeared in 15.9 percent of the cases; and hall supervisors listed this item in 16.3 percent of the advertisements.

Operations were defined as being the physical maintenance of a facility. Table 9.20 shows the relationship between position title and operations. Director and associate director position announcements showed operations listed in 45.7 and 45.0 percent of the advertisements. The assistant director position announcements listed operations in 36.1 percent of the cases. For area coordinators and hall supervisors, the percentage was 29.9 and 26.8 percent.

TABLE 9.20
POSITION TITLE AND OPERATIONS IN RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	118	45.7	140	54.3
Associate Director	23	45.0	28	55.0
Assistant Director	116	36.1	205	63.9
Area Coordinator	72	29.9	169	70.1
Hall Supervisor	222	26.8	604	73.2
	551		1146	
	32.5		67.5	

Discipline was found in all position advertisements for residence hall staff (Table 9.21). The associate director of residence hall position announcements listed discipline in 27.5 percent of the advertisements.

Area coordinator advertisements specified discipline in 23.2 percent of the cases. For hall supervisor positions, discipline appeared in 22.1 percent of the advertisements. Assistant director positions listed discipline in 19.3 percent of the cases, and director position announcements listed discipline 14.3 percent of the time.

TABLE 9.21
POSITION TITLE AND DISCIPLINE IN RESIDENCE HALLS

Position Title	Included	Per- cent	Not Included	Per- cent
Director	37	14.3	221	85.7
Associate Director	14	27.5	37	72.5
Assistant Director	62	19.3	259	80.7
Area Coordinator	66	23.2	175	76.8
Hall Supervisor	183	22.1	643	77.9
	362		1335	
	21.3		78.7	

Table 9.22 shows the ranking of items listed in position announcements for director of residence hall system. The item which was ranked first for director of residence hall positions was supervision. Program development was ranked second. The next ranked items were administration, management, and operations. The emphasis upon program development was indicative of the number of directors of small systems.

The ranking for items listed in position announcements for associate director of residence hall system is shown in Table 9.23. Supervision

TABLE 9.22

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR DIRECTOR OF RESIDENCE HALL SYSTEM

Item	Percent	Rank
Supervision	56.2	1
Program Development	50.0	2
Administration	49.6	3
Management	46.9	4
Operations	45.7	5
Training	37.2	6
Budget	34.9	7
Counseling	18.6	8
Student Development Theory	14.7	9
Discipline	14.3	10
Advising	14.0	11
Assessment/Evaluation	13.5	12
Advising Student Government	9.7	13

TABLE 9.23

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS FOR
ASSOCIATE DIRECTOR OF RESIDENCE HALL SYSTEM

Item	Percent	Rank
Supervision	72.5	1
Administration	50.1	2
Management	47.1	3
Training	47.0	4
Program Development	47.0	
Operations	45.0	6
Budget	35.3	7
Discipline	27.5	8
Assessment/Evaluation	21.6	9
Student Development Theory	17.6	10
Counseling	15.7	11
Advising Student Government	15.7	
Advising	7.8	13

was ranked first for associate director of residence hall positions; this was followed by administration, management, training, program development, operations, and budget. The ranking of these items indicated that the associate director's position is highly oriented to management functions.

Table 9.24 shows the ranking for items listed in position announcements for assistant director of residence hall system. Supervision was ranked first in position announcements for assistant directors. The configuration of ranking for items listed in position announcements for assistant directors is very similar to that found in Table 9.23 for associate directors. These items were administration, program development, training, operations, and management.

The ranking for items listed in position announcements for area coordinators is shown in Table 9.25. The most highly ranked item for area coordinator positions was supervision. This was followed by program development, training, administration, advising, operations, and counseling. These items indicated an area coordinator's position had management responsibilities as well as programming/counseling responsibilities.

Table 9.26 shows the ranking for items listed in position announcements for hall supervisors. As was the case for all other positions in residence halls, supervision was ranked first in position announcements for hall supervisors. The next items ranked for hall supervisors demonstrated the student programming/counseling emphasis for hall supervisors. These items were program development, counseling, administration, training, and advising.

The composite of rankings for items listed in program announcements for residence halls is shown in Table 9.27. Supervision was ranked first

TABLE 9.24

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS FOR
ASSISTANT DIRECTOR OF RESIDENCE HALL SYSTEM

Item	Percent	Rank
Supervision	50.2	1
Administration	43.9	2
Program Development	43.6	3
Training	38.0	4
Operations	36.1	5
Management	30.8	6
Advising	23.0	7
Discipline	19.3	8
Counseling	19.0	9
Budget	19.0	
Advising Student Government	15.9	11
Assessment/Evaluation	11.8	12
Student Development Theory	11.2	13

TABLE 9.25

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR AREA COORDINATORS

Item	Percent	Rank
Supervision	77.6	1
Program Development	56.4	2
Training	51.9	3
Administration	48.5	4
Advising	34.4	5
Operations	29.9	6
Counseling	29.5	7
Advising Student Government	26.6	8
Discipline	23.2	9
Management	22.0	10
Assessment/Evaluation	15.3	11
Student Development Theory	14.9	12
Budget	11.6	13

TABLE 9.26
RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR HALL SUPERVISORS

Item	Percent	Rank
Supervision	60.9	1
Program Development	59.4	2
Counseling	47.7	3
Administration	44.3	4
Training	40.3	5
Advising	29.2	6
Operations	26.8	7
Discipline	22.1	8
Management	21.9	9
Advising Student Government	16.3	10
Student Development Theory	14.8	11
Assessment/Evaluation	10.0	12
Budget	3.4	13

TABLE 9.27

COMPOSITE OF RANKINGS FOR ITEMS LISTED IN PROGRAM ANNOUNCEMENTS FOR RESIDENCE HALLS

Item	Director, Residence Halls	Associate Director, Residence Halls	Assistant Director, Residence Halls	Area Coordinator	Hall Super- visor
Administration	3	2	2	4	4
Management	4	3	6	10	9
Budget	7	7	9	13	13
Student Development Theory	9	10	13	12	11
Counseling	8	11	9	7	3
Assessment/Evaluation	12	9	12	11	12
Training	6	4	4	3	5
Supervision	1	1	1	1	1
Program Development	2	4	3	2	2
Advising	11	13	7	5	6
Advising Student Government	13	11	11	8	10
Operations	5	6	5	6	7
Discipline	10	8	8	9	8

for every position level in the residence hall area. Program development and administration were also ranked highly for all positions in the residence hall area. Management was an item listed more highly for directors and associate directors than for the other positions. Budget was also more highly ranked for the central staff than for area coordinators and hall supervisors. Counseling was most highly ranked for hall supervisors than for the other residence hall positions. Advising was another item listed more highly for area coordinators and hall supervisors.

Summary

The analysis of positions in the residence hall area offered some special challenges. The large number of positions, 1,697, was certainly one of these challenges; however, more significant was the lack of consistency in job titles. For this study, five categories of positions were used: director, associate director, assistant director, area coordinator, and hall supervisor. Perhaps the most significant difficulty in the analysis of residence hall positions was related to the differences in the size of the residence hall systems and the need for staff. In those institutions with small residence hall systems, a director's position may be more similar to that of hall supervisor or area coordinator in a large system.

Institutions of all sizes were included in the analysis. Those institutions with between 5,000 and 20,000 student enrollment had almost one-fourth of all the positions.

The most frequently advertised position in the residence hall area was that of hall supervisor, with 826 positions under that heading. When a comparison of position title was made with the size of the residence

hall systems, this analysis demonstrated that the larger systems had position titles of associate and assistant director whereas the smaller systems did not have these positions.

The master's degree in student personnel was the most frequently advertised degree and level of education. Experience was particularly evident for the positions of director, associate director, and assistant director positions. Hall supervisor positions required the least experience, with a mean of under one year.

The salary data also reflected the impact of system size, in that associate director positions had a higher salary level than did directors of residence hall systems. Benefits such as room, board, and room and board were also analyzed in relationship to salary and position. These benefits, in addition to salary, were most often part of the area coordinator and hall supervisor positions. Salary and school size indicated significance with the larger institutions specifying a higher salary than did the smaller colleges and universities.

When each position was analyzed by the areas in which specific skills and knowledge appeared in the advertisements, the following data were compiled. Administration and knowledge of student development theory were found at about the same level for all residence hall positions. The position advertisements for directors of residence halls tended to emphasize management, budget, and operations. Associate director positions listed management, budget, assessment/evaluation, supervision, and discipline to a high degree. There were no items, except for administration and knowledge of student development theory, which emerged as being significant for the position of assistant director of the residence halls. The position announcements for area coordinators listed training,

supervision, program development, advisement, student government advising, and discipline in a large number of advertisements for this position. Hall supervisor positions cited counseling, program development, and advisement most frequently in their advertisements.

CHAPTER X

ANALYSIS OF POSITION ANNOUNCEMENTS IN THE DEAN OF STUDENTS AND VICE PRESIDENT OF STUDENT SERVICES AREA

Position advertisements for the dean of students and vice president for student services were included in this study to provide information about the requirements sought by institutions of higher education for their chief student personnel officer and his/her staff. From 1979 through 1982, The Chronicle of Higher Education listed 795 positions under the heading of dean of students/vice president for student services. For the purpose of this study, the positions being advertised were grouped under five headings: vice president for student services, assistant vice president for student services, dean of students, assistant dean of students, and adviser. Although the specific titles used in the dean of students/vice president for student services area varied widely, the categorization of the first four positions was relatively easy. The adviser category included a number of different position titles used within a dean of students office. These positions, regardless of the title, tended to be lower echelon employees reporting to either the dean or the assistant dean. Appendix P shows the detail of the number of position by year advertised. The specific analysis of position by month may be seen in Appendix Q.

Table 10.1 shows that 73.2 percent of all position announcements for the dean of students/vice president of student services area were for deans and assistant deans of students. Over 43.0 percent of the total number of position advertisements were for deans of students.

TABLE 10.1
FREQUENCY OF POSITIONS FOR DEAN OF STUDENTS/
VICE PRESIDENT FOR STUDENT
SERVICES AREA BY TITLE

Title	No.	Percent
Vice President	114	14.3
Assistant Vice President	25	3.1
Dean of Students	342	43.1
Assistant Dean of Students	279	35.1
Adviser	35	4.4
	795	100.0

Table 10.2 shows the frequency of positions by the size of the institution advertising for the position. Over one-fourth (26.5%) of the positions in the area of dean of students/vice president were found in institutions with student enrollments of between 1,001 and 2,500; 94.0 percent were located in institutions with enrollments of over 500.

The analysis of degree requirements for the position advertised for the dean of students/vice presidents area is shown in Table 10.3. This table reveals that 30.1 percent of all positions advertised required a

TABLE 10.2
 FREQUENCY OF POSITION IN DEAN OF STUDENTS/
 VICE PRESIDENT FOR STUDENT SERVICES
 AREA BY SCHOOL SIZE

School Size	No.	Percent
Below 500	45	5.7
501-1,000	119	14.9
1,001-2,500	211	26.5
2,501-5,000	118	15.0
5,001-10,000	119	14.9
10,001-20,000	101	12.7
Above 20,000	82	10.3
	795	100.0

TABLE 10.3
 POSITION TITLE AND DEGREE REQUIRED IN
 DEAN OF STUDENTS/VICE PRESIDENT
 FOR STUDENT SERVICES AREA

Position Title	Bachelor's	Percent	Master's	Percent	Doctorate	Percent
Vice President	---	0.0	12	11.8	90	88.2
Assistant Vice President	---	0.0	7	30.4	16	69.6
Dean of Students	1	0.3	106	35.2	194	64.5
Assistant Dean of Students	11	4.3	181	70.7	64	25.0
Adviser	2	6.0	30	90.9	1	3.1
	14		336		365	
	2.0		47.0		51.0	

doctorate. When combined with the area of "master's required, doctorate preferred," this total rises to over half (51.0%) of the advertisements.

As shown in Table 10.3, advertisements for vice president positions listed a doctorate as required or preferred in 88.2 percent of all cases. For assistant vice presidents of student services, this degree level was advertised in 65.6 percent of the position announcements. Dean of student position announcements listed a doctorate in 69.6 percent of all cases. While 25.0 percent of the position announcements for assistant deans of students sought a doctorate, 70.7 percent of these positions indicated a master's degree would meet the requirement. Almost 91.0 percent of the adviser positions required a master's degree in their advertisements.

Experience was desired for positions in the area of deans of students/vice presidents. Over a quarter (28.4%) of the position announcements sought at least five years of experience. Three years of experience was specified in 25.3 percent of all advertisements for the dean of students/vice presidents area. Only 7.0 percent of the positions in this area did not mention previous experience. When analyzed by position, the following information on experience was generated. The range for vice presidents of student services was from two years of experience to over nine years; the mean was 5.1 years of experience. Position advertisements for assistant vice presidents of student services showed a similar range, from two years to over nine years; the mean was five years. Dean of students position announcements showed a range of from no experience to nine years of experience; the mean was 3.9 years. For assistant dean of students, the range of experience was from none to eight years; the mean was 2.6 years. The range for adviser positions was from no

previous experience to five years, with a mean of 1.5 years of experience.

The degree fields most often specified in position advertisements for deans of students/vice presidents were student personnel, counseling, higher education, and administration. These four areas represented over 95.0 percent of the degree areas mentioned. Student personnel was most frequently specified, appearing in 44.7 percent of all position advertisements.

The range for salaries listed in position announcements for deans of students/vice presidents was from \$8,900 to \$47,540, with the mean being \$22,787.88. It is of interest that both the lowest and highest salaries were for dean of students position (Table 10.4).

TABLE 10.4
POSITION TITLE AND SALARY FOR DEAN OF STUDENTS/
VICE PRESIDENT FOR STUDENT SERVICES AREA

Position Title	No.	Mean	Minimum	Maximum
Vice President	20	\$36,934.60	\$26,496.00	\$46,856.00
Assistant Vice President	9	29,450.33	17,000.00	37,747.00
Dean of Students	75	26,019.15	8,900.00	47,540.00
Assistant Dean of Students	86	17,659.58	11,000.00	28,470.00
Adviser	19	15,197.89	12,000.00	23,000.00
	209	\$22,787.88	\$ 8,900.00	\$47,540.00

The analysis in Table 10.4 showed the relationship between position title and salary for the dean of students/vice president for student services area. The position of vice president for student services advertisements showed a major difference in salary when compared to that of dean of students, assistant dean of students, and advisers. The assistant vice president for student services position announcements showed a salary mean considerably higher than that of the salaries of assistant deans of students and advisers. The salaries listed in the position advertisements for deans of students showed a difference when contrasted with those salaries for assistant deans of students and advisers.

As was demonstrated in the other areas of student personnel, the salary for the higher administrative levels were cited less frequently than were those at the lower levels. Vice president and dean of students position announcements listed salaries in 17.5 and 21.9 percent of the cases. Assistant vice president and assistant dean of students position announcements specified salaries in 36.0 and 30.8 percent of all advertisements. Adviser positions listed a salary in over half of all position announcements (54.2%).

An analysis also showed variation when school size and salary were compared. The largest institutions, from 10,000 to those above 20,000, were considerably different than the institutions with fewer than 500 students.

The next tests that were done related to specific items which appeared in the position announcements in over 10.0 percent of the total number of advertisements. An analysis was conducted on those items which met this standard. The following is a list of those items which were analyzed:

1. Administration
2. Management
3. Budget
4. Written communication
5. Oral communication
6. Student development theory
7. Intercultural awareness
8. Counseling
9. Goal setting
10. Assessment/evaluation
11. Consultation
12. Leadership development
13. Group skills
14. Training
15. Supervision
16. Program development
17. Advising--groups advised:
 - a. College union board
 - b. Student government
 - c. Greek groups
 - d. Minority groups
 - e. Women's groups
 - f. Handicapped students
 - g. International students
 - h. Student organizations
18. Recreation
19. Orientation

- 20. Operations
- 21. Research
- 22. Computer knowledge.

Slightly over half of all position announcements (50.3%) listed administration in their advertisements. Administration was cited in 400 advertisements (Table 10.5).

TABLE 10.5
POSITION TITLE AND ADMINISTRATION FOR
DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	70	61.4	44	38.6
Assistant Vice President	16	64.0	9	36.0
Dean of Students	184	53.8	158	46.2
Assistant Dean of Students	121	43.4	158	56.6
Adviser	9	25.7	26	74.3
	400		395	
	50.3		49.7	

The analysis shown in Table 10.5 was performed to examine the relationship between position title and administration. The vice president and assistant vice president position announcements listed administration in over 60.0 percent of the cases. Vice president positions listed administration in 61.4 percent of the advertisements, and assistant vice president announcements listed this item in 64.0 percent of the cases.

Dean of students position announcements listed administration in 53.8 percent of the advertisements. This item was listed in 43.4 percent of the position announcements for assistant deans of students, and in 25.7 percent of the advertisements for advisers.

The next item which was analyzed from the position announcements was that of management. Management was listed in advertisements for positions in the area of dean of students/vice president for student services in 22.0 percent of all cases (Table 10.6).

TABLE 10.6
POSITION TITLE AND MANAGEMENT FOR DEAN
OF STUDENTS/VICE PRESIDENT FOR
STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	30	26.3	84	73.7
Assistant Vice President	4	16.0	21	84.0
Dean of Students	83	24.3	259	75.7
Assistant Dean of Students	49	17.6	230	82.4
Adviser	9	25.7	26	74.3
	175		629	
	22.0		78.0	

The analysis shown in Table 10.6 was performed to ascertain if a relationship existed between position title and management. The position announcements for vice president for student services, dean of students, and adviser identified management as a needed area for the greatest

percentage of advertisements. The vice president positions listed management in 26.3 percent of the advertisements. Dean of students position announcements specified management in 24.3 percent of the advertisements. The advertisements for adviser positions listed management in slightly over a quarter (25.7%) of the positions. The assistant vice president and assistant dean of students positions listed management in 16.0 and 17.6 percent of the advertisements for their positions.

Budget was an area which was listed in 16.7 percent of all position announcements for the dean of students/vice president for student services area. This was greater than the 10.0 percent minimum requirement, and therefore an analysis of positions was conducted (Table 10.7).

TABLE 10.7
POSITION TITLE AND BUDGET FOR DEAN OF
STUDENTS/VICE PRESIDENT FOR
STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	30	26.3	84	73.7
Assistant Vice President	8	32.0	17	68.0
Dean of Students	59	17.2	283	82.8
Assistant Dean of Students	29	10.4	250	89.6
Adviser	7	20.0	28	80.0
	133		662	
	16.7		83.3	

The analysis shown in Table 10.7 indicated a relationship existed between position title and budget. The vice president and assistant vice president position announcements were those which listed budget most frequently in the advertisements, in 26.3 and 32.0 percent of the cases. Adviser positions listed budget in 20.0 percent of the cases. Dean of students and assistant dean of students specified budget in 17.2 and 10.4 percent of the advertisements.

Writing communication skills were included in 10.8 percent of the position announcements in the dean of students/vice president area. The analysis in Table 10.8 shows the relationship between position title and written communication skills. The position announcements which specified written communication skills most frequently were those of assistant vice president (28.0%) and adviser (22.9%). Assistant dean of student position announcements followed with 15.8 percent of the advertisements citing this area. The position advertisements for vice presidents of student services and deans of students listed written communication skills less frequently. This item was listed in 12.3 percent of the advertisements for vice presidents, and in only 5.6 percent of the announcements for deans of students.

Oral communication skills were very often tied to writing skills in the position announcements. Thus an analysis of oral communication skills was undertaken, even though this item appeared in only 9.4 percent of the advertisements for positions in the dean of students/vice president for student services area (Table 10.9).

The analysis shown in Table 10.9 for position title and oral communication skills indicated a relationship existed between the variables. This item appeared in the greatest percentage of cases in the position

TABLE 10.8

POSITION TITLE AND WRITTEN COMMUNICATION SKILLS
FOR DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	14	12.3	100	87.7
Assistant Vice President	7	28.0	18	72.0
Dean of Students	19	5.6	323	94.6
Assistant Dean of Students	38	15.8	241	84.2
Adviser	8	22.9	27	77.1
	86		709	
	10.8		89.2	

TABLE 10.9

POSITION TITLE AND ORAL COMMUNICATION SKILLS
FOR DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	15	13.2	99	86.8
Assistant Vice President	4	16.0	21	84.0
Dean of Students	20	5.8	322	94.2
Assistant Dean of Students	32	11.4	247	88.6
Adviser	4	11.4	31	88.6
	75		720	
	9.4		90.6	

advertisements for assistant vice president for student services; 16.0 percent of all position announcements for assistant vice presidents specified oral communication skills. For the position of vice president, this item was listed in 13.2 percent of the advertisements. Assistant dean of students and adviser position announcements both indicated the need for oral communication skills in 11.4 percent of the cases. As was the case with written communication skills, the dean of students position announcements listed this item in less than 6.0 percent (5.8%) of the advertisements.

Knowledge of student development theory was the next item to be analyzed. It appeared in 14.1 percent of all advertisements for the dean of students/vice president for student services area (Table 10.10).

TABLE 10.10

POSITION TITLE AND KNOWLEDGE OF STUDENT DEVELOPMENT
THEORY FOR DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	29	25.4	85	74.6
Assistant Vice President	2	8.0	23	92.0
Dean of Students	55	16.1	287	83.9
Assistant Dean of Students	22	8.6	257	91.4
Adviser	4	11.4	31	88.6
	112		683	
	14.1		85.9	

The analysis for position title and knowledge of student development theory (Table 10.10) indicated a relationship between the variables was present. An analysis for the percentages of this item revealed that the position announcements for vice presidents listed this item in 25.4 percent of all advertisements. The advertisements for deans of students listed knowledge of student development theory in 16.1 percent of the cases. Slightly over 11.0 percent of the advertisements for adviser positions listed this item. The two assistant positions, assistant vice president and assistant dean of students, listed knowledge of student development theory in 8.0 and 8.6 percent of all cases.

The analysis of position title and counseling which appears in Table 10.11 shows a relationship exists between these variables. The position title for which counseling appeared most often in the advertisements was that of assistant dean of students; counseling appeared in 29.4 percent of the advertisements for that position. Adviser position announcements listed counseling in 20.0 percent of the cases. Dean of students position announcements cited counseling in 12.3 percent of all advertisements, and vice presidents listed counseling in 5.3 percent of the advertisements for that position. No position advertisement for assistant vice president for student services mentioned counseling.

Slightly over 10.0 percent of the position announcements for dean of students/vice president for student services listed assessment/evaluation in the position advertisements (Table 10.12). The position announcements for advisers listed assessment/evaluation in 14.2 percent of the cases. This was almost as often as this item was specified for the position of assistant vice president for student services. This position listed assessment/evaluation in 16.0 percent of all advertisements.

TABLE 10.11

POSITION TITLE AND COUNSELING FOR
DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	6	5.3	108	94.7
Assistant Vice President	---	0.0	25	100.0
Dean of Students	42	12.3	300	87.7
Assistant Dean of Students	82	29.4	197	70.6
Adviser	7	20.0	28	80.0
	137		658	
	17.2		82.8	

TABLE 10.12

POSITION TITLE AND ASSESSMENT/EVALUATION FOR
DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	9	7.9	105	92.1
Assistant Vice President	4	16.0	21	84.0
Dean of Students	35	10.2	307	89.8
Assistant Dean of Students	29	10.4	250	89.6
Adviser	5	14.2	30	85.8
	32		713	
	10.3		89.7	

The positions of dean of students and assistant dean of students both cited assessment/evaluation in over 10.0 percent of their totals. For deans of students the advertisements listed assessment/evaluation in 10.2 percent of cases, while this item was found in 10.4 percent of all advertisements for assistant deans of students. Position announcements for vice presidents listed assessment/evaluation in only 7.9 percent of all advertisements.

Supervision was specifically listed in 281, or 35.3 percent, of the advertisements for positions in the dean of students/vice president for student services area. The analysis found in Table 10.13 showed the relationship between the variables. The position announcements for assistant vice presidents for student services listed supervision in 44.0 percent of all cases. Dean of students position announcements listed supervision in 36.5 percent of the advertisements. Vice presidents for student services announcements specified supervision in 35.9 percent of the cases. One-third of all position announcements for assistant dean of students positions contained reference to supervision. Adviser position announcements listed supervision in 31.4 percent of all advertisements.

Program development was the next item to appear in 10.0 percent or more of all advertisements in the dean of students/vice president for student services area. Program development was specified in 11.6 percent of all advertisements in this area (Table 10.14).

The analysis of position title and program development reported in Table 10.14 showed the relationship between these items. Adviser positions showed program development in 20.0 percent of the advertisements. Assistant dean of students positions specified program development in 15.0 percent of the cases. Dean of students position announcements

TABLE 10.13

POSITION TITLE AND SUPERVISION FOR
DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	41	35.9	73	64.1
Assistant Vice President	11	44.0	14	56.0
Dean of Students	125	36.5	217	63.5
Assistant Dean of Students	93	33.0	186	67.0
Adviser	11	31.4	24	68.6
	281		514	
	35.3		64.7	

TABLE 10.14

POSITION TITLE AND PROGRAM DEVELOPMENT FOR
DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	10	8.8	104	91.2
Assistant Vice President	1	4.0	24	96.0
Dean of Students	32	9.4	310	90.6
Assistant Dean of Students	42	15.0	237	85.0
Adviser	7	20.0	28	80.0
	92		703	
	11.6		88.4	

listed program development in 9.4 percent of the advertisements. Position announcements for vice presidents listed this item in 8.8 percent of the advertisements, while it appeared in only 4.0 percent of the advertisements for assistant vice presidents for student services.

Advisement was specified in over 10.0 percent of the advertisements for the dean of students/vice president for student services area. Advisement appeared in over 20.0 percent of the advertisements (Table 10.15).

TABLE 10.15

POSITION TITLE AND ADVISEMENT FOR
DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	11	9.6	103	90.4
Assistant Vice President	2	8.0	23	92.0
Dean of Students	57	16.7	285	83.3
Assistant Dean of Students	84	30.1	195	69.9
Adviser	15	42.9	20	57.1
	169		626	
	21.3		78.7	

The analysis of position title and advisement is shown in Table 10.15. The highest percentage of position announcements listing advisement was for the position of adviser (42.9%). This was followed by assistant deans of students (30.1%), deans of students (16.7%), vice

presidents for student services (9.6%), and assistant vice presidents for student services (8.0%).

The next analysis of the advisement area was to ascertain which position was specifically listed in the advertisements for the advisement of particular groups. Student government advising was listed in 11.1 percent of all cases (Table 10.16).

TABLE 10.16
POSITION TITLE AND ADVISEMENT OF STUDENT
GOVERNMENT FOR DEAN OF STUDENTS/VICE
PRESIDENT FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	14	12.3	100	87.7
Assistant Vice President	2	8.0	23	92.0
Dean of Students	43	12.6	299	87.6
Assistant Dean of Students	25	8.9	253	91.1
Adviser	3	8.6	32	91.4
	88		707	
	11.1		88.9	

The analysis of position title and the advisement of student government (Table 10.16) showed the relationship between the variables. The advertisements for the positions of dean of students and vice president for student services both showed the advisement of student government in over 12.0 percent of all cases. For deans of students, advisement of student government was listed in 12.6 percent of the advertisements; for

vice presidents this percentage was 12.3 percent. All other positions in this study listed advising student government in from 8.0 to 9.0 percent of the advertisements. Advising student government was specified in 8.9 percent of the advertisements for assistant deans of students, 8.6 percent of the advertisements for advisers, and 8.0 percent of the position announcements for assistant vice president for student services.

Advising student organizations appeared in over 10.0 percent of the advertisements for the dean of students/vice president for student services area. Advising student organizations appeared in 12.6 percent of the position announcements for the dean of students/vice president for student services area (Table 10.17).

TABLE 10.17

POSITION TITLE AND ADVISING STUDENT ORGANIZATIONS
FOR DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	9	7.9	105	92.1
Assistant Vice President	5	20.0	20	80.0
Dean of Students	36	10.5	306	89.5
Assistant Dean of Students	44	15.8	235	84.2
Adviser	6	17.1	29	82.9
	100		695	
	12.6		87.4	

The analysis of position title and advising student organizations is shown in Table 10.17. The position announcements for the assistant vice president for student services listed advising of student groups in 20.0 percent of the advertisements. Adviser positions had advising student organizations specified in 17.1 percent of the advertisements. Assistant dean of students position announcements listed advising student organizations in 15.8 percent of the cases. For dean of students position announcements, the percentage of advertisements listing advising student organizations was 10.5 percent. The position announcements for vice presidents listed advising student organizations in 7.9 percent of the advertisements.

Orientation was listed in over 20.0 percent of the position announcements in the area of dean of students/vice president for student services. The analysis of position title and orientation is shown in Table 10.18. Adviser position announcements specified orientation in 31.4 percent of the advertisements for that position. Assistant dean of student position announcements listed 24.4 percent of the cases. Slightly over 20.0 percent of the position announcements for dean of students positions listed orientation. Orientation was cited in 16.0 percent of the advertisements for assistant vice president for student services. For vice president for student services, the percentage of position announcements dropped to 7.9 percent.

A ranking for items listed in position announcements for vice presidents for student services is shown in Table 10.19. The highest ranked item in position announcements for vice president for student services was administration. Other items which were highly ranked were supervision, management, budget, and knowledge of student development theory.

TABLE 10.18

POSITION TITLE AND ORIENTATION FOR
DEAN OF STUDENTS/VICE PRESIDENT
FOR STUDENT SERVICES AREA

Position Title	Included	Per- cent	Not Included	Per- cent
Vice President	9	7.9	105	92.1
Assistant Vice President	4	16.0	21	84.0
Dean of Students	69	20.2	273	79.8
Assistant Dean of Students	68	24.4	211	75.6
Adviser	11	31.4	24	68.6
	161		634	
	20.3		79.7	

TABLE 10.19

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR VICE PRESIDENT FOR STUDENT SERVICES

Item	Percent	Rank
Administration	61.4	1
Supervision	35.9	2
Management	26.3	3
Budget	26.3	3
Student Development Theory	25.4	5
Discipline	16.7	6
Oral Communication Skills	13.2	7
Advising Student Government	12.3	8
Written Communication Skills	12.3	
Advising	9.6	10
Program Development	8.8	11
Assessment/Evaluation	7.9	12
Advising Student Organizations	7.9	
Orientation	7.9	
Counseling	5.3	15

Table 10.20 shows the ranking for items listed in position announcements for assistant vice presidents for student services. Administration was the highest ranked item for this position. This item was followed in ranking by supervision, budget, written communication skills, and discipline. The first three items are similar to those items listed for vice presidents.

TABLE 10.20

RANKING FOR ITEMS LISTED IN POSITION
ANNOUNCEMENTS FOR ASSISTANT VICE
PRESIDENT FOR STUDENT SERVICES

Item	Percent	Rank
Administration	64.0	1
Supervision	44.0	2
Budget	32.0	3
Written Communication Skills	28.0	4
Discipline	28.0	
Advising Student Organizations	20.0	6
Oral Communication Skills	16.0	7
Management	16.0	
Assessment/Evaluation	16.0	
Orientation	16.0	
Student Development Theory	8.0	11
Advising	8.0	
Advising Student Government	8.0	
Program Development	4.0	14
Counseling	0.0	15

The ranking for items listed in position announcements for dean of students is shown in Table 10.21. Administration was the highest ranked item in position announcements for dean of students. Supervision was

highly ranked in position announcements for dean of students, similar to the rankings for vice presidents and assistant vice presidents for student services. Management was ranked third, followed by discipline and orientation.

TABLE 10.21
RANKINGS FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS FOR DEAN OF STUDENTS

Item	Percent	Rank
Administration	53.8	1
Supervision	36.5	2
Management	24.3	3
Discipline	23.6	4
Orientation	20.2	5
Budget	17.2	6
Advising	16.7	7
Student Development Theory	16.1	8
Advising Student Government	12.6	9
Counseling	12.3	10
Advising Student Organizations	10.5	11
Assessment/Evaluation	10.2	12
Program Development	9.4	13
Oral Communication Skills	5.8	14
Written Communication Skills	5.6	15

Table 10.22 shows the ranking for items listed in position announcements for assistant dean of students. Administration and supervision were ranked first and second. These rankings were similar to the rankings for position announcements for vice presidents, assistant vice presidents for student services, and deans of students. Advising, counseling,

orientation, and discipline were the next most highly ranked items in position announcements for assistant dean of students.

TABLE 10.22
RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS FOR ASSISTANT DEAN OF STUDENTS

Item	Percent	Rank
Administration	43.4	1
Supervision	33.0	2
Advising	30.1	3
Counseling	29.4	4
Orientation	24.4	5
Discipline	22.2	6
Management	17.6	7
Written Communication Skills	15.8	8
Advising Student Organizations	15.8	
Program Development	15.0	10
Oral Communication-Skills	11.4	11
Assessment/Evaluation	10.4	12
Budget	10.4	
Advising Student Government	8.0	14
Student Development Theory	8.6	15

The ranking for items listed in position announcements for advisers for student services is shown in Table 10.23. Advising was the item in position announcements which was ranked first. This item was followed by orientation, supervision, administration, and management.

Table 10.24 shows the composite of rankings for items listed in position announcements for dean of students/vice president for student services area. As was indicated earlier, administration was the highest ranked item for all positions except for advisers, where administration

TABLE 10.23

RANKING FOR ITEMS LISTED IN POSITION ANNOUNCEMENTS
FOR ADVISERS FOR STUDENT SERVICES

Item	Percent	Rank
Advising	42.9	1
Orientation	31.4	2
Supervision	31.4	
Administration	25.7	4
Management	25.7	
Written Communication Skills	22.9	6
Budget	20.0	7
Counseling	20.0	
Program Development	20.0	
Advising Student Organizations	17.1	10
Assessment/Evaluation	14.2	11
Oral Communication Skills	11.4	12
Student Development Theory	11.4	
Advising Student Government	8.6	14
Discipline	5.7	15

TABLE 10.24

COMPOSITE OF RANKINGS FOR ITEMS LISTED IN POSITION
ANNOUNCEMENTS FOR DEAN OF STUDENTS/VICE
PRESIDENT FOR STUDENT SERVICES AREA

Item	Vice Pres- ident for Student Services	Asst. Vice President for Student Services	Dean of Students	Assistant Dean of Students	Adviser
Administration	1	1	1	1	4
Management	3	7	3	7	4
Budget	3	3	6	12	7
Written Communi- cation Skills	9	4	15	8	6
Oral Communica- tion Skills	7	7	14	11	12
Student Develop- ment Theory	5	11	8	15	12
Counseling	15	15	10	4	7
Assessment/ Evaluation	12	7	12	12	11
Supervision	2	2	2	2	2
Program Develop- ment	11	14	13	10	7
Advising	10	11	7	3	1
Advising Student Government	8	11	9	14	14
Advising Student Organizations	12	6	11	8	10
Orientation	12	7	5	5	2
Discipline	6	4	4	6	15

ranked fourth. Supervision was ranked second for all positions in the student services area. Budget was highly ranked for vice president and assistant vice president for student services. Student development theory was ranked most highly for vice president for student services. Counseling received its highest ranking for assistant dean of students positions, followed by adviser position announcements.

Advising was ranked more highly for adviser and assistant dean of students positions than for the other positions in student services. Orientation was most highly ranked for adviser positions, while also being ranked fifth for dean of students and assistant dean of students position announcements. Discipline was ranked fifteenth for advisers, although it received a higher ranking for all other positions in student services. In the advisement area, position announcements for vice presidents and deans of students listed advising student government more frequently than did the other positions.

Summary

From 1979 through 1982, there were 725 advertisements in The Chronicle of Higher Education for positions in the area of dean of students/vice president for student affairs. Five position titles were used for the purposes of this study. These were: vice president for student services, assistant vice president, dean of students, assistant dean of students, and adviser. The position title "adviser" was utilized to denote those staff positions in the office of the dean of students which served in a staff capacity to the dean.

The rationale for including the area of dean of students/vice president for student services in this study was to examine the chief student

personnel officer and his/her staff to determine what were the qualifications and responsibilities for these positions, as listed in The Chronicle of Higher Education. As was seen in the data, a degree in student personnel and at least a master's degree were listed very frequently in a large number of the advertisements.

The position most frequently sought in the advertisements was for dean of students (43.1%). Assistant dean of students positions were advertised next most frequently (35.1%). Between these two positions, over 78.0 percent of all advertisements were represented.

Positions were advertised for institutions of all sizes from below 500 to over 20,000. Slightly over a quarter (26.5%) of all positions were found at colleges and universities of between 1,001 and 2,500 students enrolled.

Just over half (51.1%) of the positions advertised for the dean of students/vice president for student services area either required or preferred a doctorate. A master's or above was required in 98.0 percent of all positions. The level of experience sought in the advertisements ranged from no experience to over nine years of experience. The means for years of experience followed an expected pattern, from a high of 5.1 years of experience for vice presidents to 1.5 years for advisers. Student personnel was the degree field most often listed, appearing in 44.7 percent of all the position announcements.

The means for position title and salary also followed a predictable pattern, with salaries for the vice president for student services having a significantly higher mean than those listed for other positions. It was of interest to note that dean of students positions had both the lowest and highest salaries listed. As was the case in the preceding

chapters, the upper level administrators had salary listed less often than did the lower level positions. Salary by school size tended to show only that salaries at the largest institutions were significantly higher than those listed for the smallest institutions.

This next section dealt with the areas of skill and knowledge sought in the advertisements for each of the positions listed. The specific areas of responsibility listed for vice presidents for student services were administration, management, budget, knowledge of student development theory, and, surprisingly, advising student government. For assistant vice president for student services positions, the following areas were listed most often: administration, budget, writing and oral communication skills, assessment/evaluation, and advising student organizations. Those areas listed most often for deans of students were management, supervision, and advising student government. Assistant dean of students position announcements specified counseling, supervision, program development, advising, and advising student organizations most frequently. The adviser positions listed management, writing communication skills, assessment/evaluation, supervision, program development, advisement, advising student organizations, and orientation.

CHAPTER XI
ANALYSIS OF RESPONSES TO QUESTIONNAIRE ON
STUDENT PERSONNEL TRAINING PROGRAMS

Introduction

This study has thus far been focused upon the areas of skill, competency, and knowledge which were cited in the advertisements for various positions in seven areas of student personnel. In order to relate these position announcements to academic programs in student personnel, it was necessary to ascertain the content of courses taught at the master's degree level in student personnel. A questionnaire (Appendix S) was developed which asked for information about training programs in student personnel.

In order to obtain a listing of institutions with programs in college student personnel, Keim's Directory of Graduate Preparation Programs in College Student Personnel 1980 was utilized.¹ The Directory listed 78 colleges and universities having preparation programs in college student personnel. Of these institutions, 76 programs were cited as being at the master's level. Two institutions indicated that their program was only for doctoral level students. Questionnaires were sent to all 76 institutions which were listed as having master's level programs.²

Of these 76 questionnaires, 61 were returned for an 80.3 percent return rate. Three of the returns were not usable. Two institutions indicated they no longer had master's level programs, and one questionnaire

was returned without being completed. (For a list of the institutions completing and returning the questionnaire, see Appendix T.)

The first 17 items on the questionnaire follow the format utilized in the evaluation of position announcements. The particular items used were:

1. Administration
2. Management
3. Budget
4. Written communication skills
5. Oral communication skills
6. Student development theory
7. Intercultural awareness
8. Counseling
9. Goal setting
10. Assessment/evaluation
11. Consultation
12. Leadership development
13. Group skills
14. Training
15. Supervision
16. Program development
17. Advising.

To this list were added five other items: testing, non-traditional student populations, computer knowledge, discipline, and research. These latter items were specified in the review of several job areas but were not included for all areas. The item of testing was included in the analysis of the counseling and career planning and placement areas. The

item which concerned work with non-traditional students (women, minorities, handicapped, returning students, and international students) was included for all student personnel areas except financial aids. This item was not a single item for the student personnel, but was used to distinguish the advisement of each separate category under the "non-traditional" heading. Computer applications (knowledge) was listed in five of the areas of student personnel. Discipline appeared in the examination of counseling, residence halls, and dean of students/vice president for student services. Research was examined in the counseling and the dean of students/vice president for student services areas.

The questionnaire consisted of four questions for each of the 22 items. The first question asked if the master's program in college student personnel had one or more courses which dealt with the specific item. The second question asked the type of course used in the presentation of the material--required, elective, or through a practicum experience. In the evaluation of the replies to the questionnaire, two other responses were tabulated. One of these identified those responses which indicated the item was not the topic of a specific course but was included as a part of another course. The next category was "other." This "other" category was utilized when the respondent indicated that an item was part of the curriculum, but did not indicate the type of course in which the item was included. A ranking of the items which respondents indicated were included in the courses offered for master's level students is reported in Table 11.1.

The next questionnaire area was concerned with the number of course hours devoted to each item. Upon analyzing the responses, it was recognized that the manner of reporting this information varied considerably

TABLE 11.1

RANKING OF COURSES BY PERCENT OF SCHOOL OFFERING COURSE

Course Content	Rank	Percent by Type of Course Offered					
		Percent of Schools Offering	Re-quired	Elec-tive	Prac-ticum	In Other Courses	Other
Research	1	98.3	80.0	20.0	---	---	---
Group Skills	2	96.6	53.8	42.8	---	5.4	---
Counseling	3	94.5	71.3	28.7	---	---	---
Student Development Theory	4	91.4	84.7	9.6	---	1.9	3.8
Administration		91.4	66.7	23.5	2.0	---	7.8
Management	6	84.5	50.0	36.0	4.0	2.0	8.0
Testing	7	81.0	59.2	36.8	---	2.0	2.0
Assessment/Evaluation		81.0	59.5	29.8	---	4.3	6.4
Program Development	9	70.2	48.6	30.2	11.6	9.3	2.3
Non-Traditional Students	10	65.5	41.0	46.2	---	12.8	---
Consultation	11	60.3	38.1	38.1	3.4	3.4	7.0
Intercultural Awareness	12	55.2	20.6	58.9	2.9	17.6	---
Leadership Development	13	54.4	18.2	63.6	3.0	15.2	---
Computer	14	53.4	12.4	81.3	---	6.3	---
Budget		53.4	29.7	43.3	2.7	21.6	2.7
Oral Communication Skills	16	49.1	48.6	20.0	---	28.6	2.8
Training	17	42.1	25.9	48.1	7.4	18.5	---
Supervision	18	41.4	21.4	50.0	14.3	10.7	3.6
Goal Setting	19	39.7	---	16.7	16.7	---	66.6
Advising	20	37.9	24.0	32.0	16.0	20.0	8.0
Written Communication Skills	21	22.8	27.8	22.2	---	50.0	---
Discipline	22	15.0	---	23.1	15.4	53.8	7.7

from institution to institution. It appeared from the data that some institutions utilized a semester hour plan, others used a quarter system, and still others had a block type system in which a number of topic areas were covered during an entire semester or year. This difference in reporting made the use of course hours, as a reference to the importance of any item, impossible. Information on course hours has therefore been omitted from this part of the study.

The final question was the respondent's own perception of the value of the area to the master's degree level student in student personnel. For this question a five-point Likert scale was used, with 1.0 being "not important" and 5.0 being "very important." The means and ranking by means of each item on this portion of the questionnaire are found in Table 11.2.

Questionnaire Results

Administration

The first item on the questionnaire concerned courses in administration. Administration was further defined as being concerned with such areas as decision-making and long-range planning. Of the institutions responding to the questionnaire, 91.4 percent indicated there were courses related to administration in the curriculum. Two-thirds (66.7%) of these courses were required while 23.5 percent were elective.

When asked how important courses in administration were for master's level students, the responses ranged from 2.0 to 5.0; the mean was 3.88.

Management

The next item on the questionnaire dealt with management. Management

TABLE 11.2
 RANKING OF MEAN SCORES DERIVED FROM RESPONDENTS'
 PERCEPTIONS OF THE IMPORTANCE OF
 COURSE CONTENT AREAS

Course Content	Rank	Mean Score of Responses
Student Development Theory	1	4.372
Counseling	2	4.139
Oral Communication Skills	3	3.975
Group Skills	4	3.911
Administration	5	3.831
Written Communication Skills	6	3.768
Research	7	3.767
Assessment/Evaluation	8	3.739
Management	9	3.698
Non-Traditional Students	10	3.678
Intercultural Awareness	11	3.560
Computer Knowledge	12	3.554
Program Development	13	3.529
Consultation	14	3.427
Leadership Development	15	3.413
Goal Setting	16	3.315
Testing	17	3.247
Supervision	18	3.191
Training	19	3.169
Budget	20	3.155
Advising	21	3.052
Discipline	22	2.591

was defined as the day-to-day operations and personnel matters. The respondents indicated that management was part of their student personnel program in 84.5 percent of all cases. One-half of the respondents indicated that management courses were a required part of the curriculum, while 36.0 percent indicated that management was an elective area of study.

On the item related to the respondent's impression of the value of management courses, the range was from 2.0 to 5.0; the mean of scores was 3.70.

Budgeting

Budgeting was included in over half of the responses as being part of the student personnel program for master's degree students. The exact percentage for budgeting was 53.4. Almost 30.0 percent of the replies listed budgeting as being a required course. Over 40.0 percent indicated that budgeting was an elective, and 21.6 percent of the responses placed budgeting within other courses in the student personnel curriculum.

When asked about the value of knowledge of budgeting for master's level students, the replies ranged from 2.0 to 5.0, with a mean of 3.16.

Written Communication Skills

Many respondents indicated that while this was not a specific course area, writing skills were emphasized throughout the program. Over 77.0 percent of the respondents indicated they did not have courses in written communication skills, although 50.0 percent of those responding indicated that this area was included in other courses.

The importance of written communication skills was demonstrated in the rankings given to this item by the respondents. The range for this item was from 1.0 to 5.0, with a mean of 3.79. The mode was 5.0, being cited at this level in 23.2 percent of the respondents.

Oral Communication Skills

A large number of respondents indicated that oral communication skills were part of the curriculum for their student personnel program, and almost half of the questionnaires indicated there were courses in this area. The percentage of the responses which indicated specific courses in oral communication skills was 29.3 percent of the total; 20.0 percent indicated that these courses were elective; and 28.6 percent indicated that oral communication skills were included in other courses.

Oral communication skills were considered to be very important by 26.3 percent of the respondents who ranked this item as 5.0. The range was from 1.0 to 5.0, with the mode being 5.0 and the mean being 3.98.

Student Development Theory

Student development theory was a course offering in 91.4 percent of the college student personnel programs surveyed. It was a required course area in 84.6 percent and an elective in 9.6 percent of the respondents' programs.

The range of scores for the importance of student personnel theory was from 3.0 to 5.0. The mode was 5.0, with 34.5 percent of the respondents indicating this area was "very important." The mean for student development theory was 4.37.

Intercultural Awareness

Courses in intercultural awareness were listed as being available in 55.2 percent of the programs in this survey. These courses were specified as being required in 20.6 percent of the replies. Almost 60.0 percent of the responses indicated that these courses were elective. Intercultural awareness was cited as being included in other courses in 17.6 percent of the replies.

The respondents indicated that intercultural awareness was somewhat important to master's degree students in college student personnel. The range of responses was from 2.0 to 5.0, with the mean being 3.56.

Counseling

Counseling was included in 94.5 percent of all the responses concerning the availability of courses in this area. It was a required subject in 68.5 percent of the programs in student personnel and was an elective in 25.9 percent of the responses.

The replies to the question related to perceptions of counseling as being of value to master's level students in student personnel demonstrated a range of 2.5 to 5.0. The mean for counseling was 4.19.

Goal Setting Techniques

Courses related to goal setting techniques were available in 39.7 percent of the institutions included in the survey. Of those institutions which had courses in goal setting techniques, 50.0 percent were required, 15.4 percent were elective, 11.5 percent were taken in practicum, and 23.1 percent were in other courses.

The responses to the question related to the importance of goal setting techniques to graduate students in student personnel varied widely. The range of scores for this area was from 1.0 to 5.0, and the mean was 3.32.

Assessment/Evaluation

Assessment/evaluation was cited as being a course offering in 81.0 percent of all the institutions responding to the questionnaire. Almost 60.0 percent of those programs were required, and 30.0 percent of these courses were elective.

The range of the replies on assessment/evaluation was from 2.0 to 5.0, with a mean of 3.74.

Consultation

Over 60.0 percent of the institutions surveyed indicated they had courses in consultation. Of these courses, 28.2 percent were required, and 51.3 percent were elective. In addition to these courses, 12.8 percent of the course work related to consultation was specified as being included in other courses.

When responding to the question regarding the value of consultation to master's level students in student personnel, the replies ranged from scores of 1.5 to 5.0, with a mean of 3.43.

Leadership Development

Courses in leadership development were available in 54.4 percent of the institutions replying to the questionnaire. Of these courses, 18.2 percent were required, and 63.6 percent were elective. Another 15.2

percent of the institutions indicated that leadership development was included in other courses in the student personnel curriculum.

The range of responses for the question on the importance of leadership development was from 1.0 to 5.0, with a mean of 3.41.

Group Skills

Almost 97.0 percent of the institutions responding to this item indicated that courses in group skills were available in the student personnel curriculum. Of these courses, 51.9 percent were required, and 40.7 percent were elective.

The range of scores for the importance of group skills was from 1.5 to 5.0, with a mean of 3.91.

Training

The questionnaire returns indicated that 42.1 percent of the institutions offered courses in training. Slightly over a quarter of these courses were required, while almost half were elective. Training was indicated to be included in other courses 18.5 percent of the time.

The range of responses for the value of courses in training was from 1.5 to 5.0. The mean was 3.17 regarding the respondents' views of the importance of training to master's level graduate students in student personnel.

Supervision

The respondents to the questionnaire replied that they had courses in supervision in 41.4 percent of the cases. These courses were indicated to be required in 21.4 percent of the cases and elective in 50.0

percent of the cases. Supervision was part of a practicum experience in 14.3 percent of all responses and part of another course in over 10.0 percent of all replies.

The respondents, in replying to the question on the importance of supervision, showed a range of scores from 1.8 to 5.0, with a mean of 3.19.

Program Development

Over 70.0 percent of the responding institutions indicated they had courses related to program development. These courses were required in 44.2 percent of the student personnel programs. Courses in program development were elective in 27.9 percent of the cases, and almost 12.0 percent of the responses indicated that program development learning took place in practicum experiences.

The respondents to the question about the importance to master's level graduate students showed a range of from 1.8 to 5.0, with a mean of 3.53.

Advising

Almost 38.0 percent of the student personnel programs indicated they had courses in advising. Of these courses, 24.0 percent were required, 32.0 percent were elective, 16.0 percent were experiences including an advising practicum, and 20.0 percent of this learning came from other courses.

The importance of advising to master's students in student personnel showed scores ranging from 1.0 to 4.7, with a mean of 3.05.

Testing

Courses in testing were found in 81.0 percent of the student personnel programs. Of these courses, 59.2 percent were required and 36.7 percent were elective.

The respondents to the question regarding the importance of testing to graduate students in student personnel showed a range of from 1.0 to 5.0, with a mean of 3.25.

Non-Traditional Students

Course work in dealing with non-traditional students (international, handicapped, minority, women, and returning students) was reported by 65.5 percent of the responding institutions. Of these courses, 41.0 percent were specified as being required with another 46.2 percent being elective. The knowledge of non-traditional students was found in other courses as stated by 12.8 percent of the respondents.

The range of scores reported on the importance of courses about non-traditional students was from 2.0 to 5.0, and the mean was 3.68.

Computer Knowledge

Courses related to computer knowledge were reported to be available in 53.4 percent of the institutions replying to the questionnaire. Of these courses, 12.5 percent were required and 81.3 percent were elective.

The importance of computer knowledge had a range of 1.5 to 5.0 and a mean of 3.55.

Discipline

Courses related to discipline were reported by 15.5 percent of the

student personnel programs replying to the questionnaire. Of these, over half were included in other courses. There were no required courses in discipline, but 23.1 percent of those institutions which had courses in discipline indicated these courses were elective. Information about discipline was part of a practicum experience in 15.4 percent of the cases.

The range of scores for the importance of discipline was from 1.0 to 4.8, and the mean was 2.91.

Research

Research was cited as being offered in the student personnel curriculum by 98.3 percent of the institutions responding. As a required course, 78.2 percent of the responding institutions cited research courses as required. Over 18.0 percent of the institutions that responded listed research as an elective course.

The respondents to the question on the importance of research for master's level students showed a range of from 2.0 to 5.0, with a mean of 3.77.

Analysis of Data

In Table 11.1, there is an analysis of the course content areas ranked by the percentage of institutions which indicated they offered a course in their curriculum which attended to the specific subject matter. In addition to this percentage, the responses were further defined as to the nature of the course: required, elective, covered in practicum, covered as a portion of another course, and other. These percentages were derived from the number of institutions responding "yes" to the question,

"Does your master's program in college student personnel have courses dealing with. . . ?"

As can be seen from Table 11.1, 98.3 percent of all responding institutions did offer courses dealing specifically with research, of which 80.0 percent were required. The first five course content areas were offered at 90.0 percent of the responding institutions. In addition, the first 15 items were offered in the curriculum of over 50.0 percent of the schools. The 90.0 percent level was not reached in the specific delivery system for any institution's student personnel program. The areas required in over 50.0 percent of the institutional programs were research, group skills, counseling, student development theory, administration, management, testing, and assessment/evaluation. Electives which appeared in at least 50.0 percent of the replies were: intercultural awareness, leadership development, computer knowledge, and supervision. Writing communication skills and discipline were indicated by more than half of the responses as being included in other courses. Goal setting appeared in the "other" category for almost two-thirds of the responding institutions. This was taken to mean that goal setting was available through a minor field of study in an area such as business.

Table 11.2 shows the ranking of the mean scores on the Likert scale used for the question related to the respondents' views of the importance to each item for master's level students in college student personnel. When compared with the information on the percentage of institutions offering courses related to the item, some interesting shifts occurred. Of the top five items listed in Table 11.2, four were similar to those in Table 11.1. Research moved from the first item in percentage of institutions offering courses to number seven in relative importance to

graduate students. Oral communication skills moved from sixteenth on the percentage of schools providing courses in this area to third place in relative importance. This does not necessarily indicate dissatisfaction in the present delivery system, but it does indicate a high relative importance for oral communication skills. Written communication skills also showed a marked change, moving from twenty-first on Table 11.1 to sixth on Table 11.2. Some of the other areas which the respondents did not list as having as high a value in comparison to their percentage of courses offered were: management, program development, testing, and budget.

Whereas these differences do not signify a disagreement with the perceptions as to value and goals of the curriculum, it can be said that the respondents did feel that both written and oral communication skills were of great importance to student personnel master's level students.

Summary

This chapter dealt with the results of a questionnaire sent to 76 institutions of higher education which were listed as having master's level programs in college student personnel. The source of this list was the Directory of Graduate Preparation Programs in College Student Personnel 1980. Of these 76 institutions, 61 replied to the questionnaire, which represented a response of 80.2 percent; 58 of the replies were usable. The first 17 items on the questionnaire were the same as those used in the evaluation of the position announcements. Five additional items were included covering testing, non-traditional students, computer knowledge, discipline, and research.

Each of the 22 items was addressed on the questionnaire by asking if the respondent's program in college student personnel had a course offering specifically related to the item; if so, what was the type of course and for how many hours of credit. An additional question was included to rank on a Likert scale the importance of the item to graduate students in student personnel. These results were tabulated and reported.

Two tables were developed from the data. One ranked the areas by the percentage of respondents indicating the item was covered in the student personnel course work. This table also listed the percentages for the type of course. The second table ranked each item on the basis of the respondents' perceptions of its importance. These two tables were then contrasted to ascertain if there were differences. Several items were appreciably different in their rankings on the two tables.

Credit hour information was tabulated but not utilized. This was due to the vast difference in the manner in which credit hours were cited by the various institutions.

ENDNOTES

¹Marybelle C. Rockey Keim, Directory of Graduate Preparation Programs in College Student Personnel 1980 (Falls Church, Va., 1980).

²A complete list of institutions to which the questionnaire was sent can be seen in Appendix T. The letter and a copy of the questionnaire sent to the colleges and universities are included in Appendices R and S.

CHAPTER XII

ANALYSIS OF POSITION ANNOUNCEMENTS AND ACADEMIC TRAINING IN STUDENT PERSONNEL

Introduction

In the preceding eight chapters, the direction of this study has been to examine the position announcements which appeared in The Chronicle of Higher Education from 1979 through 1982. The seven areas of student personnel which were analyzed were those of international student advisement, college union/student activities, financial aids, career planning and placement, counseling, residence halls, and dean of students/vice president for student services. Each of the student personnel areas was analyzed by the title of the position for which the advertisement appeared.

In addition to the analysis of positions, a questionnaire was sent to institutions which were cited as having master's level training programs in student personnel. This questionnaire identified 22 areas of skill or knowledge which were identified in position announcements for the various areas of student personnel. The responses to the questionnaire items and the analysis of these same items from the position announcements will be the thrust of this chapter.

The first section in this chapter will present the information on the position announcements as they appeared in The Chronicle of Higher Education.

Presentation of Data About
Advertising Institutions

During the years of this study, 1979 through 1982, there were 5,043 position announcements appearing in The Chronicle of Higher Education for the seven areas of student personnel studied. The range of positions was 56 for international student advisement to 1,697 positions for residence halls. These positions were advertised by 1,084 institutions, or 34.7 percent of the 3,125 institutions listed in the Educational Directory, College and Universities, 1979-1980.¹ All 50 states and the District of Columbia were represented in this total; five states had 35.9 percent of the positions advertised. (See Appendix C for a listing of position title by state.)

The analysis of position announcement by year advertised is shown in Table 12.1. This table shows that the most positions were advertised in 1980. While 1981 and 1982 showed a decline in the number of positions advertised, both years listed a larger number of positions than had been advertised in 1979.

TABLE 12.1
LISTING OF POSITION ANNOUNCEMENTS
BY YEAR ADVERTISED

Year	No.	Percent
1979	965	19.1
1980	1425	28.3
1981	1353	26.8
1982	1300	25.8
	5043	100.0

Table 12.2 shows the number of positions advertised by the month in which the advertisements appeared. In the month of March, over 16.0 percent of all the positions were advertised. Over half (56.7%) of all positions advertised in 1979 through 1982 appeared during the months of March, April, May, and June. The months with the smallest percentage of positions advertised were August and December.

TABLE 12.2
LISTING OF POSITION ANNOUNCEMENTS
BY MONTH OF ADVERTISEMENT

Month	No.	Percent
January	282	5.6
February	358	7.1
March	843	16.7
April	739	14.6
May	599	11.9
June	683	13.5
July	498	9.9
August	141	2.8
September	351	7.0
October	179	3.5
November	223	4.5
December	147	2.9

Another area which was examined was the size of the institutions which placed the advertisements. Table 12.3 shows the number of positions by school size. This table shows that 1,033, or 21.5 percent, of the student personnel positions advertised in the areas studied were in institutions with enrollments of between 1,001 and 2,500 students. Almost 40.0 percent were in colleges and universities with enrollments

from between 5,001 and 20,000 students. Institutions with enrollments of above 1,000 students advertised 88.7 percent of the total number.

TABLE 12.3
FREQUENCY OF NUMBER OF POSITIONS
BY SCHOOL SIZE

School Size	No.	Percent
Below 500	132	2.6
501-1,000	437	8.7
1,001-2,500	1083	21.5
2,501-5,000	695	13.8
5,001-10,000	968	19.2
10,001-20,000	985	19.5
Above 20,000	743	14.7
	5043	100.0

It was not unexpected to find that the smallest institutions, those with enrollments of 1,000 and below, had the fewest number of positions. The factor which was of surprise was that institutions of over 20,000 students enrolled showed only 14.7 percent of the advertisements. It was assumed that the larger institutions would have larger staffs in student personnel and, therefore, have a greater number of positions, particularly at the entry level. However, this was not the case.

Analysis of Positions Advertised

The preceding section of this chapter has dealt with some of the

characteristics of the position announcements which were concerned with when the advertisements were placed and information about the colleges and universities which placed the advertisements. The following section deals with the general requirements for the positions themselves.

There were 3,509 position advertisements which listed specific degree areas. The most frequently listed degree area was student personnel. The analysis of degree area listed in advertisements is shown in Table 12.4.

TABLE 12.4
FREQUENCY OF DEGREE AREAS IN STUDENT
PERSONNEL POSITION ANNOUNCEMENTS

Degree Area	No.	Percent
Student Personnel	1572	44.8
Business	190	5.4
Counseling	967	27.6
Higher Education	235	6.7
Administration	99	2.8
Psychology (Clinical-Counseling)	315	9.0
Other	131	3.7
	3509	100.0

In addition to student personnel being listed in 44.8 percent of the position announcements which specified degree areas, counseling was listed in 27.6 percent of the advertisements. The psychology degrees

were combined to include clinical psychology and counseling psychology. All were found in the advertisements for counseling.

The next area analyzed for the positions advertised in student personnel was the educational level sought in the position announcements. This information is presented in Table 12.5.

TABLE 12.5
FREQUENCY OF DEGREE LEVEL SOUGHT IN STUDENT
PERSONNEL POSITION ANNOUNCEMENTS

Degree	No.	Percent
Bachelor's	516	11.2
Master's	3225	70.1
Doctorate	862	18.7
	4603	100.0

For the student personnel positions analyzed in this study, a master's degree was the educational level desired in just over 70.0 percent of the advertisements. A doctorate was sought in position announcements in 18.7 percent of the 4,603 advertisements which listed a specific level of education. Of added interest in this analysis is that when the areas of counseling and dean of students/vice president for student services are not included in these figures, the percentage for master's level increased to 80.0 percent and the number of positions which listed a doctorate dropped to 4.6 percent. These figures reflected the fact that

for both the counseling and the dean of students/vice president for student services areas, a doctorate was sought in over half of the advertisements.

Experience sought in the position announcements was the next area analyzed in describing the advertised positions in student personnel. Table 12.6 shows the relationship of experience to positions in student personnel.

TABLE 12.6
FREQUENCY OF YEARS OF EXPERIENCE SOUGHT
IN POSITION ANNOUNCEMENTS
FOR STUDENT PERSONNEL

Years	No.	Percent
None	705	15.6
1	841	18.6
2	1183	26.1
3	866	19.1
4	241	5.3
5	566	12.5
6	26	0.6
7	45	1.0
8	30	0.7
9 and Above	22	0.5
	4525	100.0

Years of experience was an area listed in 4,525 of the position announcements for the student personnel areas analyzed in this study. Over 700 positions, or 15.6 percent of the total, listed no experience. Almost 65.0 percent of the positions listed one to three years of experience in the position announcements.

As was illustrated in the preceding chapters, the higher level positions (directors, vice presidents, deans of students) tended to require more experience; therefore, the positions which had five or more years of experience listed were generally for those positions.

The requirement of years of experience in position announcements was one area in which the employer has a great deal of flexibility. Since the type of experience being sought was seldom specified in the advertisements, it was not clear if the experience were full-time work experience or experience received as a student or in a part-time position.

Another way to view the years of experience requirement for positions in student personnel was to rank the positions by years of experience. This ranking is shown in Table 12.7. The ranking of positions by years of experience sought in position announcements shown in Table 12.7 did provide some interesting information. As would be anticipated, the positions of vice president and assistant vice president for student services received the highest rankings when the means for years of experience were tabulated. The ranking for associate directors of residence halls (3) and directors of residence halls (5) were transposed in the rankings. In the smaller systems, the director has a small staff and may have similar responsibilities to a hall supervisor in the larger systems. Therefore, the position title was, in some cases, not reflective of the responsibilities. In addition, the position title of associate director was only used in the largest residence hall systems. It was not unexpected to find that associate directors or residence halls had a mean for years of experience which was higher than that listed in position announcements for directors of residence halls.

TABLE 12.7

RANKING OF POSITIONS BY THE MEAN OF YEARS OF EXPERIENCE

Position Title	Mean Scores For Years of Experience	Rank
Vice President of Student Services	5.14	1
Asst. Vice President of Student Services	4.95	2
Assoc. Director of Residence Halls	4.30	3
Dean of Students	3.92	4
Director of Residence Halls	3.71	5
Director of Counseling	3.68	6
Director of Financial Aids	3.56	7
Director of College Union	3.53	8
Asst. Director of Counseling	2.84	9
Director of Career Planning and Placement	2.69	10
Asst. Dean of Students	2.64	11
Asst. Director of Residence Halls	2.58	12
Asst. Director of Financial Aids	2.31	13
Asst. Director of Career Planning and Placement	2.11	14
Director of Student Union/Student Activities	2.11	
Director of Student Activities	1.99	16
Financial Aids Counselor	1.89	17
Area Coordinator	1.87	18
Director of International Student Advisement	1.67	19
Asst. Director of Student Activities	1.60	20
Counselor	1.55	21
Assistant Director of College Union	1.52	22
Adviser of Dean of Students Area	1.45	23
Counselor of Career Planning and Placement	1.39	24
Student Activities Adviser	1.17	25
Adviser of International Student Advisement	0.91	26
Hall Supervisor	0.91	
Asst. Director of International Student Advisement	0.73	28

Another area of interest reflected in Table 12.7 was the ranking for international student advisement. Directors in this area of student personnel were ranked nineteenth for years of experience sought. In addition, advertisements for advisers showed a mean of 0.91, which was ranked twenty-sixth; assistant directors of international student advisement were ranked twenty-eighth. In Chapter IV, some of the reasons for this were discussed. International student advisement was a recent addition to the student personnel programs at a number of institutions. This created a situation in which few professionals had a great deal of experience in the area. The low ranking for directors of international student advisement was indicative of the lack of experience available in this area of student personnel.

The difference noted previously in the years of experience sought for advisers and assistant directors of international student advisement was seen as being indicative of two factors. It was observed in the chapter on international student advisement that the responsibilities listed for these positions were very similar. This led to the conclusion that, in some instances, the assistant director and adviser were different only in title, not in function. This being the case, the juxtaposition of these two positions was not unexpected.

The second factor was related to the first by the general imprecision of titles for student personnel positions. This has been discussed previously in the residence hall area. An assistant director title may have been utilized to designate a position of adviser.

From these data it was apparent that, for most positions advertised from 1979 through 1982, the employers sought an individual with a master's degree in student personnel and with from one to three years of

experience. The area which was most dissimilar to these requirements was counseling. As was shown earlier, counseling requirements were different from those in other student personnel areas both in degree field and level of degree required.

Analysis of Salary Information

Salary was another area which was analyzed in this study. These analyses were done for two purposes: first, salary provided a descriptive item for the positions; and second, salary was used as a check to ascertain the accuracy of the position description. The utilization of salary as a descriptive item was viewed in much the same manner as the items related to school size and degree requirements. Salary helped to describe the various positions in terms of the other variables.

The use of salary information as an accuracy check involved some assumptions about the relationship of salary to position level. The assumption was that positions at a higher level in any given area would be advertised at a higher salary than would those at the lower levels. If this held true, then at least this area of the study would have demonstrated empirical validity. If this assumption were shown not to be true, then a need to examine the rationale for this variance existed. Table 12.8 shows the results of this analysis of salary and position.

As shown in Table 12.8, the ranking of position title by the mean of salary was consistent with what had been anticipated. The ranking of the three highest positions by salary were for the positions of vice president, assistant vice president, and dean of students. This was followed by director positions, assistant director positions, and advisers, with the lowest ranked positions--by salary--being area coordinator

TABLE 12.8
RANKING OF POSITION TITLES BY SALARY MEANS

Position Title	Salary Mean	Rank
Vice President of Student Services	\$36,934.60	1
Asst. Vice President of Student Services	29,450.33	2
Dean of Students	26,019.15	3
Director of International Student Advisement	24,163.50	4
Director of Counseling	23,422.41	5
Director of College Union	22,829.58	6
Director of Financial Aids	21,894.40	7
Director of Career Planning and Placement	20,245.43	8
Assoc. Director of Residence Halls	18,609.28	9
Asst. Director of Financial Aids	18,174.81	10
Director of Student Union/Student Activities	17,783.67	11
Asst. Director of Counseling	17,725.00	12
Asst. Dean of Students	17,659.58	13
Director of Student Activities	17,139.30	14
Director of Residence Halls	16,998.21	15
Counselor	16,558.79	16
Asst. Director of Career Planning and Placement	16,505.31	17
Financial Aids Counselor	16,144.44	18
Asst. Director of College Union	15,665.12	19
Asst. Director of Residence Halls	15,587.02	20
Counselor of Career Planning and Placement	15,203.70	21
Adviser of Dean of Students Area	15,197.89	22
Asst. Director of Student Activities	14,953.43	23
Asst. Director of International Student Advisement	14,863.57	24
Adviser of International Student Advisement	14,504.00	25
Student Activities Adviser	14,296.47	26
Area Coordinator of Residence Halls	13,328.90	27
Hall Supervisor	10,801.63	28

and hall supervisor. While this ranking was one which was expected, there were several features which required amplification.

The ranking of associate director of residence halls (9) and director of residence halls (15) was consistent with the pattern which had been observed previously. In this area, the size of the residence hall system was influential in determining staffing and therefore salary for these positions.

Another factor which impacted upon the salaries in the residence hall area was the non-cash benefits which were attached to some residence hall positions. The two positions which most frequently had these non-cash benefits were those of area coordinators and hall supervisors. While it is not possible to compute an exact value for room and board supplements to salary, it did appear likely that when these benefits were added to the cash salaries, both of these positions would have been ranked higher.

It is also of interest to note that the mean of the ranked salaries was \$18,666.41, which indicated that salary differences at the upper end of the table are greater than those at the lower end. Again, with the exception of the position of director of residence halls, every position above the mean was a director of a major student personnel unit, a dean, or in the vice president's area.

It should also be noted that in all areas of student personnel studied, salary was listed more often for the lower level positions than for directors, deans, and vice presidents. It appeared that in the selection of entry level staff, the degree of flexibility demonstrated through the position announcements was not as great as for the upper level positions. In these upper level positions, there was a need to determine salary

level upon the degree to which the candidate's qualifications exceeded the stated minimum requirements. An applicant's current salary, years of previous experience, and degree level may have been factors utilized in the determination of salary. This aspect of the hiring process is one which has some major implications for affirmative action as related to the hiring of minorities and women and the salaries they would receive when hired for upper level student personnel positions.

In order to determine the influence of years of experience upon salary, a composite of the rankings for these variables was developed. Table 12.9 shows the rankings by position of salary and years of experience means.

In Table 12.9, the comparison of the ranking for means of salary and means of years of experience showed that these rankings were very similar. Several of the position rankings showed a rather significant difference, however. The first position which showed a major difference in the ranking of these two means was director of international student advisement. This was ranked very highly on salary (4) and low on experience (19). As was discussed previously, international student advisement was a recently added area for student personnel work. As a result of this, experience was not as available for this area as in other, more established student personnel fields. The high level for salary may be a result of a small supply of qualified professionals in this area, or it may be a reflection of the small number of salaries reported for directors of international student advisement.

The second position title which reflected a substantial difference between the ranking for salary mean (9) and the ranked mean for years of experience (3) was the associate director of residence halls. Once

TABLE 12.9
 COMPOSITE OF RANKINGS OF POSITION TITLE BY
 YEARS OF EXPERIENCE AND SALARY MEANS

Position Title	Ranking of Salary Means	Ranking of Years of Exp. Means
Vice President of Student Services	1	1
Asst. Vice President of Student Services	2	2
Dean of Students	3	4
Director of Intl. Student Advisement	4	19
Director of Counseling	5	6
Director of College Union	6	8
Director of Financial Aids	7	7
Director of Career Planning and Placement	8	10
Assoc. Director of Residence Halls	9	3
Asst. Director of Financial Aids	10	13
Director of Student Union/Student Activities	11	14
Asst. Director of Counseling	12	9
Asst. Dean of Students	13	11
Director of Student Activities	14	16
Director of Residence Halls	15	5
Counselor	16	21
Asst. Director of Career Planning and Placement	17	14
Financial Aids Counselor	18	17
Asst. Director of College Union	19	22
Asst. Director of Residence Halls	20	12
Counselor of Career Planning and Placement	21	24
Adviser of Dean of Students Area	22	23
Asst. Director of Student Activities	23	20
Asst. Director of Intl. Student Advisement	24	28
Adviser of Intl. Student Advisement	25	26
Student Activities Adviser	26	25
Area Coordinator of Residence Halls	27	18
Hall Supervisor	28	26

again, this seemed to be related to institutional size. The ranking for salary mean was consistent with this position's relationship to all other positions, for it was below directors, deans of students, and the two vice presidential positions. It was also ranked just below the mean for all salaries. The ranking of the mean for years of experience was much higher than had been anticipated. This may be a result of the fact that only large institutions would hire an associate director of the residence hall system, and these institutions sought a high level of previous work experience. This conclusion was validated by the differences in the means for salary and years of experience for directors of residence halls. The mean for years of experience was high (5) and for salary was low (15). Therefore, the impact of small residence hall systems was to move both means downward, but the mean for years of experience was still maintained at a high level. It is concluded that without the smaller residence hall systems included, both salary and years of experience mean would be raised.

There was some difference in the comparison of means for counselors. The mean for salary was sixteenth and the mean for experience was twenty-first. This difference indicated was the result of salary being based upon other criteria than years of experience. In the counseling area, degree level may have been a more important factor in the determination of salary than was years of experience.

The position of assistant director of residence halls was subject to the same influence as those presented for associate directors. Even though some smaller institutions may have had assistant director positions, the greatest number were found in larger residence hall systems.

This factor influenced the years of experience mean to a greater degree than it affected the salary mean.

The position of assistant director of international student advisement showed rankings higher for salary (24) than the mean rank for years of experience (28). The difference in these means was not as great as appeared for some of the other positions and can be understood in the close relationship between the position of assistant director for international student advisement and adviser.

The rankings for the mean of salary (27) and the mean for years of experience (18) showed a large difference for the position of area coordinator of residence halls. These rankings would be in closer relationship if benefits were included in the remuneration.

Salary and years of experience did show a relationship in their rankings. This relationship did not exist when salary was analyzed with school size. The difficulty in the analysis of salary and school size was related to the distribution of positions. In cases where a number of positions with higher salary were distributed more heavily in the smaller institutions, the analysis was skewed in that direction. This analysis did not provide useful information.

The data presented thus far have provided information from the position announcements on the nature of the hiring institutions, requirements for the positions, and salary levels for positions. The next section will present the results of the questionnaire and the items of skill and knowledge sought in the position announcements.

Analysis of Skills and Knowledge Found
in Position Announcements and
Questionnaire Results

The analysis of skills and competencies found in the position announcement for seven student personnel services areas is included in this section. These results were contrasted with the replies to the questionnaire reported in Chapter XI.

In order to begin this analysis, a complete listing for all skills and knowledge was compiled to provide an overview of all student personnel areas studied. These data are presented in Table 12.10.

Table 12.10 shows the areas of skills and knowledge analyzed for each of the seven units of student personnel and provides the percentage of each of these areas by student personnel unit. The first 17 items in Table 12.10 were analyzed for each of the student personnel services units. These items were included on the questionnaire sent to institutions which were listed as having programs at the master's degree level in student personnel. Five other items were added to the questionnaire and were sought for specific areas of student personnel. These items were testing, computer knowledge, discipline, research, and non-traditional students (minorities, women, handicapped, and international students).

An analysis of testing was conducted only for career planning and placement and counseling. Computer knowledge was analyzed for all areas except international student advisement and college union/student activities. Discipline was analyzed for the counseling, residence hall, and dean of students/vice president for student services areas. Research was included in the analysis for counseling and the dean of students/

TABLE 12.10
 AREAS LISTED IN ADVERTISEMENTS FOR
 FOR STUDENT SERVICES AREAS

Area	IS	CUSA	CPP	FA	C	RH	DSVP
Administration	50.7*	28.8*	39.9*	52.6*	17.5*	45.8*	50.3*
Management	12.5*	31.1*	26.6*	36.9*	8.4	28.8*	22.0*
Budget	8.9	25.9*	5.6	8.4	---	13.3*	16.7*
Written Communication	17.9*	5.7	18.5*	18.0*	3.2	4.6	10.8*
Oral Communication	16.1*	6.1	15.0*	17.1*	2.2	3.3	9.4
Student Development Theory	---	7.1	4.8	1.2	10.0*	14.2*	14.1*
Intercultural Awareness	46.4*	3.2	0.2	5.5	10.5*	1.2	3.8
Counseling Skills	37.5*	5.4	58.2*	38.4*	69.4*	34.4*	17.2*
Goal Setting Skills	---	2.5	3.7	1.8	---	1.6	4.4
Assessment/Evaluation	10.7*	8.8	6.2	5.8	13.0*	12.0*	10.3*
Consultation	---	1.9	2.1	0.8	20.5*	0.5	1.8
Leadership Training Skills	---	21.9*	---	---	---	4.5	5.3
Group Skills	---	2.5	31.0*	3.2	45.0*	4.6	2.5
Training Skills	---	10.8*	6.0	7.2	18.8*	41.2*	7.3
Supervision	14.3*	42.4*	23.9*	34.8*	30.4*	60.9*	35.3*
Program Development	41.1*	44.3*	---	1.8	13.9*	54.2*	11.6*
Advisement	50.0*	42.8*	16.0*	6.2	11.8*	25.8*	21.2*
International Experience	25.0*	---	---	---	---	---	---
Immigration	48.2*	---	---	---	---	---	---
Orientation	21.4*	10.1*	---	---	6.9	4.6	20.2*
College Union Board	---	20.4*	---	---	0.3	0.9	0.5
Student Government	---	14.6*	---	---	0.4	16.7*	11.1*
Fraternities-Sororities	---	14.0*	---	---	0.3	3.7	4.4
Student Organizations	---	27.4*	---	---	3.0	5.3	12.6*
Recreation	---	19.7*	---	---	---	4.8	4.1
Operations	---	24.2*	---	---	---	32.5	4.4
Career Counseling	---	---	35.1*	---	42.6*	---	---
Testing	---	---	9.1	---	18.2*	---	---
Minority Students	---	4.4	3.3	---	11.1*	1.4	5.5
Women Students	---	3.4	3.5	---	7.5	0.9	4.5
Handicapped Students	---	0.2	1.9	---	2.3	0.4	2.9
Graduates	---	---	15.8*	---	---	---	---
Computer Science	---	---	4.8	30.4*	1.3	2.6	2.0
International Students	---	1.2	---	---	---	1.6	4.6
Food Services	---	7.9	---	---	---	5.5	---
Needs Analysis	---	---	---	24.4*	---	---	---
Packaging	---	---	---	17.9*	---	---	---
Employment	---	---	---	16.5*	---	---	---
Federal Regulations	---	---	---	46.7*	---	---	---
Discipline	---	---	---	---	0.1	21.3*	22.6*
Academic Advisement	---	---	---	---	26.8*	---	---
Research	---	---	---	---	1.3	---	3.6

Note: *--Over 10% of advertisements for area.
 IS--International Students.
 CUSA--College Union/Student Activities.
 CPP--Career Planning and Placement.
 FA--Financial Aids.
 C--Counseling.
 RH--Residence Halls.
 DSVP--Dean of Students/Vice President

vice president for student services areas. Non-traditional students were included for all areas except international student advisement and financial aids. Since international student advisement was specifically assigned a non-traditional constituency, there was no need to include it within this area of analysis.

Administration

Administration was shown in 10.0 percent of the position announcements for all seven areas of student personnel. It appeared in over half of the advertisements for three of the areas: international student advisement, financial aids, and dean of students/vice president for student services. Table 12.11 shows the ranking for administration by position and its ranking from the questionnaire items.

The ranking of positions by administration revealed some interesting information (Table 12.11). The positions which were ranked highest on the item, administration, were in the area of international student advisement. Assistant directors of international advisement and directors were ranked first and second by the percentage of times this item appeared in the position announcements. While the pattern for the remaining positions was somewhat mixed, it did show that director positions ranked relatively high, while counselors and program advisers were ranked lowest. Financial aids positions--director (3), assistant director (13), and adviser (20)--showed a high ranking in administration. Residence hall position announcements also ranked administration consistently high. These rankings by position were: associate director (7), director (8), area coordinator (10), hall supervisor (15), and assistant director of residence halls (16). Positions in the college union/student

TABLE 12.11
RANKING OF POSITION TITLES BY ADMINISTRATION

Position Title	Percentage	Rank
Asst. Director of International Student Advisement	73.3	1
Director of International Student Advisement	66.7	2
Director of Financial Aids	65.0	3
Asst. Vice President of Student Services	64.0	4
Vice President of Student Services	61.4	5
Dean of Students	53.8	6
Assoc. Director of Residence Halls	51.0	7
Director of Residence Halls	49.6	8
Director of Career Planning and Placement	48.7	9
Area Coordinator	48.5	10
Adviser of International Student Advisement	47.8	11
Director of Counseling	47.2	12
Asst. Director of Financial Aids	47.0	13
Director of College Union	46.0	14
Hall Supervisor	44.3	15
Asst. Director of Residence Halls	43.9	16
Asst. Dean of Students	43.4	17
Asst. Director of Career Planning and Placement	39.0	18
Director of College Union/Student Activities	38.0	19
Adviser of Financial Aids	34.8	20
Asst. Director of College Union	31.9	21
Director of Student Activities	31.0	22
Adviser of Dean of Students Area	25.7	23
Asst. Director of Counseling	23.5	24
Asst. Director of Student Activities	20.4	25
Counselor of Career Planning and Placement	20.4	
Program Adviser	18.6	27
Counseling	6.0	28

activities tended to rank in the lower half of the table, with director of college union (14), director of college union/student activities (19), assistant director of college union (21), director of student activities (22), assistant director of student activities (25), and program adviser (27) being ranked low.

Generally, it would appear that administration was a highly desired area of knowledge for the higher position levels and for the student personnel services units of international student advisement and residence halls. Administration was less frequently mentioned for the lower level positions and for the college union/student personnel unit.

In terms of the replies to the questionnaire, administration was highly ranked both for the number of institutions which reported having courses in the area (4) and the respondents' perceptions of the importance of the area (5).

The graduate programs in student personnel and the respondents' perception as to the importance of administration were validated by the fact that administration was cited in over 10.0 percent of the advertisements in all units of student personnel studied, especially for the areas of international student advisement, financial aids, and dean of students/vice president for student services. Administration was sought more often in position advertisements for director level positions and above than it was at the lower level positions and those where interaction with students appeared to be the highest--i.e., college union/student activities, counselors, and advisers. The one possible exception to this was in the residence hall area, where administration was listed frequently for all positions but where there is also a great deal of student contact.

Management

The next area to be analyzed was that of management. The difference between administration and management was the definition of administration as a policy-making, long-range planning function, while management dealt more with the day-to-day operation of a unit. Table 12.12 shows the ranking of positions by management.

Management was an item which appeared in six of the seven student personnel services units. The only unit which did not list management in over 10.0 percent of the position announcements was counseling. The positions which were ranked most highly were those which had facility operation responsibilities: director of college union (1), director of college union/student activities (2), assistant director of college union (3), associate director of residence halls (4), and director of residence halls (5). The rankings for positions of director and assistant director of financial aids and director of career planning and placement followed. Counselor of career planning and placement, program adviser, and adviser of international student advisement were those positions which were ranked lowest.

The questionnaire results showed that management was ranked sixth in the student personnel program at the master's degree level. The respondents' perceptions of the value of management to master's level students received a ranking of ninth.

The inclusion of management as an area of study for master's level students in student personnel seemed to be more closely related to high level positions, particularly those which had facility operation responsibilities, than to the entry level advising positions. The perceptions of the respondents regarding the value of management for master's level

TABLE 12.12
RANKING OF POSITION TITLE BY MANAGEMENT

Position Title	Percentage	Rank
Director of College Union	71.4	1
Director of College Union/Student Activities	57.1	2
Asst. Director of College Union	47.8	3
Assoc. Director of Residence Halls	47.1	4
Director of Residence Halls	46.9	5
Director of Financial Aids	42.6	6
Asst. Director of Financial Aids	39.2	7
Director of Career Planning and Placement	34.9	8
Asst. Director of Residence Halls	30.8	9
Vice President of Student Services	26.3	10
Adviser of Dean of Students Office	25.7	11
Dean of Students	24.3	12
Director of Student Activities	23.6	13
Director of International Student Advisement	22.2	14
Area Coordinator	22.0	15
Hall Supervisor	21.9	17
Adviser of Financial Aids	21.9	
Asst. Director of Career Planning and Placement	20.9	18
Asst. Director of Student Activities	20.4	19
Asst. Dean of Students	17.6	20
Asst. Vice President of Student Services	16.0	21
Asst. Director of International Student Advisement	13.3	22
Counselor of Career Planning and Placement	12.3	23
Program Adviser	9.3	24
Adviser of International Student Advisement	4.3	25

students may have been a reflection of the necessity of this item to newly hired individuals in student personnel services.

Budget

Knowledge of budgeting appeared in over 10.0 percent of the position announcements in three student personnel units: college union/student activities, residence halls, and dean of students/vice president for student services. The ranking by position for budget knowledge is shown in Table 12.13.

It was of interest to note that of the three units of student personnel services which specified budget in over 10.0 percent of the position announcements, two units--college union/student activities and residence halls--are auxiliary enterprises on many campuses. Budgeting would certainly play an important role in the positions which dealt with income generation and expenditures. The third unit in which budget appeared in over 10.0 percent of the advertisements was that of dean of students/vice president for student services. This was not unexpected, since the vice president for student services and frequently the dean of students are the chief student personnel officers for a campus. In this capacity, these administrators or their associates have budgetary responsibility for the units of student personnel services.

The ranking of the position titles and budget showed that college union directors, along with director and associate director of the residence halls, were highest, with programming positions being ranked lowest. These data indicated that budget knowledge was sought primarily for the auxiliary areas and for the upper level positions. Although some budget knowledge was evidenced in all student personnel units

TABLE 12.13
RANKING OF POSITION TITLE BY BUDGET

Position Title	Percentage	Rank
Director of College Union	47.6	1
Associate Director of Residence Halls	35.3	2
Director of Residence Halls	34.9	3
Director of College Union/Student Activities	34.9	
Assistant Vice President for Student Services	32.0	5
Assistant Director of College Union	30.4	6
Vice President for Student Services	26.3	7
Director of Student Activities	26.0	8
Adviser of Dean of Students Office	20.0	9
Assistant Director of Residence Halls	19.0	10
Dean of Students	17.2	11
Program Adviser	17.1	12
Assistant Director of Student Activities	15.3	13
Area Coordinator	11.6	14
Assistant Dean of Students	10.4	15
Hall Supervisor	3.4	16

except counseling, it was not sought at a high level for most positions and units. It was also sought more often at the upper level positions than for entry level and programming positions.

Courses in budgeting were offered in slightly over half (53.4) of the institutions responding to the questionnaire and was ranked in a tie for fourteenth position. It was a required curricular area in less than 30.0 percent of the responding institutions' programs. The ranking of the mean for the respondents' perceptions of the value of budget to master's level graduate students was even lower. Budget was ranked twentieth by the respondents.

The data showed that while budget was of importance to upper level positions in the student personnel units of college union/student activities, residence halls, and dean of students/vice president for student services, it was not an area which appeared in position announcements for entry level positions. The questionnaire results tended to support this finding by ranking the item of budget low in both curricular offerings and in response to the question of its value to master's level students.

Written Communication Skills

In replying to this item on the questionnaire, a number of respondents indicated that while written communication skills were not taught as a specific area, the students' writing skills were evaluated by means of assigned papers in all courses in student personnel. It was therefore felt that this item was adequately handled in the curriculum without specified instruction.

Four of the seven student personnel units analyzed in this study listed written communication skills in over 10.0 percent of the position announcements, although it was cited in all seven units. Table 12.14 shows the ranking of written communication skills as a designated item from the position announcements for the student personnel services units of international student advisement, career planning and placement, financial aids, and dean of students/vice president for student services.

The analysis of the ranking for position title by written communication skills provided some interesting information. Of the top five positions listed, three were entry level or close to entry level. These positions were assistant director, international student advisement, counselor, career planning and placement, and adviser, dean of students office. The other two positions were mid-level positions of assistant director and assistant vice president. It may be that these rankings reflected two different rationales. The first of these might have been that the upper level administrator was assumed to possess written communication skills, and it was not of great necessity for some of the entry level positions. What appeared to be most likely was that the mid-level positions were those which had more specific need for written communication skills.

From the perspective of curricular offering in student personnel and the need for this area by master's level students, there was a great difference in the rankings. Written communication skills was ranked twenty-first of the course offerings in student personnel programs and sixth in the respondents' perceptions of the importance of this item to master's level students in student personnel. This difference in ranking did not necessarily indicate a serious discrepancy, however. If

TABLE 12.14
RANKING OF POSITION TITLE BY WRITTEN COMMUNICATION SKILLS

Position Title	Percentage	Rank
Asst. Vice President of Student Services	28.0	1
Asst. Director of International Student Advisement	26.7	2
Counselor of Career Planning and Placement	25.6	3
Asst. Director of Career Planning and Placement	24.7	4
Adviser of Dean of Students Office	22.9	5
Director of International Student Advisement	22.2	6
Asst. Director of Financial Aids	19.7	7
Director of Financial Aids	18.2	8
Asst. Dean of Students	15.8	9
Financial Aids Adviser	15.5	10
Director of Career Planning and Placement	12.9	11
Vice President for Student Services	12.3	12
Adviser of International Student Advisement	8.7	13
Dean of Students	5.6	14

the students were, as indicated earlier, being exposed to written communication skills through the existing curricular requirements, then a specific course would not be necessary for the acquisition of these skills. From the information gathered in the position announcements, written communication skills were of importance to mid-level positions in several areas of student personnel work.

Oral Communication Skills

Oral communication skills was an item which was frequently linked with written communication skills. The areas of international student advisement, career planning and placement, and financial aids were those in which oral communication was cited in over 10.0 percent of the position announcements. In order to be consistent with the written communication skills item, an analysis was also made for the dean of students/vice president for student services unit. The ranking, by position title with oral communication skills, is shown in Table 12.15.

For the most part, the ranking of positions by oral communication skills were similar to those found in the written communication skills area. The position of assistant vice president for student services dropped from being ranked first in written communication skills to seventh for oral communication skills, which represented a marked shift. The position of adviser of dean of students office also dropped from fifth in the ranking for written communication skills to tenth in oral communication skills. Seven of the rankings for oral communication skills were identical or within one rank of the rankings for written communication skills.

TABLE 12.15
RANKING OF POSITION TITLE WITH ORAL COMMUNICATION SKILLS

Position Title	Percentage	Rank
Asst. Director of International Student Advisement	33.3	1
Asst. Director of Career Planning and Placement	21.0	2
Counselor of Career Planning and Placement	20.4	3
Asst. Director of Financial Aids	18.8	4
Director of Financial Aids	17.6	5
Director of International Student Advisement	16.7	6
Asst. Vice President for Student Services	16.0	7
Financial Aids Adviser	13.5	8
Vice President for Student Services	13.2	9
Assistant Dean of Students	11.4	10
Adviser of Dean of Students Office	11.4	
Director of Career Planning and Placement	10.3	12
Dean of Students	5.8	13
Adviser of International Student Advisement	4.3	14

The highest ranked position titles with oral communication skills were mid-range positions. The area of oral communication skills was therefore seen as being a function of specific position responsibilities.

Many of the respondents to the questionnaire noted that oral communication skills was not a specific course offering in the student personnel curriculum but was incorporated through oral presentations in a number of courses within the program. Oral communication skills was ranked sixteenth. On the question of the importance of oral communication skills to a master's level student in student personnel, the respondents ranked this item third.

It was evident from this information that oral communication skills was considered to be important, but there were not many institutions providing a course specifically related to oral communication skills. In-class presentations were considered to be adequate in preparation of master's level students in student personnel.

Student Development Theory

Position announcements for three student personnel units--i.e., counseling, residence halls, and dean of students/vice president for student services--cited the knowledge of student development theory in 10.0 percent or more of their advertisements. Table 12.16 shows the ranking of position title by knowledge of student development theory.

The three positions which ranked most highly when analyzed by knowledge of student development theory were vice president for student services (1), associate director of residence halls (2), and dean of students (3). These positions were followed by the residence hall positions of coordinator and hall supervisor.

TABLE 12.16
RANKING OF POSITION TITLE WITH KNOWLEDGE
OF STUDENT DEVELOPMENT THEORY

Position Title	Percentage	Rank
Vice President for Student Services	25.4	1
Associate Director of Residence Halls	17.6	2
Dean of Students	16.1	3
Area Coordinator	14.9	4
Hall Supervisor	14.8	5
Director of Residence Halls	14.7	6
Assistant Director of Counseling	14.7	
Director of Counseling	12.9	8
Adviser of Dean of Students Office	11.4	9
Assistant Director of Residence Halls	11.2	10
Assistant Dean of Students	8.6	11
Counselor	8.5	12
Assistant Vice President for Student Services	8.0	13

The student personnel programs ranked student development theory fourth, being reported as a course offering in 91.4 percent of the master's level programs. It was first in ranking in the required courses for master's level students in student personnel, being required in 84.7 percent of the graduate programs. It was also ranked first by the questionnaire respondents in its value to master's level students.

These data showed that knowledge of student development theory was considered to be of importance in the academic training programs and by the respondents to the questionnaire. It appeared in position announcements most often for the upper level administrative positions in student personnel.

Intercultural Awareness

Two of the seven student personnel units listed intercultural awareness in over 10.0 percent of the position announcements. These areas were international student advisement and counseling. Table 12.17 shows the ranking of position titles and intercultural awareness.

TABLE 12.17

RANKING OF POSITION TITLE WITH INTERCULTURAL AWARENESS

Position	Percent	Rank
Adviser of International Student Advisement	56.5	1
Assistant Director of International Student Advisement	40.0	2
Director of International Student Advisement	38.9	3
Counselor	10.8	4
Assistant Director of Counseling	8.8	5
Director of Counseling	4.5	6

It was not surprising to find intercultural awareness to have been listed so often for positions in the international student advisement area. For both international student advisement and counseling, the lower level positions of adviser and counselor were the highest ranked, whereas directors for each area were ranked lowest for their respective units. This may have been a function of the prospective employer's assumption that the director level positions already had knowledge of various cultures.

What was surprising about this item was that only two of the student personnel units listed it in more than 10.0 percent of the position announcements. This factor in the position announcements may have been the result of the number of colleges and universities which had specific individuals assigned to international students and minority students. In these instances, other staff would have responsibility for working with students from different cultural backgrounds.

The questionnaire results showed intercultural awareness as being ranked twelfth for institutions having master's degrees in student personnel. When the required courses were analyzed, the ranking for intercultural awareness dropped to eighteenth. The individual respondents ranked intercultural awareness as eleventh in importance.

Counseling

Counseling was listed in over 10.0 percent of the position announcements for six of the seven student personnel units analyzed. Only the area of college union/student activities did not list counseling at this level. Table 12.18 shows the ranking for position title and counseling.

TABLE 12.18
RANKING OF POSITION TITLE WITH COUNSELING

Position Title	Percentage	Rank
Counselor	74.8	1
Asst. Director of Counseling	70.6	2
Asst. Director of Career Planning and Placement	65.7	3
Counselor of Career Planning and Placement	65.5	4
Adviser of Financial Aids	58.0	5
Director of Counseling	54.5	6
Director of Career Planning and Placement	52.0	7
Asst. Director of Financial Aids	47.9	8
Hall Supervisor	47.7	9
Adviser of International Student Advisement	43.5	10
Director of International Student Advisement	38.9	11
Area Coordinator	29.5	12
Assistant Dean of Students	29.4	13
Asst. Director of International Student Advisement	26.7	14
Director of Financial Aids	22.5	15
Adviser of Dean of Students Office	20.0	16
Asst. Director of Residence Halls	19.0	17
Director of Residence Halls	18.6	18
Assoc. Director of Residence Halls	15.7	19
Dean of Students	12.3	20
Vice President for Student Services	5.3	21
Asst. Vice President for Student Services	0.0	22

The highest ranked positions by counseling were those in the counseling area, i.e., counselor and assistant director of counseling. These were followed by positions in career planning and placement and adviser for financial aids. The positions which were ranked lowest on counseling were the administrative positions in residence halls, director and associate director, and the positions of dean of students, vice president for student services, and assistant vice president for student services.

The difficulty in defining counseling arose from the fact that the term was used to indicate a wide range of personal, academic, and career counseling; it did not distinguish between short-range counseling and long-term therapy. The counseling done on both financial and career planning and placement was also seen as being more restrictive than that done in a counseling center. This lack of clarity in the definition of counseling resulted in this item being somewhat misleading, since all manners and durations of the counseling (advising) process could be placed under this item.

Counseling was ranked third by the percentage of institutions with student personnel programs in regard to their curricular offerings. Almost 95.0 percent of the schools responding to the questionnaire indicated they had courses in counseling as part of their student personnel curriculum, and 71.3 percent indicated these were required for master's level students. Counseling was ranked second by the respondents regarding the importance of counseling to master's level students. The mean of responses to this item was 4.19 on a five-point scale.

Counseling was viewed as an important area for students in student personnel programs, and it was ranked highly both in the curricular

offerings and by the respondents to the questionnaire. Counseling was also a highly desired skill for those institutions advertising for positions in six of the seven areas of student personnel surveyed.

Goal Setting Skills

Goal setting skills were not identified as a need area in over 10.0 percent of the position announcements for any student personnel area analyzed. It may have been that the hiring institutions did not differentiate between goal setting and other skills found within the general heading of administration.

As a questionnaire item, goal setting skills were ranked nineteenth in curricular offerings. The individual respondents ranked goal setting only slightly higher--in sixteenth place.

Goal setting was not seen as a very necessary skill for either employers or in academic training programs. This was somewhat surprising in that there has been an emphasis within higher education to adopt management by objectives techniques, in which goal setting plays an important part.

Assessment/Evaluation

While assessment/evaluation was identified in over 10.0 percent of the position announcements for four of the seven student personnel units (international student advisement, counseling, residence halls, and dean of students/vice president for student services), it did pose a problem for this research. The position announcements were often unclear about what was to be assessed or evaluated: personnel or programs. The

ranking of position title with assessment/evaluation skills is shown in Table 12.19.

TABLE 12.19
RANKING OF POSITION TITLE WITH ASSESSMENT/EVALUATION*

Position	Percent	Rank
Associate Director of Residence Halls	21.6	1
Director of Counseling	20.2	2
Assistant Vice President for Student Services	16.0	3
Area Coordinator	15.3	4
Adviser of Dean of Students Office	14.2	5
Director of Residence Halls	13.5	6
Assistant Director of Counseling	11.8	7
Assistant Director of Residence Halls	11.8	
Counselor	10.4	9
Assistant Dean of Students	10.4	
Dean of Students	10.2	11
Hall Supervisor	10.0	12
Vice President for Student Services	7.9	13

* International Student Advisement was omitted from this analysis due to only six positions being represented.

This item was not clear in identifying the area of assessment or evaluation. It appeared from the first six positions ranked that it was more related to personnel than program. For counseling, the assessment and evaluation item seemed to be related to assessing and evaluating interns. Since residence hall positions ranked high in management, training, and supervision, this item seemed to relate to staff evaluation for this area.

Assessment/evaluation skills were ranked eighth both in curricular offerings and in the respondents' perceptions of importance. Of the academic programs in student personnel, 81.0 percent indicated courses in assessment/evaluation were available and almost 60.0 percent of these were required.

Consultation

The only student personnel unit in which consultation appeared in more than 10.0 percent of the position announcements was counseling, where consultation appeared in 20.5 percent of the position announcements. The ranking by position is shown in Table 12.20.

TABLE 12.20

RANKING OF POSITION TITLES IN COUNSELING WITH CONSULTATION

Position	Percent	Rank
Assistant Director of Counseling	26.5	1
Director of Counseling	21.3	2
Counselor	19.8	3

Consultation skills were listed most often in position announcements for assistant directors of counseling. Director and counselor position announcements followed in order. It appeared that consultation was a skill for all counseling position.

Consultation skills were ranked eleventh in student personnel programs by the percentage of institutions having course work in this area. Slightly over 60.0 percent of the institutions responding to the questionnaire indicated there were courses in consultation as part of their student personnel programs. When ranked by the respondents in order of value to master's level students in student personnel, consultation was ranked fourteenth.

Consultation, as a need area in student personnel, only appeared in counseling. In spite of this, it was ranked on the questionnaires as a curricular offering and as being valuable to master's level students in the mid-range of responses.

Leadership Training Skills

Leadership training skills appeared to be largely within the college union/student activities area of responsibility. This was the only student personnel area in which leadership training skills appeared in over 10.0 percent of the position announcements. Table 12.21 shows the ranking by position of leadership training skills in college union/student activities position announcements.

Leadership training skills were found most often in student activities positions. The highest ranked position was that of assistant director of student activities. The area of leadership training skills appeared in 34.7 percent of all position announcements for assistant directors. This was followed in rank by program advisers and directors of student activities.

In responding to the question regarding the inclusion of leadership development skills in the curricular offerings for master's degree

programs in student personnel, leadership development was ranked thirteenth. When the required courses were analyzed, the ranking for leadership development dropped to nineteenth, being a required course in only 18.2 percent of the schools with courses in leadership development. It was listed as an elective in 63.6 percent of the programs. The respondents to the question concerning the importance of leadership development to master's level students in student personnel ranked this item fifteenth.

TABLE 12.21
RANKING OF POSITION TITLES IN THE COLLEGE
UNION/STUDENT ACTIVITIES AREA WITH
LEADERSHIP TRAINING SKILLS

Position	Percent	Rank
Assistant Director of Student Activities	34.7	1
Program Adviser	25.7	2
Director of Student Activities	23.0	3
Director of College Union/Student Activities	15.9	4
Assistant Director of College Union	13.0	5
Director of College Union	6.3	6

Leadership development skills was an item which appeared only in the position announcements for college union/student activities positions. It was a skill which was listed most frequently for positions in student activities and less often for the college union positions. The level of position in student activities within which leadership development skills was most frequently cited was at the entry level and mid-level positions.

Group Skills

Both career planning and placement and counseling areas of student personnel services listed group skills in over 10.0 percent of the advertisements. In both of these areas, group skills seemed to be related to a counseling model rather than involvement with students groups. Table 12.22 shows the ranking of positions with group skills.

TABLE 12.22
RANKING OF POSITION TITLE WITH GROUP SKILLS

Position	Percent	Rank
Counselor	49.0	1
Assistant Director of Career Planning and Placement	45.7	2
Assistant Director of Counseling	44.1	3
Counselor of Career Planning and Placement	40.7	4
Director of Counseling	34.3	5
Director of Career Planning and Placement	20.9	6

Counselor and assistant director positions showed group skills ranked more highly than for director positions. Almost half of the position announcements for counselors listed group skills.

Group skills was ranked second by institutions with student personnel training programs. Almost 97.0 percent of the respondents indicated courses in group skills were part of the curriculum in student personnel. Group skills were required in 53.8 percent of the programs and elective in 42.8 percent of the programs. In response to the inquiry about the

importance of group skills to master's level students, this area was ranked fourth.

The indication from this was that while group skills were valued as being important to master's level students and while the curricular offering in group skills was highly ranked, this item was only mentioned in over 10.0 percent of the position announcements for two student personnel units. It was indicated in a high percentage for all positions in counseling and career planning and placement.

Training

Training was listed for three student personnel areas--college union/student activities, counseling, and residence halls--in over 10.0 percent of the position announcements. The ranking for training by position title is shown in Table 12.23.

TABLE 12.23
RANKING OF POSITION TITLE WITH TRAINING

Position	Percent	Rank
Area Coordinator	51.9	1
Associate Director of Residence Halls	47.0	2
Hall Supervisor	40.3	3
Assistant Director of Residence Halls	38.0	4
Director of Residence Halls	37.2	5
Assistant Director of Counseling	29.4	6
Director of Counseling	26.4	7
Director of College Union/Student Activities	17.5	8
Counselor	15.2	9
Assistant Director of Student Activities	11.2	10
Program Adviser	10.0	11
Director of Student Activities	9.9	12
Director of College Union	9.5	13
Assistant Director of College Union	8.7	14

Training was ranked higher for residence hall positions than for any other student personnel area. Over half of the area coordinator position announcements listed training as a needed skill. The training listed in counseling was primarily oriented toward the training of interns in the counseling areas, whereas the training for the college union/student activities area was both student and staff training.

Training was not ranked highly in either the curricular offerings in student personnel or by the respondents' perceptions of the importance of training for master's level students. Training was ranked seventeenth in the curriculum in student personnel and only a little over a quarter of these courses were required. The importance of training to master's degree students was ranked nineteenth.

Training was of particular importance for residence hall positions. It also was cited in over 10.0 percent of the position announcements for counseling and college union/student activities. This item was not ranked highly in either the curriculum offerings or by the individuals replying to the question of importance of training.

Supervision

Supervision was mentioned in over 10.0 percent of the position announcements for all seven areas of student personnel. This item and administration were the only two items which appeared in the position announcements for each unit of student personnel services surveyed. Table 12.24 shows the ranking of position title with supervision.

While supervision was listed in 10.0 percent of all position announcements for student personnel, it was most frequently cited in residence halls and college union/student activities. The first nine positions

TABLE 12.24
RANKING OF POSITION TITLE WITH SUPERVISION

Position Title	Percentage	Rank
Area Coordinator	77.6	1
Assoc. Director of Residence Halls	72.5	2
Director of College Union/Student Activities	63.5	3
Hall Supervisor	60.9	4
Director of College Union	58.7	5
Director of Residence Halls	56.2	6
Asst. Director of College Union	53.6	7
Asst. Director of Residence Halls	50.2	8
Director of Student Activities	45.3	9
Asst. Director of Counseling	44.1	10
Asst. Vice President for Student Services	44.0	11
Director of Counseling	42.7	12
Director of Financial Aids	40.1	13
Dean of Students	36.5	14
Vice President for Student Services	35.9	15
Asst. Director of Financial Aids	35.0	16
Asst. Dean of Students	33.0	17
Asst. Director of Student Activities	31.6	18
Director of Career Planning and Placement	31.6	
Adviser of Dean of Students Office	31.4	20
Director of International Student Advisement	27.8	21
Counselor	24.9	22
Program Adviser	24.3	23
Adviser of Financial Aids	23.9	24
Asst. Director of Career Planning and Placement	22.9	25
Asst. Director of International Student Advisement	13.3	26
Counselor of Career Planning and Placement	7.0	27
Adviser of International Student Advisement	4.3	28

ranked in supervision were from those two units. This is not an unexpected finding in light of the fact that each of these two student personnel units have non-professional employees who require staff supervision.

The percentage of the first 21 ranked positions showed over 25.0 percent of the position announcements listed supervision regardless of the student personnel unit. Supervision was a highly sought area by employers. It was not, however, ranked highly on the questionnaire replies. Supervision was ranked eighteenth on both curricular offering and value to master's level students.

Supervision was advertised in over 10.0 percent of the position announcements for all seven areas of student personnel. It was ranked most highly for residence hall and college union/student activities positions and for director and assistant directors for all areas. It was not highly ranked by the institutions having graduate programs in student personnel, nor was it seen as having particular value to master's level students in student personnel.

Program Development

Program development was listed in over 10.0 percent of the position announcements for five student personnel units: international student advisement, college union/student activities, counseling, residence halls, and dean of students/vice president for student services. Table 12.25 shows the ranking for program development by position title.

There were three student units in which program development ranked highly in position announcements. These were residence halls, college

TABLE 12.25
RANKING OF POSITION TITLE WITH PROGRAM DEVELOPMENT

Position Title	Percentage	Rank
Hall Supervisor	59.4	1
Area Coordinator	56.4	2
Asst. Director of Student Activities	53.0	3
Director of Student Activities	52.1	4
Director of Residence Halls	50.0	5
Director of College Union/Student Activities	49.2	6
Adviser of International Student Advisement	47.3	7
Assoc. Director of Residence Halls	47.0	8
Asst. Director of International Student Advisement	46.7	9
Asst. Director of Residence Halls	43.6	10
Program Adviser	41.4	11
Director of College Union	36.5	12
Asst. Director of Counseling	29.4	13
Director of International Student Advisement	27.3	14
Director of Counseling	24.2	15
Asst. Director of College Union	21.7	16
Adviser of Dean of Students Office	20.0	17
Asst. Dean of Students	15.0	18
Dean of Students	9.4	19
Counselor	8.9	20
Vice President for Student Services	8.8	21
Asst. Vice President for Student Services	4.0	22

union/student activities, and international student advisement. The 12 highest ranked positions were all from these three units.

Program development was ranked ninth in the area of curricular offerings and thirteenth by the respondents to the question related to the importance of program development to master's level students in student personnel programs.

The item of program development was cited in position announcements for five student personnel units. It was also ranked in the medium range by curricular offerings and slightly lower on the question concerning the value of program development to graduate students.

Advisement

The item on advisement was intended to examine the relationship of a staff member to students and student groups. It was intended to distinguish this function from counseling of students and student groups. Advisement appeared in 10.0 percent of the job announcements for six student services units, with only financial aids not being included. Table 12.26 shows the ranking of position title by advisement.

Advisement was a function of the entry level staff members in all six of the student personnel units analyzed. The highest ranked positions were found in the college union/student activities and international student advisement units.

Advisement was also analyzed by the student groups which were advised by staff in the student personnel units. From this analysis, it was determined that the college union/student activities staff advised the college union board (20.4%), student government (14.6%), fraternities-sororities (14.0%), and student organizations (27.4%). The residence

TABLE 12.26
RANKING OF POSITION TITLE WITH ADVISEMENT

Position Title	Percentage	Rank
Program Adviser	57.1	1
Adviser of International Student Advise ment	56.5	2
Asst. Director of Student Activities	46.9	3
Asst. Director of International Student Advise ment	46.7	4
Director of International Student Advise ment	44.4	5
Director of College Union/Student Activities	44.4	
Director of Student Activities	42.2	7
Adviser of Dean of Students Office	42.9	8
Area Coordinator	34.4	9
Asst. Director of College Union	31.9	10
Asst. Dean of Students	30.1	11
Hall Supervisor	29.2	12
Asst. Director of Residence Halls	23.0	13
Counselor of Career Planning and Placement	17.7	14
Dean of Students	16.7	15
Director of College Union	15.9	16
Director of Career Planning and Placement	15.6	17
Asst. Director of Career Planning and Placement	15.2	18
Director of Residence Halls	14.0	19
Counselor	13.1	20
Vice President for Student Services	9.2	21
Director of Counseling	8.9	22
Asst. Director of Counseling	8.8	23
Asst. Vice President for Student Services	8.0	24
Assoc. Director of Residence Halls	7.8	25

hall positions were listed as advising student government in the residence halls in 16.7 percent of the position announcements. The dean of students/vice president for student services unit was listed as advising fraternities-sororities (11.1%) and student organizations (12.6%).

Advisement was not ranked highly for those institutions surveyed. It ranked twentieth on the item ranked to curriculum in student personnel and twenty-first by those individuals responding to the value of advisement to master's level graduate students in student personnel. The advising of students and student groups was not viewed as an area of great importance in the academic preparation for student personnel work, yet it was listed for six of the seven student personnel units analyzed.

Testing

Testing was the next area to be analyzed. It appeared in over 10.0 percent of the position announcements only in counseling. Table 12.27 shows the ranking of positions in counseling by testing.

TABLE 12.27
RANKING OF POSITION TITLES IN
COUNSELING WITH TESTING

Position	Percent	Rank
Director of Counseling	26.9	1
Counselor	15.2	2
Assistant Director of Counseling	14.7	3

Testing was an area which was most highly ranked for the director of counseling positions and less highly ranked for other positions in the counseling area. These results are a little surprising in that tests are frequently used by counselors in various types of counseling. Testing was also believed to be widely used in career planning and placement; however, the analysis of position announcements for that unit showed testing in only 9.1 percent of the advertisements.

Testing was also an item which showed a discrepancy between the student personnel curricular offerings and the perceptions of importance to master's level students. Testing was ranked seventh by curricular offerings, being part of the student personnel program in 81.0 percent of the questionnaires returned. Almost 60.0 percent of these courses were required. In the ranking of value of testing to master's level students, the respondents ranked this item seventeenth.

Non-Traditional Students (Minority, Women,
Handicapped, and International)

With the exception of the international student advisement unit, which was established to provide services for an international student population, only counseling listed a non-traditional student population in over 10.0 percent of the position announcements. Counseling showed advising minority students in 11.1 percent of the position announcements. The analysis of minority student advisement in counseling is shown in Table 12.28.

The position announcements for the counseling area showed counselors being ranked first, followed by assistant directors of counseling. This was probably reflective of the tendency in student personnel services

to designate particular staff members or administrative units to work with specific populations. Minority counselors and offices of international student advisement would be symptomatic of this tendency.

TABLE 12.28
RANKING OF POSITION TITLES IN COUNSELING
WITH MINORITY STUDENT ADVISEMENT

Position	Percent	Rank
Counselor	13.1	1
Assistant Director of Counseling	11.8	2
Director of Counseling	5.6	3

Working with non-traditional student populations was ranked tenth both by courses offered in student personnel master's programs and by the value of this area to master's level students. In this instance, the academic programs and respondents ranked working with non-traditional populations higher than did the position announcements. This area may have been one in which the academic programs place a high value, while the departmentalization of non-traditional advisement by hiring institutions made this area of knowledge less generalized.

Knowledge of Computer Science

Computer knowledge was listed in over 10.0 percent of the position announcements for only one area--financial aids. This area was listed in a very high percentage (30.0%) for all positions in financial aids.

Table 12.29 shows the ranking for computer knowledge in financial aids by position title. The position announcements for assistant directors and directors of financial aids listed knowledge of computer science highest, while adviser positions were ranked lowest.

TABLE 12.29
RANKING OF POSITION TITLES IN FINANCIAL
AIDS WITH COMPUTER KNOWLEDGE

Position	Percent	Rank
Assistant Director of Financial Aids	37.5	1
Director of Financial Aids	31.9	2
Financial Aids Adviser	16.8	3

Computer science was ranked fourteenth by the percentage of institutions including this area in the curriculum. It was a required course in only 12.4 percent of the student personnel programs. Respondents to the question related to the value of computer knowledge ranked it slightly higher at twelfth.

Knowledge of computers was an item of particular interest. Except for financial aids, no student personnel unit listed it in over 10.0 percent of the position announcements. The future may change this to the knowledge of computers being even more important to all areas of student personnel work.

Discipline

The residence hall and dean of students/vice president for student services units were the only areas which listed discipline in over 10.0 percent of the position announcements. Table 12.30 shows the ranking of position title with discipline.

TABLE 12.30
RANKING OF POSITION TITLE WITH DISCIPLINE

Position	Percent	Rank
Assistant Vice President of Student Services	28.0	1
Associate Director of Residence Halls	27.5	2
Dean of Students	23.6	3
Area Coordinator	23.2	4
Assistant Dean of Students	22.2	5
Hall Supervisor	22.1	6
Assistant Director of Residence Halls	19.3	7
Vice President for Student Services	16.8	8
Director of Residence Halls	14.3	9
Adviser of Dean of Students Office	5.7	10

The administration of discipline was an area of concern for two student personnel units--residence halls and dean of students/vice president for student services. The rankings assigned to discipline by both curricular offerings and by importance to graduate students showed discipline last among all 22 items ranked. The administration of discipline was not viewed as being very important in degree preparation programs, but was listed as a position responsibility for both residence halls and dean of students/vice president for student services unit.

Summary

Seven areas of student personnel work were investigated in this study: international student advisement, college union/student activities, career planning and placement, financial aids, counseling, residence halls, and dean of students/vice president for student services. There were 5,043 position advertisements appearing in The Chronicle of Higher Education between 1979 and 1982. A great deal of descriptive material on location and size of advertising institutions and year and month of the advertisement was included in this section to provide background on the employing institutions.

Almost 45.0 percent of all position announcements which specified degree areas listed student personnel as the degree being sought. Over 70.0 percent of the position announcements called for a master's degree. There was no requirement for previous work experience listed in 15.6 percent of the positions advertised, while 63.8 percent of the positions listed from one to three years of experience. The ranking of positions by years of experience showed the upper level positions required more experience than did the lower or entry level positions.

The analysis of salary data showed that the higher level positions advertised higher salary levels than did the lower level positions. These data were impacted by two factors. First, the residence hall positions at the lower range had, in some cases, benefits such as room, board, and room and board listed. These benefits impacted upon the salary levels for these positions. Second, the entry level and mid-management positions cited a salary level more often in the advertisements than did the higher level positions. Information on school size and

salary level did not prove to be significant due to the influence of the distribution of positions at various sized institutions.

The next section of this chapter dealt with the ranking of position titles with the 22 specific items listed on a questionnaire sent to institutions with student personnel training programs. This section dealt with two variables: one was the level of the positions; the second was an analysis of the seven areas of student personnel and their relationship to the questionnaire items. Two items, administration and supervision, were represented in 10.0 percent or more of the position announcements for all seven student personnel units. Management, counseling, and advisement were included in six of the seven student personnel areas, and program development appeared in five of the seven units.

The highest ranked item from the questionnaire on the curriculum was that of research which did not appear in 10.0 percent of any student personnel unit. In response to the question about which questionnaire item was of the greatest value to master's degree students, the replies ranked knowledge of student development theory first. This was listed in 10.0 percent of the position announcements for three areas: counseling, residence halls, and dean of students/vice president for student services. Each item was analyzed by position title and the rankings derived from the questionnaire to colleges and universities with master's degree programs in student personnel.

ENDNOTE

¹Educational Directory, Colleges and Universities, 1979-1980 (Washington, D.C., 1980).

CHAPTER XIII

PRESENTATION AND ANALYSIS OF RESEARCH QUESTIONS

Introduction

The preceding questions have presented the information found in the position announcements for seven units in student personnel services. In addition, the data collected from a questionnaire sent to institutions with graduate preparation programs in student personnel services were presented in Chapter XI. Chapter XII was used to discuss all the data which had been collected in the previous chapters.

In this chapter, the results of this study are reported as they relate to each of the research questions. The research questions are:

1. Are there similar skills and knowledge requirements, as listed in the job announcements section of The Chronicle of Higher Education from 1979 to 1982, sought for all of the seven student personnel areas being examined?
2. Are there similar skills and knowledge requirements, as listed in the job announcements section of The Chronicle of Higher Education from 1979 to 1982, sought for all levels of positions within any specified area?
3. Are there similarities between the skills and knowledge specified in the job announcements, appearing in The Chronicle of Higher Education from 1979 to 1982, and the academic training received in master's level student personnel degree programs?

4. Are there differences between the salaries offered for different levels of responsibility, as determined by job title, within each area of student personnel?

5. Are there differences between the salaries advertised in The Chronicle of Higher Education based upon the size of the institution?

6. Are there similarities in the level of education and degree fields specified in the position announcements and the level of the position?

7. Are there similarities in the years of experience sought for different levels of positions being advertised?

Research Question 1

Are there similar skills and knowledge requirements, as listed in the job announcements section of The Chronicle of Higher Education from 1979 to 1982, sought for all of the seven student personnel areas being examined?

To investigate the first research question, 17 specific items were selected from the "ACPA--Expanded Taxonomy of Student Development Skills and Competencies." These 17 items were refined to a word or phrase which served as an identifying term. Listed below are the 17 items which were analyzed for each unit of student personnel services:

1. Administration
2. Management
3. Budget
4. Written communication
5. Oral communication
6. Student development theory

7. Intercultural awareness
8. Counseling
9. Goal setting
10. Assessment/evaluation
11. Consultation
12. Leadership development
13. Group skills
14. Training
15. Supervision
16. Program development
17. Advising.

To this list were added five other items: testing, non-traditional student populations, computer knowledge, discipline, and research. These latter items were specified in the review of several job areas but were not included for all areas. The item of testing was included in the analysis of the counseling and career planning and placement areas. The item which concerned work with non-traditional students (women, minorities, handicapped, returning students, and international students) was included for all student personnel areas except financial aids. This item was not a single item for the student personnel, but was used to distinguish the advisement of each separate category under the "non-traditional" heading. Computer application (knowledge) was listed in five of the areas of student personnel. Discipline appeared in the examination of counseling, residence halls, and dean of students/vice president for student services. Research was examined in the counseling and the dean of students/vice president for student services areas.

The analysis of the data was undertaken in two ways. The first of these was to ascertain how many times each item was listed in position announcements for each student personnel services unit. The second indicator was to determine the number of times each of the items appeared in over 10.0 percent of the position announcements for the units analyzed.

The analysis of the data showed there were significant differences in the skill and knowledge requirements for the seven student personnel areas. In all position announcements, 9 of the 17 items examined for all areas did appear; however, only administration and supervision were found in 10.0 percent or more position announcements for each student personnel unit.

Research Question 2

Are there similar skills and knowledge requirements, as listed in the job announcements section of The Chronicle of Higher Education from 1979 to 1982, sought for all levels of positions within any specified area?

The analysis of the data for this research question was done by the Chi Square analysis of positions in each student personnel unit for each item which appeared in more than 10.0 percent of all position announcements for that unit. In addition, a second test was run to determine the ranking of each item as it appeared by position.

The results of these tests showed that there were common items for all position levels within each student personnel unit. The position level did influence the ranking of the items, however. In virtually every student personnel unit, administrative, management, and supervisory skills were sought more for director position than for assistant directors

and advisers. Most frequently, the assistant director positions showed a mixture of administrative and student contact skills while the entry level positions required more student contact skills. Table 13.1 shows the three highest ranked items for each position analyzed in the study. This table also shows that while there were common items of skills and competencies within each of the student personnel units, there were differences within the units based upon the level of the position.

Research Question 3

Are there similarities between the skills and knowledge specified in the job announcements, appearing in The Chronicle of Higher Education from 1979 to 1982, and the academic training received in master's level student personnel degree programs?

In order to gather the data related to this research question, a questionnaire was developed and sent to all institutions cited as having a master's degree program in college student personnel programs. These results were ranked using two criteria. The first of these was a ranking by the percentage of institutions with curricular offerings for each item, and the second ranking was done on the basis of the respondents' perceptions of the value of each item to master's level students in student personnel.

The five highest ranked items by curricular offerings were research, group skills, counseling, student development theory, and administration. The individual respondents listed student development theory, counseling, oral communication skills, group skills, and administration as the five highest ranked areas for master's level students.

TABLE 13.1

LISTING OF THE THREE HIGHEST RANKED SKILLS FOR
EACH POSITION TITLE LISTED IN STUDENT
PERSONNEL UNITS STUDIED

International Student Advisement

Director
Administration
Advisement
Intercultural Awareness
Counseling (tie)

Assistant Director
Administration
Program Development
Advisement

Adviser
Intercultural Awareness
Advisement
Administration

College Union/Student Activities

Director, College Union
Management
Supervision
Operations

Director, College Union/Student Activities
Supervision
Management
Program Development

Assistant Director, College union
Operations
Supervision
Management

Director, Student Activities
Program Development
Supervision
Advising

Assistant Director, Student Activities
Program Development
Advising
Leadership Training

Program Adviser
Advising
Program Development
Advising, College Union Board
Advising, Fraternities-Sororities (tie)

TABLE 13.1 (Continued)

Career Planning and Placement

Director
 Career Counseling
 Administration
 Career Development

Assistant Director
 Career Counseling
 Group Skills
 Administration

Counselor
 Career Counseling
 Group Skills
 Career Development

Financial Aids

Director
 Administration
 Knowledge of Federal Regulations
 Management

Assistant Director
 Counseling
 Administration
 Knowledge of Federal Regulations (tie)

Financial Aids Adviser
 Counseling
 Knowledge of Federal Regulations
 Administration

Counseling

Director
 Counseling
 Administration
 Supervision

Assistant Director
 Counseling
 Group Skills
 Supervision

Counselor
 Counseling
 Group Skills
 Career Counseling

TABLE 13.1 (Continued)

Residence Halls

Director
 Supervision
 Program Development
 Administration

Associate Director
 Supervision
 Administration
 Management

Assistant Director
 Supervision
 Administration
 Program Development

Area Coordinator
 Supervision
 Program Development
 Training

Hall Supervisor
 Supervision
 Program Development
 Counseling

Dean of Students/Vice President for Student Services

Vice President, Student Services
 Administration
 Supervision
 Management
 Budget (tie)

Assistant Vice President, Student Services
 Administration
 Supervision
 Budget

Dean of Students
 Administration
 Supervision
 Management

Assistant Dean of Students
 Administration
 Supervision
 Advising

Adviser, Student Services
 Advising
 Orientation
 Supervision

In comparing this information with the data from position announcements, it was found that research did not appear in over 10.0 percent of the position advertisements for any area. Group skills were cited in over 10.0 percent of the position announcements for two areas--career planning and placement and counseling. Group skills were also ranked in the top three items for assistant directors and counselors in each of these student personnel units.

Counseling appeared in over 10.0 percent of all the position announcements for six of the seven student personnel units. By position, counseling was ranked in the top three skills for directors of international student advisement, all positions in career planning and placement and counseling, for financial aids advisers, and for residence halls supervisors. Student development theory was listed in 10.0 percent of the position announcements for counseling, residence halls, and dean of students/vice presidents for student services units; however, it did not appear in the top three rankings for any position. The item of administration was listed in more than 10.0 percent of the position announcements for all seven of the student personnel areas. It was ranked in the top three items for the following positions (Table 13.2).

The last item which appeared on the question related to the value for master's degree students was oral communication. This item appeared in over 10.0 percent of the position announcements for international student advisement, career planning and placement, and financial; however, it was not included in the highest ranked items for any individual position.

TABLE 13.2
RANKING OF ADMINISTRATION FOR STUDENT PERSONNEL AREAS

Position	Rank
Director of International Student Advisement	1
Assistant Director of International Student Advisement	1
Adviser of International Student Advisement	3
Director of Career Planning and Placement	2
Assistant Director of Career Planning the Placement	3
Director of Financial Aids	1
Assistant Director of Financial Aids	3
Financial Aids Adviser	3
Director of Counseling	2
Director of Residence Halls	2
Associate Director of Residence Halls	2
Assistant Director of Residence Halls	2
Vice President of Student Services	1
Assistant Vice President of Student Services	1
Dean of Students	1
Assistant Dean of Students	1

Research Question 4

Are there differences between the salaries offered for different levels of responsibility, as determined by job title, within each area of student personnel?

This research question was analyzed through the use of a one-way analysis of variance statistic for salary and position title for each unit of student personnel services included in this study. In each of the student personnel units, the mean salary for the director was significantly higher than the mean salary for the entry level position within the unit. In most units, the director's mean salary was higher than that of the assistant director also. There was not a significant difference

in the assistant director's mean salary and that of the entry level position for the unit.

The positions in the residence hall areas were slightly different than had been anticipated. The mean salary for associate directors was higher than the mean for directors of residence hall systems. This was because the position of associate director was only advertised for the larger residence hall systems. In the very small residence hall systems, a director of a residence hall might have only had responsibility for one or two halls. In those circumstances, the director of residence halls had responsibilities similar to those of a hall supervisor in a larger system.

The salary information for the residence halls area was also confused by the availability of benefits paid to the entry level staff positions in lieu of cash. This tended to distort the salary ranges for the entry level positions in the residence halls.

The positions at the higher levels for the student personnel units tended to list a salary figure less often than did the mid-level and entry level positions. This was probably indicative of the greater flexibility of salary ranges for the upper level positions.

Research Question 5

Are there differences between the salaries advertised in The Chronicle of Higher Education based upon the size of the institution?

In order to determine if there are differences in salaries based upon the size of the institution which placed the advertisement, an analysis was performed using salary and the size of the advertising institution. This did not occur frequently enough to be conclusive, nor were

the means for the largest institutions always higher than the mean salaries of the smallest institutions.

This circumstance led to the conclusion that another variable, the distribution of positions, had a great impact upon the results. A distribution which included a large number of directors at small institutions and entry level staff at large institutions would skew the results.

Research Question 6

Are there similarities in level of education and degree fields specified in position announcements and the level of position?

The analysis of position title with educational level and field of study was conducted. These analyses showed that 44.8 percent of all positions which listed degree area in the advertisements cited student personnel as desired. Another 27.6 percent of all positions listed counseling. Thus, over 72.0 percent of all positions listed student personnel or counseling degrees as preferred.

Over 70.0 percent of all positions listing a level of education specified a master's degree. When counseling is removed from the list, a master's degree was sought in over 80.0 percent of all position announcements.

Counseling was the least similar to the other student personnel units. In position announcements for counseling the degree requirements were higher, specifying a doctorate in over half the position advertised.

Research Question 7

Are there similarities in years of experience sought for different levels of positions being advertised?

In order to address Research Question 7, an analysis was performed using position title and years of experience cited in position announcements. From this, a mean for years of experience was determined for each position. These means were then ranked to determine if there were differences in these means by position title.

In the analysis of experience by position title, the higher levels of administrations required more years of experience than did the mid-level positions and, by definition, those positions considered to be entry level. The ranking of position title by years of experience was closely related to the ranking of position title and salary. One position which did show a difference between years of experience sought in position announcements and salary advertised was that of director of international student advisement. This position was ranked highest in salary, but was in the lower half of the positions in terms of years of experience sought. This finding may have been influenced by the small number of positions advertised for international student advisement. It may have been that the newness of the field precluded employers from seeking extensive experience in this area.

For most positions analyzed, there was a difference in the years of experience specified in the position announcements and the level of the position.

Summary

This study produced a great deal of data related to positions advertised in seven areas of student personnel services and the training of individuals in student personnel services preparation programs. The research questions were developed to ascertain the relationship between

positions as advertised in The Chronicle of Higher Education and several of the variables analyzed in the study.

The first research question sought to determine if there were skills and competencies common to all student personnel units studied. It was determined that, while some similarities were found in the seven student personnel units, there were differences in skills and knowledge for each of these seven units.

The second research question considered the skills and knowledge for the different positions within the student personnel units. This analysis showed that the skills and knowledge listed for different levels of positions within each student personnel unit were different, with the higher level positions seeking administrative and management skills and the entry level positions seeking more student contact skills.

The third research question sought to determine if there were similarities in graduate preparation programs in student personnel and the skills and knowledge sought in the position announcements. It was determined that there were differences between the academic training in student personnel and the skills and knowledge sought in the position advertisements.

Research questions 4 and 5 dealt with salary variables. Question 4 sought to determine if there were salary differences in the student personnel positions examined. It was determined that there were salary differences by position title. Question 5 dealt with salary and the sizes of the institutions seeking the employee; the results of this inquiry were inconclusive.

The sixth research question asked about the level of education and degree field sought for student personnel positions. It was found that

the master's degree was the most frequently cited degree; counseling and student personnel were the two most often mentioned degree areas.

The seventh research question sought to determine if previous experience requirements were different for various positions. The research showed that there were differences in years of experience sought for the various positions in student personnel, with the higher level positions being listed for higher levels of years of experience.

CHAPTER XIV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In the preceding chapters, an introduction to the problem, a review of the literature, and a discussion of the procedures and methodology were presented. In addition, each of the seven student personnel units-- i.e., international student advisement, college union/student activities, career planning and placement, financial aids, counseling, residence halls, and dean of students/vice president for student services--was analyzed using the information gathered from the position announcements appearing in The Chronicle of Higher Education from 1979 through 1982. The analysis of the responses sent to institutions listed as having graduate preparation programs in college student personnel was then presented, followed by an analysis of the data. This chapter summarizes the study and presents conclusions and recommendations.

Summary

Nature of the Problem

Student personnel work in colleges and universities has undergone significant changes over the past decade and a half. The nature and scope of student personnel has changed with the decline of in loco parentis as an operational style and with emergence of student development theory as the base upon which student personnel work has grown.

This study was undertaken to examine the skills and knowledge listed in position announcements from The Chronicle of Higher Education for seven units of student personnel services, from 1979 through 1982. Through the analysis of over 5,000 position announcements which appeared during this period, the study examined positions to determine the similarities and differences which existed among the student personnel units, as well as the similarities and differences for various levels of positions within the units.

A questionnaire was sent to 76 institutions listed as having master's level preparation programs in college student personnel programs. The questionnaire included 22 items, 17 of which were included in the analysis of the position announcements. Five items included on the questionnaire dealt with areas specified for some student personnel units, but not for all. The results of the questionnaire were then compared with the position announcements in order to ascertain the degree to which formal academic training and requirements listed by employers corresponded.

Additional data were collected to assess the degree field and previous years of experience requirements sought for the different positions in student personnel and the salaries listed for various positions. These items were selected to ascertain what the position requirements were for all levels of positions within the units.

The nature of the problem was to determine what prospective employers sought through position announcements for various student personnel units and whether or not these areas were consistent with the formal training received in student personnel. Other aspects of the problem were related to the degree level and field of study sought by prospective

employers in their position advertisements, as well as the experience specified for different positions within the student personnel units.

Purpose

The purpose of this study was to investigate various skills and knowledge listed in position announcements for seven student personnel units. These were compared with formal academic training to assess the similarities and differences in the training and position requirements with respect to the skills and competencies sought. In addition, degree, experience, and salary information was collected and analyzed to determine the requirements for the various areas of student personnel studied, as well as the relative rankings of positions in student personnel vis-a-vis those variables.

Each of the units in student personnel was used to examine student personnel as a single field in college and university work. The units were also examined to determine the similarities and differences within each unit, as determined by the level of the positions within the area.

Importance of the Study

This study was important from several perspectives. It provided a systematic view of the skills and knowledge listed in position announcements. Since these advertisements were generally the job seekers' initial knowledge of an available position, this study was important in describing the skills, knowledge, and other position requirements sought by employers.

The study was also important from the perspective of viewing skills and knowledge sought by prospective employers, both within a student

personnel area and across seven areas of student personnel work. The importance of this aspect of the study related to the awareness of position requirements within student personnel units as well as an awareness of the requirements for the various student personnel units studied.

The study was important in that it contrasted formal preparation in college student personnel work with the areas of skill and knowledge sought by employers.

Research Questions

The following research questions were considered in this study:

1. Are there similar skills and knowledge requirements, as listed in the job announcements section of The Chronicle of Higher Education from 1979 to 1982, sought for all of the seven student personnel areas being examined?
2. Are there similar skills and knowledge requirements, as listed in the job announcements section of The Chronicle of Higher Education from 1979 to 1982, sought for all levels of positions within any specified area?
3. Are there similarities between the skills and knowledge specified in the job announcements, appearing in The Chronicle of Higher Education from 1979 to 1982, and the academic training received in master's level student personnel degree programs?
4. Are there differences between the salaries offered for different levels of responsibility, as determined by job title, with each area of student personnel?
5. Are there differences between the salaries advertised in The Chronicle of Higher Education based upon the size of the institution?

6. Are there similarities in the level of education and degree fields specified in the position announcements and the level of the position?

7. Are there similarities in the years of experience sought for different levels of positions being advertised?

Methodology

Five areas were determined to be discrete administrative units: Financial Aids, Counseling, Residence Halls, College Union/Student Activities, and Career Placement. In addition, the International Student Advisement function was retained as a separate entity. The offices of Dean of Students and Vice President for Student Services were also incorporated as a single administrative unit.

The process of determining the administrative units in student personnel was only the first phase of the identification process. The second step was to identify those institutions offering graduate level programs in student personnel services. This was done by using the material on professional preparation in college student personnel compiled by the American College Personnel Association and published in the Directory of Graduate Preparation Programs in College Student Personnel, 1980.

Data collection was the next step in the process. This was done through a review of The Chronicle of Higher Education issues from 1979 through 1982 in order to assemble information concerning all student personnel positions advertised during this period. The Chronicle was selected for this purpose for two reasons. The "Bulletin Board" section is highly utilized by collegiate institutions seeking potential employees,

and the job descriptions listed therein tend to include some specific data concerning the qualifications being sought.

In addition to those specific qualifications listed above and the year in which a position was advertised, additional data were obtained from the advertisements. These consisted of position title, level of education and experience sought, academic area in which the degree was to have been earned, size of the institution doing the hiring, and advertised salary. The month in which the position advertisement appeared and the state in which the advertising institution was located were also included in the information collected.

For the purposes of this study, position titles were used to define not only the administrative unit but also the level of the position. Directors were considered to be the head of a particular unit, assistant directors were considered to be second level positions, and other positions were designated as entry level. Position titles alone can be misleading in that there is little consistency in titles in student personnel. In cases where an apparent ambiguity existed, the job titles were compared with degree requirements and experience sought by the advertiser in order to assign the position to its appropriate category. Other position titles were used when appropriate for a particular student personnel unit.

The following levels of training and experience were used: a bachelor's degree, a bachelor's degree with one or two years of experience, a bachelor's degree with three or more years of experience, a master's degree, a master's degree with one or two years of experience, a master's degree with three or more years of experience, and a doctorate. In all instances, the minimum requirement was the one cited.

Seven degree areas were identified. These were student personnel, business, counseling, guidance, higher education, recreation, and a category for "other," which included social science, administration, education, psychology, etc.

The data on school size were determined by utilizing the Education-
al Directory, Colleges and Universities, 1979-80.

When positions advertised listed a specific salary, this information was cited. In some cases, the salary was not based upon 12 months; when this occurred, the salary was adjusted to show a full year's salary. For several positions, there were non-monetary fringe benefits attached to the salary, such as lodging, meals, and other items. In these instances, no dollar amount was estimated; only the stated salary was included. In instances where a salary range was included, the high and low figures were averaged to yield a single figure.

Each position announcement was listed by the month in which it first appeared. This information is of use in the determination of the best time in which to seek employment in various areas of student personnel work.

In addition to the above listed data, information was sought concerning the skills and knowledge listed in the position announcements. Although each position area had special items related to the job, the basic skills, competencies, and knowledge that were examined were:

1. Management
2. Administration
3. Student development
4. Counseling
5. Intercultural awareness

6. Goal setting techniques
7. Assessment/evaluation
8. Consultation
9. Leadership development
10. Advising
11. Programming
12. Group dynamics
13. Training
14. Supervision
15. Budget
16. Written communication skills
17. Oral communication skills.

These 17 basic items of skill, competency, and knowledge formed the core of information being sought in the position announcements. In order to avoid bias, these areas were only tabulated when they appeared specifically in the position announcements.

These 17 basic items were also utilized in the formulation of the questionnaire which was sent to institutions with training programs in student personnel. In this manner, a comparison could be made between the potential employers' needs and the academic training programs in student personnel.

The methodology utilized in this study consisted of gathering the above mentioned information by student personnel administrative unit. These were analyzed individually and then they were tabulated as a combined score.

In addition, the material obtained on graduate programs in student personnel was analyzed to determine the content in required and elective

courses. This information was derived from a questionnaire sent to the 76 institutions listed in the Directory of Graduate Preparation Programs in College Student Personnel as having master's degree programs. The questionnaire was designed to ascertain if the institution had a course offering in each area and if it were required or elective. In addition, the questionnaire asked the respondent to indicate the degree of importance he/she believed the specific item had for master's level students.

The data gathered on student personnel position advertisements and course content were then contrasted to determine what similarities and differences existed. In this way, the training programs in student personnel and the requirements of employers were examined.

Upon completion of the data gathering phase of the study, the information was transferred to coded forms, keypunched, and verified. Statistical analysis of the data was then performed on the main computer of the Oklahoma State University University Computer Center, utilizing procedures from SPSS: Statistical Package for the Social Sciences and A User's Guide to Statistical Analysis System.

The first procedure used to analyze the data was a frequency count for each response. This procedure provided raw data for all responses with means for each item in the study. The next run listed the number of positions by the year in which the advertisement appeared. Other analyses were performed to produce other frequency material.

Rankings of scores for particular positions were also used in order to demonstrate the relationships between individual items as well as between different positions.

Findings

The findings are summarized in relation to the seven research questions:

The first question asked whether or not there were similar skills and knowledge requirements sought in all seven student personnel areas. Of the 17 items of skill and knowledge which were sought in all position announcements, only administration and supervision appeared in over 10.0 percent of the position announcements for each student personnel unit. However, management, advising, and counseling were listed in 10.0 percent of the position announcements for six of the seven units.

The second question asked whether or not there were similar skills and knowledge requirements sought for different levels of positions within student personnel units. The study showed that in several of the units, a specific skill was listed for all positions; however, the more general finding was that there were different skills and knowledge listed for different positions within each student personnel unit. It was generally found that the upper level positions required a greater degree of administrative skills. The mid-level positions listed student contact skills, as well as administrative skills, in the requirements. The entry level positions were highly oriented toward student contact skills.

The third question asked whether or not there were similar skills and knowledge sought in student personnel position announcements and in academic preparation programs. The analysis of data obtained from the questionnaire sent to institutions listed as having master's level programs in student personnel and the position announcements showed that several of the highest ranked items found in the position announcements were similar to the course offerings. The highest ranked curricular

offerings were research, group skills, counseling, student development theory, and administration. Of these, counseling and administration were the items which were most highly ranked for advertised positions in student personnel.

While there were similar skills and knowledge found in the college student personnel training programs and in the position announcements, there was not a common core of skills and knowledge found in both curricular offerings and position announcements.

The fourth question asked whether or not there were differences in the salaries listed for different positions in student personnel units. Both the one-way analysis of variance and the ranking technique demonstrated that there were differences in the salaries listed in the position announcements and the level of responsibility for the positions. The highest ranked positions by salary were those of vice president for student services, assistant vice president for student services, and dean of students. These positions were followed by directors, assistant directors, and entry level positions.

There were a few exceptions to this pattern--e.g., associate directors of residence halls were compensated more highly than were directors. This discrepancy has been discussed previously as a function of the size of the residence hall systems.

The fifth question asked whether or not there were differences in the salaries listed and the size of the advertising institution. In order to respond to this question, a one-way analysis of variance was performed using salary and school size. The results of this statistical test was inconclusive. In reviewing the results of this analysis, it was recognized that an intervening variable--the distribution of positions

within the populations--impacted upon the results. It was therefore not possible to form any conclusion about the impact of school size upon salary.

The sixth question asked whether or not there were differences in level of education and degree field for different student personnel units and positions listed. The research on this question supported the conclusion that a master's degree was the most commonly sought educational level for positions within the student personnel units studied. Over 70.0 percent of all the positions studied listed a master's degree as being either required or preferred. There was a slightly higher degree requirement for directors in most areas than for the remaining positions, but this shift was not very great. Only in the units of counseling and dean of students/vice president for student services were doctorates specified in half or more of the positions listing a degree requirement.

The two most frequently listed degree areas found in position announcements were student personnel and counseling. These two academic areas were cited in almost 75.0 percent of the position announcements.

The seventh question asked whether or not there were differences in the years of experience sought for the various positions studied. The ranking established for the means of years of experience showed that the higher the level of the position, the greater the requirement for previous experience. The ranking of position by years of experience was closely related to the ranking of position by salary, with the higher level positions requiring more experience than the entry level positions.

Discussion and Conclusions

Based upon the findings of this study, several conclusions seemed

warranted. These conclusions are presented in the following paragraphs.

From the various models presented in Chapter II, it was evident that student development theory involved a construct wherein various functions could be grouped according to common elements identified within operational units. These models, primarily developed through the ACPA Invitational Conference¹ and Hurst's Conceptual Foundation for Student Affairs,² attempted to identify common elements within student personnel administrative units and group these. Hurst's model went beyond that type of formulation by providing a basic foundation of knowledge and skills for student affairs.

These models were not well supported, however, by the findings of this study. The position announcements did indicate that certain commonalities did exist at the various levels of positions within the student personnel units, with the entry level position announcements citing more student interaction skills and upper level positions seeking more management and administrative skills. There was a marked disparity in the skill and knowledge which was sought for each of the student services unit. Therefore, it is possible to conclude that while some similarities do exist within student service units, these are less frequent than the skills and knowledge sought which are unique for the units. This might be a function of the advertising stressing specific areas which were unique to the student personnel area, while not listing skills and knowledge felt to be standard. Even taking this into consideration, the emphasis on unique skills and knowledge underscored their importance.

The theoretical nature of the student development models did provide an infrastructure for student personnel work reflecting the commonly shared skills and knowledge, while the position announcements under-

scored the unique skills and knowledge sought in student personnel work. The differences in skills and knowledge found in the position announcements existed not only between the student personnel units, but also between the position levels within the same administrative unit. From this research, it is possible to conclude that there are wide differences between the theory and the practice of student development.

Sandeen³ found in his study of chief student personnel officers that student personnel degree programs were heavily oriented toward counseling and lacking in management and administrative skills. This criticism was further reinforced by the review of literature on curriculum in student personnel. These model programs seemed to place a heavy emphasis upon counseling skills rather than more broadly based student contact skills, which were sought for entry level positions.

This research tended to demonstrate that there was not a good "fit" between the academic preparation programs and the skills and knowledge sought by prospective employers. It was concluded that, for entry level positions, a greater match could be achieved between the skills and knowledge sought by employers and those taught in degree preparation programs if the emphasis were placed upon student contact skills rather than just counseling skills.

Entry level positions in student personnel sought skills in these areas rather than in the operational aspects of the individual units. The basic areas of knowledge, such as student development theory and administration, needed to be complemented by an emphasis on advising and interactive skills related to student contact.

The criticism that student personnel programs are counseling oriented did have some validity. Whereas a number of the entry level positions

listed counseling as a desired skill, this did not imply that this counseling was personal counseling. For financial aids positions, counseling was seen as being related to fiscal matters and form preparation rather than personal counseling. This same circumstance was seen in the use of the term "counseling" in career planning and placement. The emphasis of counseling in this area was viewed as being related to career planning and vocational guidance rather than on counseling per se.

These findings led to the conclusion that the term "counseling" is used to cover a number of specific types of student contact as well as the traditional view of counseling, which encompasses a broader range of personal and interpersonal issues. For lack of a better term, counseling is utilized to identify both specific and general types of staff-student interactions.

In regard to counseling as a unit within student personnel, it was concluded that master's level training in student personnel was not a specified level of degree or area of degree for aspiring counselors. Counseling was the student personnel area least like the other areas both in level of training and degree field requested. It was also the only area of student personnel work studied which specified licensing and/or certification for positions. Therefore, students desiring to pursue a career in the counseling area might meet with greater success in finding suitable positions if they had doctorates in a counseling area, rather than having a master's degree in student personnel.

This conclusion must be tempered by the differences that were found to exist within the counseling areas themselves. Some of the counseling centers were oriented toward short-range, non-therapeutic counseling. Positions in these centers were often open to master's level students,

and certification/licensing were not required as frequently. Other centers were oriented toward long-range therapy as well as counseling. These centers sought counselors with doctorates who were eligible for certification and licensing.

It was further concluded that an anomaly existed in the perception of master's level student personnel training programs being "too counseling oriented;" and the finding that for positions in counseling, a master's degree in student personnel was not a frequently specified degree area.

It was evident from the data examined on the curriculum for student personnel training programs that a practicum experience in one or more units of student personnel was a valued component. This finding was supported by the data gathered from the study. The analysis of the skills and knowledge listed in position announcements showed that there were unique areas of skills and knowledge sought for the different positions in student personnel. The graduate degree preparation programs tended to be oriented toward a more generalized knowledge of student personnel as a field of study. The major focus of this preparation which enabled the student to gain necessary experience in a specific unit came about through the practicum experience. It is therefore a conclusion that graduate programs in student personnel place a greater emphasis on those experiences which facilitate the student's gaining specific knowledge and skill within his/her area of student personnel concentration. This has implications for both the length and depth of the practicum experience.

It is further concluded from this research that the standards (degree field and degree level) for both entry level positions and upper

level management positions in student personnel work were similar, except for counseling and upper level positions in the dean of students/vice president for student services areas. Generally, for positions in student personnel, the master's degree in student personnel was sought for both entry level and upper management positions.

This finding is also important for the development of curriculum in student personnel graduate programs. While the degree program and level were similar for most positions in student personnel, the areas of skill and knowledge sought by employers for different level positions were markedly different. These data lead to the conclusion that the skills and knowledge necessary for advancement in the various areas of student personnel were acquired in another manner than through formal academic training. Whereas this may not be an inherent weakness in the field of student personnel, it does lead to speculation concerning the availability of training systems beyond the formal academic training in student personnel.

It is finally concluded that in spite of the efforts of student personnel theorists to unify the various student personnel units under a single construct, the field remains fragmented by the different skills and knowledge necessary for different areas. This, in turn, has had an impact upon the development of a curricular base for the entirety of student personnel.

Recommendations

The following recommendations were an outcome of this study. For convenience, these have been organized into four categories: general

recommendations, recommendations to advertisers, curricular recommendations, and recommendations to the profession.

General Recommendations

1. This study was constructed to encompass a broad spectrum of positions and units within student personnel work. The recommendation is, therefore, to follow up on single areas in greater depth. In this manner, both the position analysis and the analysis of the training programs could have greater focus.

2. The use of position announcements for this type of research provided some exciting possibilities for future studies. It is recommended that the same type of analysis for the periods of 1959-1962 and 1969-1972 be undertaken. This would provide a contrast during a period in which the philosophy of in loco parentis was pre-eminent (1959-1962) and one which was transitional for student personnel (1969-1972).

3. It is recommended that the use of data from this study could serve as a springboard to additional research related to the nature of the skills and knowledge possessed and needed by incumbents in various student personnel positions. Training programs do provide one dimension to the questions related to the acquisition of skills and knowledge. The position advertisements provide another significant dimension related to what employers sought in the way of skill and knowledge, but the dimension related to the employee's actual skill and knowledge and his/her needs on the job would provide additional data worth considering.

Recommendations to Advertisers

4. It is recommended that advertising institutions use greater

precision in the position announcements used to solicit applications from prospective employers. The position announcement is most often the first contact a job seeker has with the advertising institution. The clearer the presentation of the job requirements, the better the possibility of attracting applicants with appropriate qualifications. This would contribute to fewer applicants perhaps, but these applicants would have qualifications more closely matched to the needs of the employer.

While many advertisers do an outstanding job of describing the requirements for positions, a great many of the advertisements used in this study were imprecise as to the skills and knowledge being sought. It is recognized that the cost of advertising is high, but this recommendation does not speak to length but to the clarity of the information presented.

Curricular Recommendations

5. It is recommended that master's level preparation programs in student personnel be examined to include those areas of skill and knowledge which would have particular application for entry-level staff. The curricular offerings could be designed to fall within three areas of concentration. The first of these areas would provide an overview of student personnel in higher education and should include an introductory course in student personnel, the history of higher education, student development theory, and current issues in student personnel. The second component should encompass those areas of skill and knowledge which facilitate interaction with students. Courses in this component would include program development, advising of student groups, intercultural awareness, techniques of supervision, basic administration, and counseling. This counseling component needs to be focused in order to provide

knowledge not only of personal counseling techniques but counseling as it relates to career development and financial planning. The third component for curriculum in student personnel is the practicum experience. This should provide not only an overview of the student personnel unit but also in-depth training related to the specific areas which an entry-level employee needs for specific positions.

6. It is recommended that a study of the counseling unit of student personnel be conducted in sufficient depth to examine not only the skills and knowledge sought for positions in counseling and training but also the type of counseling as these relate to the goals for the counseling center. Since the orientation of counseling centers differs from short-range counseling to long-term treatment, an in-depth study of counseling centers focused upon the differences in skills and knowledge, degree and degree field, and certification and licensing for each position needs to be undertaken.

7. It is recommended that terminal degree programs be developed in student personnel which would enable an individual to gain the necessary skills and knowledge for upper level positions. These would include such areas as administration, management, supervision, budget, goal setting, assessment and evaluation, and research. The skills and knowledge which were listed for the entry level positions were different than those found in position announcements for upper-level positions, and terminal degree programs should be developed which provide an opportunity for staff to continue to learn in an academic setting as well as on the job.

8. It is recommended that oral and written communication skills be included in the curriculum for student personnel work. While the class presentation and term paper approach may be adequate for minimal

preparation, this learning is incidental to the purposes of the course. Speaking and writing skills are of great importance to the individual working in the field and these should be emphasized in the curriculum.

Recommendations to the Profession

9. It is recommended that practitioners in student personnel take a more active and assertive role in the academic preparation of students for student personnel areas. This includes teaching, the formulation of curriculum, research, and services on advisory committees. This involvement is of the utmost importance if graduate programs in student personnel are to become more reflective of the needs of the profession. As was shown in the review of the literature, the basis for student development theory came not from the practitioner but from the faculty. Neither theory nor research has been seen as a province of the practitioner and both of these areas need to be emphasized by the people in the field.

10. It is recommended that the profession begin to explore the possibility for certification within the various student personnel units. In this manner, the profession could establish a systematic monitoring of the training for persons in the field.

Concluding Remarks

This study has raised questions beyond its limited scope and has provided other researchers with an abundance of material for further study. It has utilized position announcements as a vehicle to provide insights into skills and knowledge sought by prospective employers in the hiring process. This technique could, through refinement, be of continuing value to research in the training and hiring of new employees.

Using this work as a base, other studies could explore the impact of such items as computer technology in the future of student personnel. There are other aspects of this study that could be utilized in the expansion of knowledge about jobs, hiring, and training.

ENDNOTES

¹"Invitational Conference on Organizing Models for the Implementation of a Student Development Approach for Student Affairs," Overland Park, Kansas, 1976.

²Weston H. Morrill et al., Dimensions of Intervention for Student Development (New York, 1980), p. 11.

³Arthur Sandeen, "Professional Preparation Programs in Student Personnel Services in Higher Education: A National Assessment by Chief Student Affairs Officers," NASPA Journal (Autumn, 1982), pp. 51-58.

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APPENDIX A

MEMBERS OF THE COUNCIL FOR THE ADVANCEMENT
OF STANDARDS FOR STUDENT SERVICES/
DEVELOPMENT PROGRAMS

AACRAO	American Association of Collegiate Registrars and Admissions Officers
ACPA	American College Personnel Association
ACUHO	Association of College and University Housing Officers
ACU-I	Association of College Union-International
AHSSPPSE	Association on Handicapped Student Service Programs in Post-Secondary Education
ASCUS	Association for School, College and University Staffing
CPC	College Placement Council
NAAA	National Association of Academic Advisors
NACAC	National Association of College Admissions Counselors
NAFSA	National Association for Foreign Student Affairs
NASPA	National Association for Student Personnel Administrators
NAWDAC	National Association for Women Deans, Administrators, and Counselors
NCCP	National Clearinghouse for Commuter Programs
NCEA	National Continuing Education Association
NCSD	National Council on Student Development
NECAA	National Entertainment and Campus Activities Association
NIRSA	National Intramural Recreational Sports Association
NODA	National Orientation Directors Association

APPENDIX B

ACPA--EXPANDED TAXONOMY OF STUDENT DEVELOPMENT
SKILLS AND COMPETENCIES

I. Goal Setting Competencies

1. Assess student needs
2. Write behavioral goals and objectives
3. Assist students to formulate realistic and attainable personal goals and objectives
4. Identify the student's level or position in the developmental process
5. Make appropriate referrals
6. Identify and articulate institution's goals and policies to students
7. Assist students to identify specific behaviors that are desired or should be changed
8. Define acceptable levels of outcome behavior to determine whether goals are met
9. State the conditions under which student behavior related to goals and objects should occur
10. Provide feedback to students regarding their progress toward accomplishing their goals
11. Help students collect relevant data as input to the goal-setting process
12. Identify student development progress points, plateaus, achievements, and successes
13. Maintain a scholarly, academic background in student development theory
14. Relate various campus and community activities to students' goals
15. Teach students to deal with the consequences of their behavior
16. Articulate limitations of students' written goals and objectives
17. Reinforce appropriate student behavior in responsible ways
18. Delineate goal-setting styles and strategies to students
19. Negotiate or arbitrate between students, faculty, and institutional staff
20. Teach students to take responsibility for their decisions
21. Recognize student background characteristics which may potentially influence the attainment of goals and objectives
22. Develop a sense of empathy for students' needs
23. Identify specific student behaviors which can be used as criteria
24. Confront destructive, unhealthy, or counterproductive behavior
25. Help students establish a commitment to achieving goals
26. Be able to evaluate the attainment of student goals and objectives
27. Demonstrate and instruct students in the process and strategies of decision making
28. Know the literature related to the psychology of adolescents
29. Communicate and establish rapport with students
30. Accept and be open-minded about students' defined goals and objectives

II. Assessment Competencies

1. Select, administer, and interpret standardized ability tests
2. Interpret cognitive and behavioral data

3. Provide interpretation of overt student behavior to academic departments
4. Assess and interpret the academic system to students
5. Analyze data related to a student's academic development
6. Develop baseline and normative data for student behavior for the institution
7. Understand and know departmental curricular requirements
8. Interpret academic department evaluation instruments
9. Construct and develop assessment instruments
10. Communicate the meaning of test scores to students recognizing geographical, racial, sexual, and other differences
11. Analyze student achievement records
12. Use and interpret probabilities of academic success to students
13. Assess cultural and environmental influences on students' previous experiences
14. Diagnose student learning skills
15. Design and develop a comprehensive assessment program
16. Conduct a student needs assessment
17. Define limitations and potentials of any student data
18. Help students define that which needs to be assessed
19. Understand the rationale for assessment and communicate it to students
20. Develop a computerized information base of student characteristics
21. Administer, score, and interpret sociometric tests and instruments
22. Select, administer, and interpret standardized personality instruments
23. Systematically observe individual student behavior and compare it with normative information for that institution
24. Define and assess personal/social developmental tasks
25. Be knowledgeable in all aspects of human behavior
26. Listen to students' perceptions of feelings
27. Communicate effectively on a one-to-one basis
28. Identify and collect data to understand various student subgroups on campus
29. Evaluate the technical characteristics (e.g., reliability, validity, etc.) of assessment instruments
30. Have basic knowledge of ethics of data collection
31. Operate non-print media (videotape, audio recordings, etc.) in order to collect student data
32. Use available institutional resources to obtain data
33. Design student programs on the basis of student data
34. Select, develop, and administer survey instruments
35. Handle student resistance to data collection and data interpretation
36. Develop computerized data collection techniques
37. Maintain student confidentiality
38. Provide students with feedback to clarify understanding of assessment results
39. Develop rapport with students prior to data interpretation
40. Provide opportunities for students to conduct self-assessment of developmental skills and compare it with others
41. Provide emotional support for students during the assessment process

III. Consultation Competencies

1. Obtain the respect of academicians as a legitimate educator
2. Understand the institutional structure
3. Recognize and use expertise of others
4. Develop one-to-one counseling skills
5. Develop group counseling skills
6. Use effective communication skills
7. Develop personal relations with the academic community
8. Serve on faculty committees
9. Know available resources
10. Facilitate group problem solving and group decision making
11. Evaluate programs to determine effectiveness
12. Motivate others to do things for you
13. Assume leadership capacity
14. Explain theoretical and practical implications of student development needs
15. Collect, organize, and write research findings
16. Translate assessment results into a program of action
17. Be willing to confront faculty and challenge present procedures
18. Know research design, data collection, and evaluation strategies and techniques
19. Understand theory of various evaluation strategies
20. Help faculty individualize instruction
21. Initiate contact with appropriate resource people
22. Present data concerning students to administrative decision-makers
23. Understand organizational behavior
24. Be able to rethink the learning process and design programs accordingly
25. Have knowledge of modeling and feedback process
26. Interpret the power structure of the institution
27. Take risks, allow others to make decisions and take the credit
28. Facilitate staff development through in-service training
29. Develop positive public relations
30. Be able to plan, organize, and conduct workshops
31. Communicate student development goals to academic staff
32. Be able to gain commitment from top decision-makers
33. Train faculty as advisers
34. Know how to initiate, maintain, and terminate a consulting process

IV. Instructional Competencies

1. Be able to determine learner's needs from among broad educational goals
2. Specify and select related and appropriate instructional goals
3. Design suitable instructional strategies based on pre-specified outcomes, sound learning theory, and learner characteristics
4. Evaluate learner progress
5. Evaluate instructional effectiveness and efficiency
6. Develop "programmed" materials

7. Develop group process exercises
8. Develop contract grading system
9. Use simulation techniques
10. Do effective role playing
11. Lead group discussion of content
12. Make effective use of media aids
13. Plan and organize lecture materials
14. Provide students the opportunity to exhibit and practice learning skills
15. Make instructional content relevant to student needs
16. Make effective decisions
17. Provide role model
18. Establish objectives common to new curricula requirements
19. Defend theoretical base for student development theory
20. Teach academic faculty the concepts of student development
21. Have input into curricula decision-making
22. Organize and supervise a learning experience that meets the student's needs
23. Explain study skills strategies to students
24. Objectively evaluate student performance
25. Teach human relations courses
26. Teach psychology of learning courses
27. Teach child and adolescent development and growth courses
28. Teach decision-making skills
29. Teach group leadership skills
30. Teach human sexuality courses
31. Teach value-clarification skills
32. Teach career development courses
33. Teach counselor education courses
34. Teach educational administration, supervision, and management
35. Teach assertiveness training courses
36. Teach group process skills
37. Teach interpersonal communication skills
38. Provide constructive feedback regarding student performance
39. Explain to faculty how teaching behavior influences students

V. Milieu Management

1. Plan and administer financial budgets
2. Plan activities and programs
3. Organize resources (people, material, etc.) to carry out program activities
4. Coordinate individuals to work toward common goals
5. Provide in-service training and staff development programs
6. Collaborate with other faculty and staff
7. Sell a program to institutional decision-makers
8. Use effective communication skills
9. Select and train department staff
10. Be able to communicate program goals to larger academic community
11. Understand institutional objectives, expectations, etc.
12. Know effective decision-making strategies

13. Assess the role top-level administrators make in evaluating your proposals
14. Be able to see relationships between individual growth and environment
15. Establish rapport with administrative staff
16. Be able to bridge the gap between theory and practice in managing programs
17. Generate enthusiasm for a new approach or program
18. Write effective proposals for funding
19. Assign tasks to staff and initiate follow-up
20. Evaluate staff performance
21. Conduct reserach on program effectiveness
22. Develop positive public relations with institution and community
23. Promote effective team work
24. Redirect staff efforts in a positive direction
25. Delegate responsibility to others
26. Anticipate unexpected problems
27. Establish priorities

VI. Evaluation Competencies

1. Know the various evaluation theories
2. Be able to make realistic conclusions and recommendations
3. Relate new data collected to existing information
4. Design and implement appropriate research methodologies
5. Select appropriate statistical techniques
6. Define criteria for measuring outcomes
7. Define conditions of evaluation
8. Synthesize input from the lay public into a research design
9. Interpret data in light of objectives of a program
10. Develop measurement instruments to assess the program process
11. Develop a system for recording and reporting evaluation data
12. Make value judgments regarding the results of an evaluation study
13. Write reports in nontechnical language
14. Publish results in professional journals
15. Distinguish between failure of program and failure of theory
16. Recognize limitations of behavioral science approach
17. Know various measurement techniques and types of instruments
18. Write clear, concise memos
19. Present program results to professional audiences
20. Communicate results of evaluation to student audiences
21. Know key areas and people who should be aware of the results
22. Conduct cost-effectiveness studies
23. Budget personnel and staff time to accomplish the objectives of a program
24. Revise programs on the basis of evaluation data

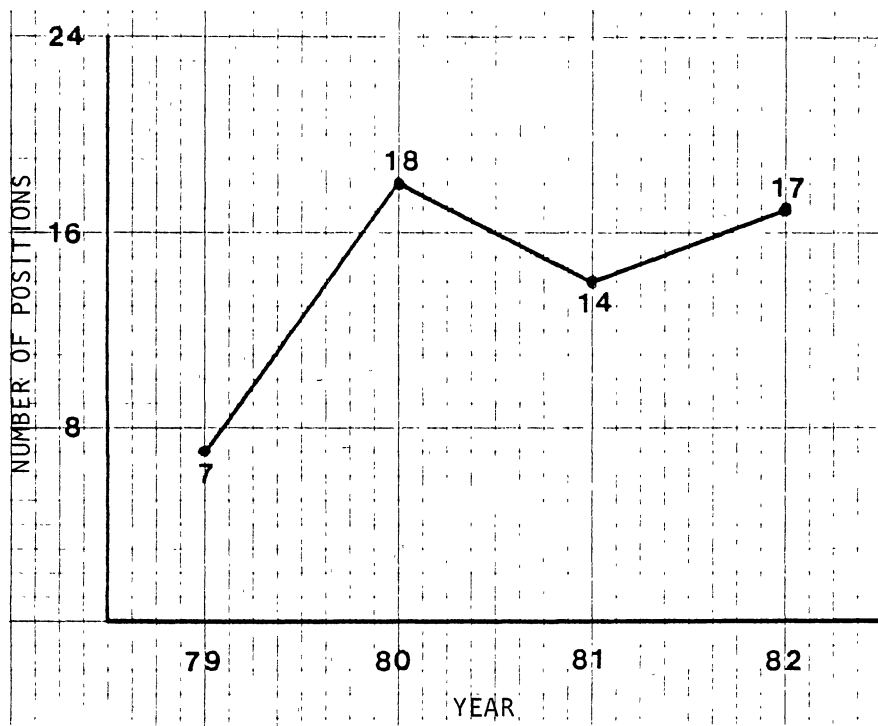
APPENDIX C

POSITIONS AVAILABLE BY STATE AND AREA

	<u>CPP</u>	<u>C</u>	<u>CUSA</u>	<u>IS</u>	<u>DSVP</u>	<u>FA</u>	<u>RH</u>	<u>TOTAL</u>
1 Alabama	7	7	2	---	4	10	8	38
2 Alaska	---	1	---	---	---	2	1	4
3 Arizona	2	9	7	---	7	7	23	55
4 Arkansas	5	12	9	---	18	3	16	63
5 California	26	37	37	3	44	65	87	299
6 Colorado	4	2	11	---	16	12	29	74
7 Connecticut	8	6	17	---	10	13	34	88
8 Delaware	1	5	6	---	3	---	13	28
9 Dist. of Columbia	13	4	3	---	10	13	18	61
10 Florida	5	23	5	---	19	9	40	101
11 Georgia	8	24	7	1	12	6	23	81
12 Hawaii	---	1	---	---	---	---	---	1
13 Idaho	---	4	2	---	3	3	9	21
14 Illinois	22	40	37	2	37	58	98	294
15 Indiana	10	10	10	---	16	22	26	94
16 Iowa	14	12	16	3	16	11	54	126
17 Kansas	7	12	10	---	12	3	16	60
18 Kentucky	4	5	3	1	4	1	12	30
19 Louisiana	2	8	5	3	9	9	12	48
20 Maine	10	6	6	1	9	13	23	68
21 Maryland	6	13	20	---	22	20	21	102
22 Massachusetts	33	29	17	1	41	40	60	221
23 Michigan	5	19	15	2	25	21	68	155
24 Minnesota	8	13	14	---	11	14	28	88
25 Mississippi	5	6	2	---	6	14	4	37
26 Missouri	14	27	18	1	30	10	47	147
27 Montana	1	6	3	---	5	2	7	24
28 Nebraska	8	6	4	1	10	4	20	53
29 Nevada	---	9	1	1	1	---	1	13
30 New Hampshire	8	3	3	---	7	7	19	47
31 New Jersey	14	19	30	2	26	17	34	142
32 New Mexico	---	4	1	---	6	4	7	22
33 New York	61	68	72	5	81	79	193	559
34 North Carolina	7	17	11	---	23	4	48	110
35 North Dakota	4	3	2	1	---	2	5	17
36 Ohio	25	35	23	4	42	42	98	269
37 Oklahoma	2	8	6	5	6	13	7	47
38 Oregon	6	5	6	1	7	12	18	55
39 Pennsylvania	51	43	45	3	50	51	143	386
40 Rhode Island	7	3	2	1	2	7	12	34
41 South Carolina	5	6	11	1	14	5	12	54
42 South Dakota	2	2	11	---	8	8	14	45
43 Tennessee	2	14	10	---	15	4	20	65
44 Texas	16	22	20	5	21	26	42	152
45 Utah	1	3	2	---	1	3	4	14
46 Vermont	4	5	8	1	11	6	9	44
47 Virginia	14	39	21	2	34	11	88	209
48 Washington	7	14	4	2	11	14	29	81
49 West Virginia	12	10	8	---	13	9	29	81
50 Wisconsin	5	9	13	3	18	17	57	122
51 Wyoming	---	5	---	---	---	---	1	6
	<u>481</u>	<u>693</u>	<u>596</u>	<u>56</u>	<u>796</u>	<u>726</u>	<u>1687</u>	<u>5035</u>

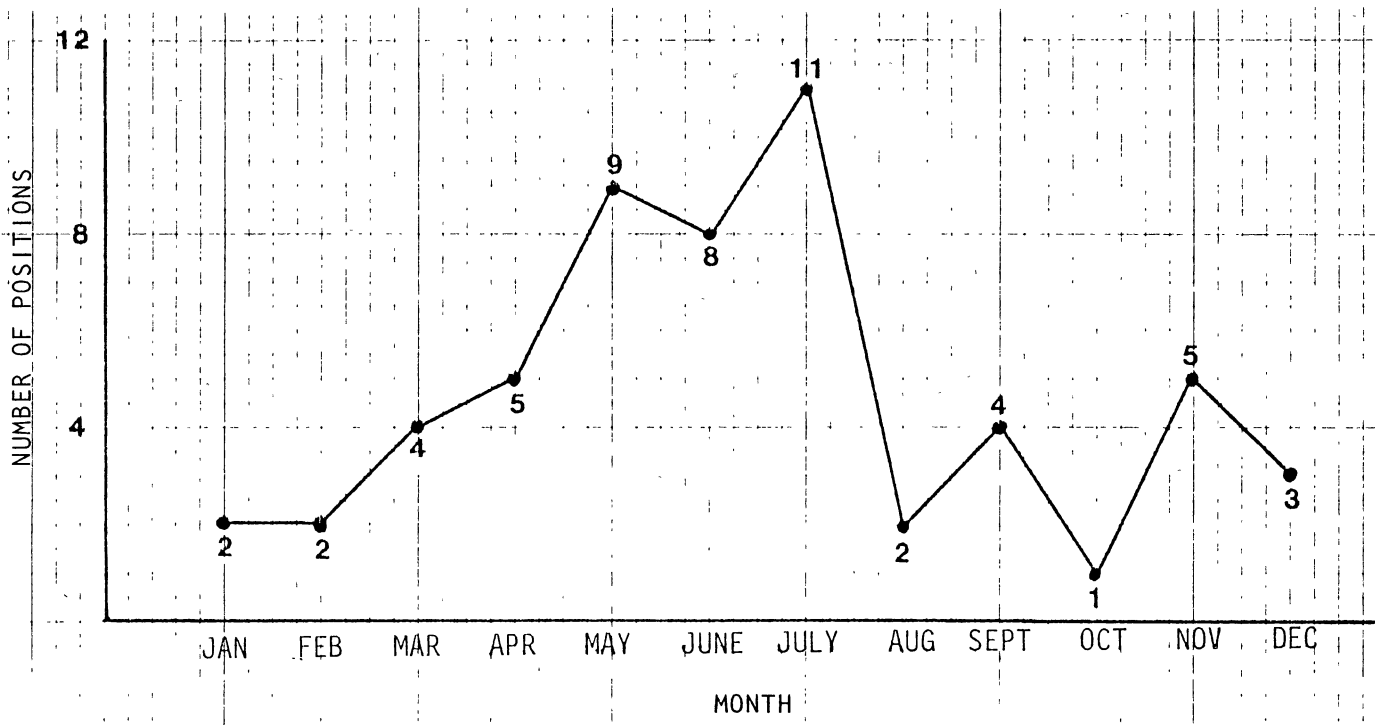
APPENDIX D

INTERNATIONAL STUDENT ADVISEMENT
POSITION BY YEAR ADVERTISED



APPENDIX E

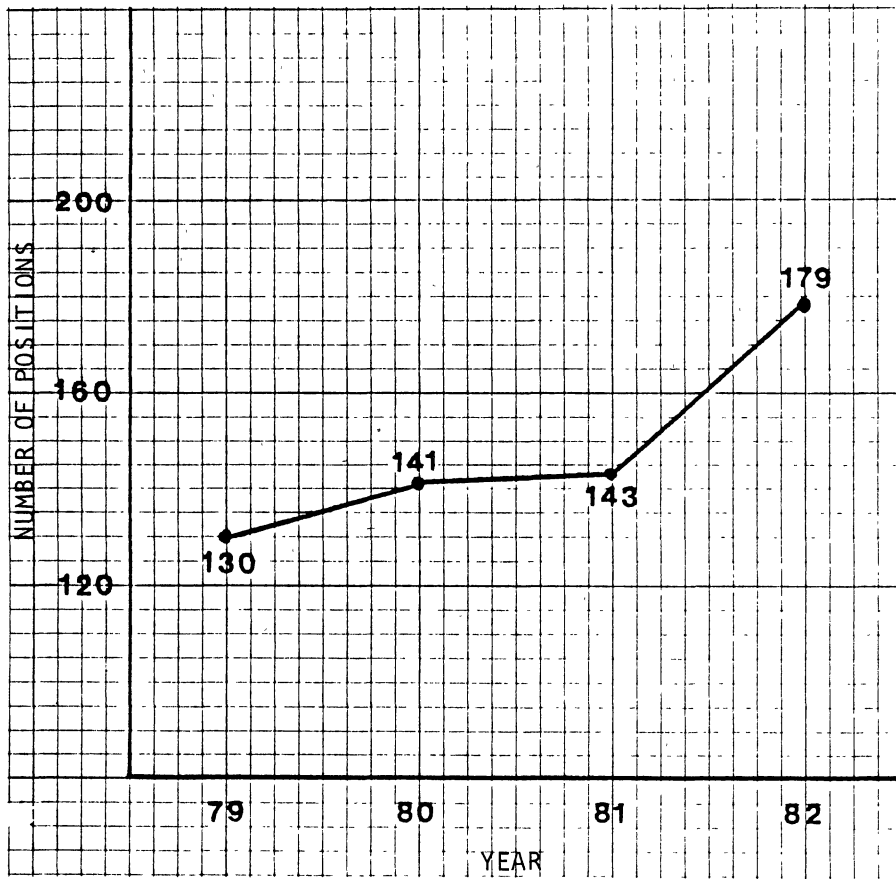
INTERNATIONAL STUDENT ADVISEMENT
POSITION BY MONTH ADVERTISED



APPENDIX F

COLLEGE UNION/STUDENT ACTIVITIES

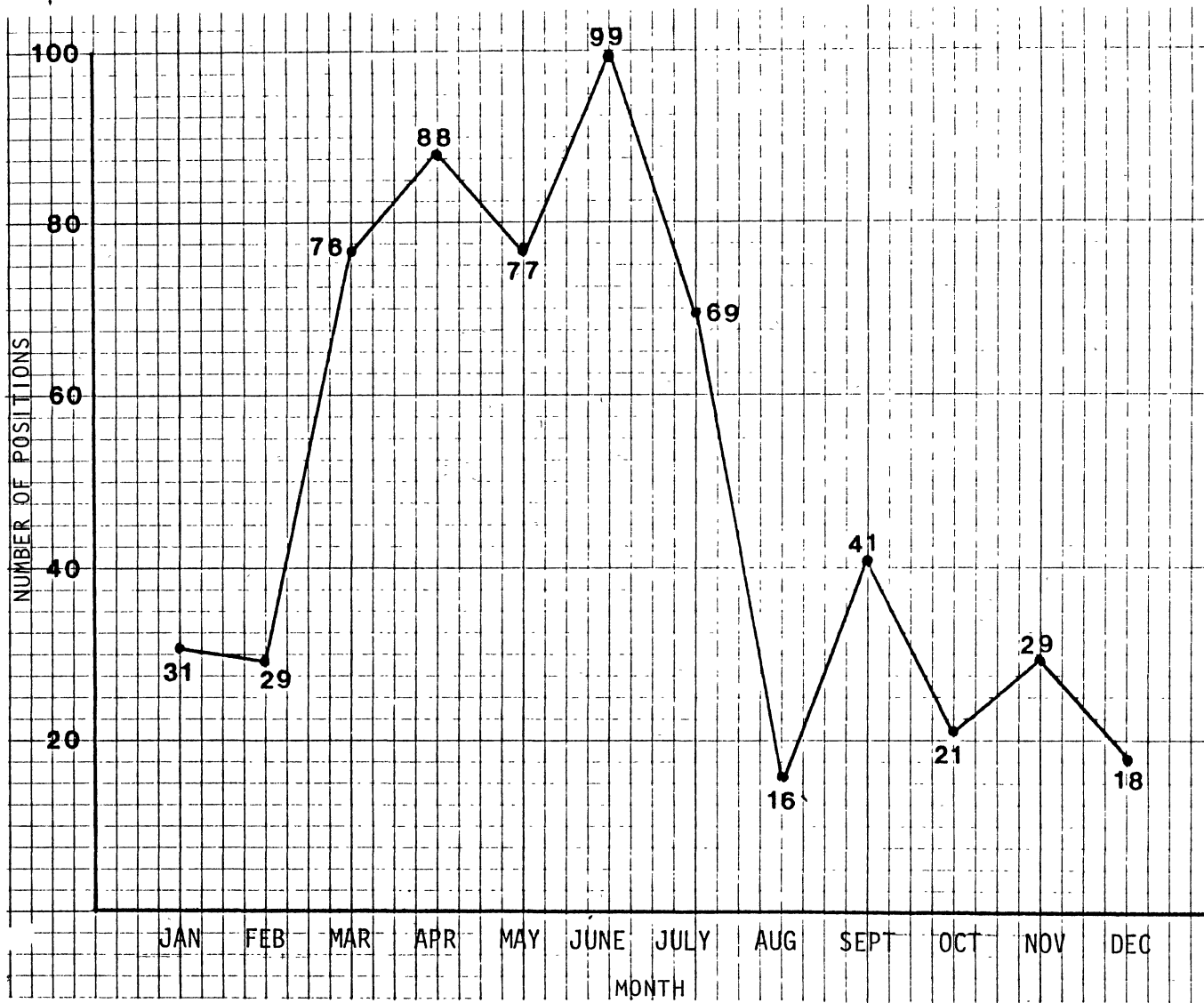
POSITION BY YEAR ADVERTISED



APPENDIX G

COLLEGE UNION/STUDENT ACTIVITIES

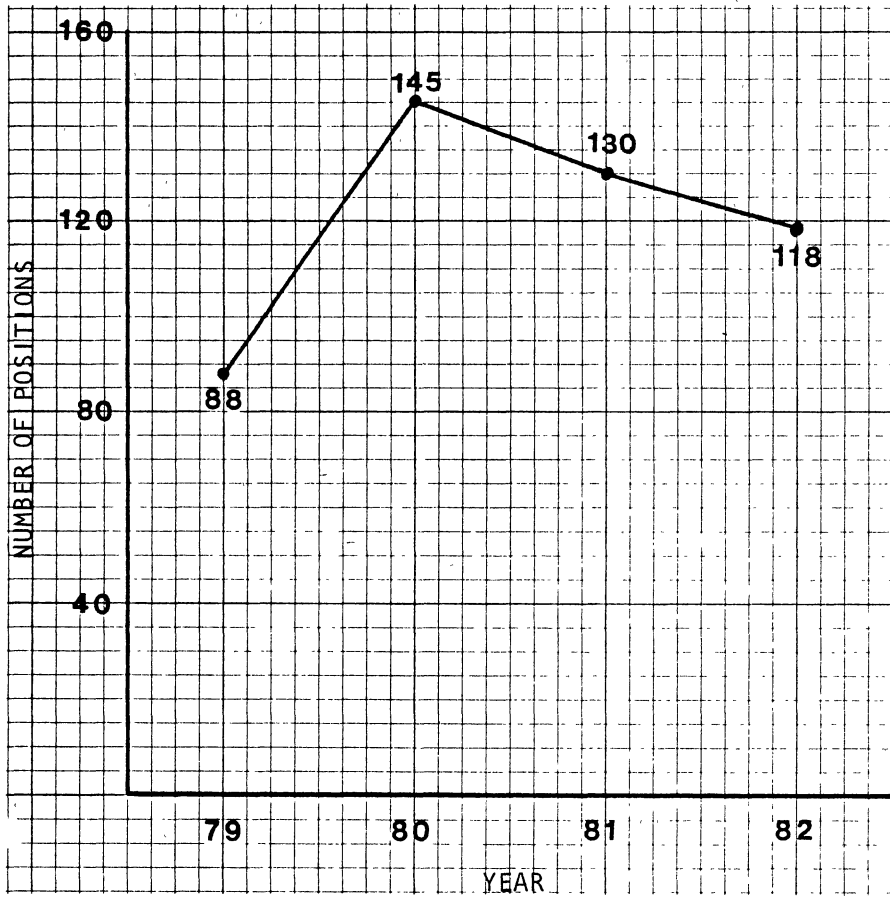
POSITION BY MONTH ADVERTISED



APPENDIX H

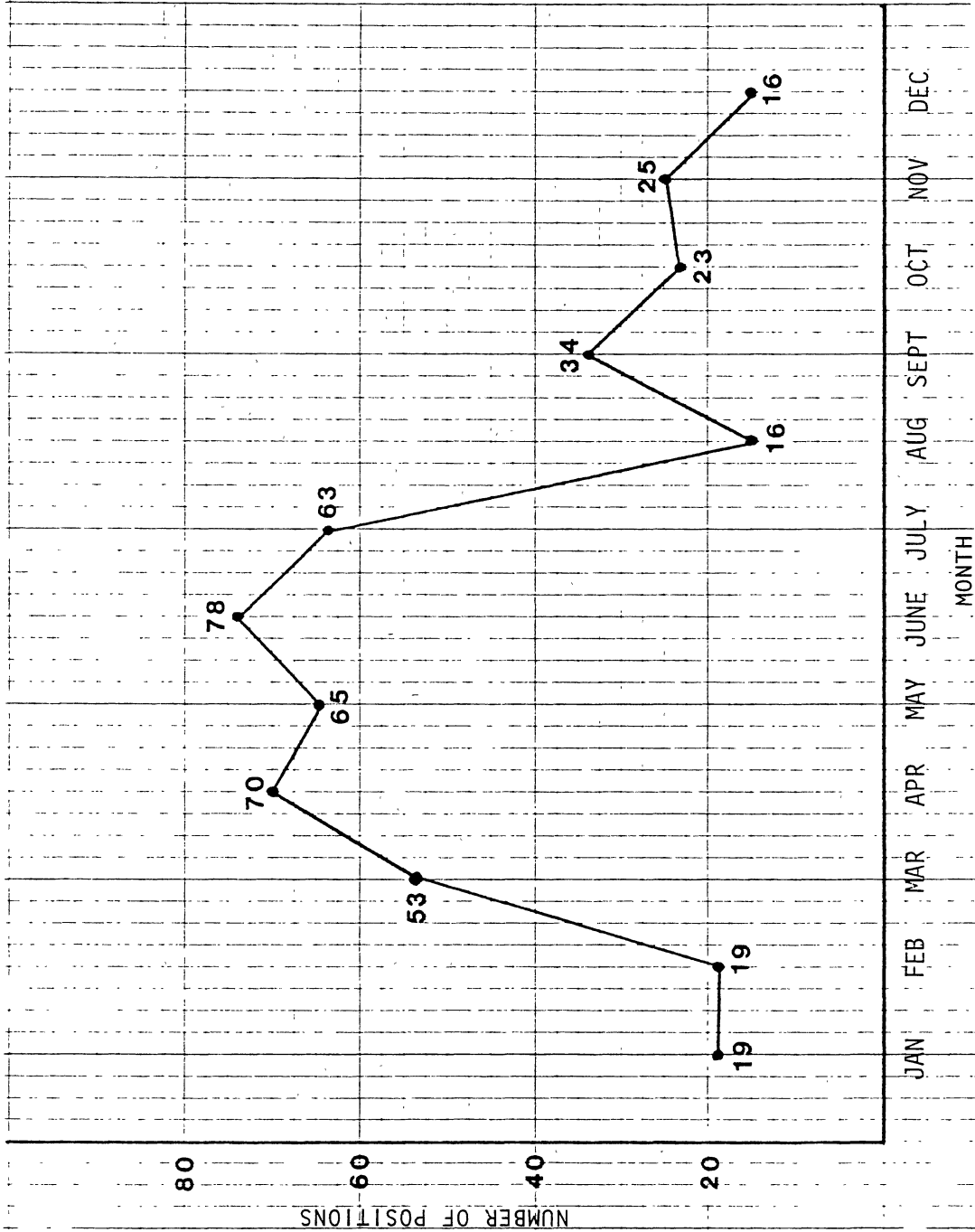
CAREER PLANNING AND PLACEMENT

POSITION BY YEAR ADVERTISED



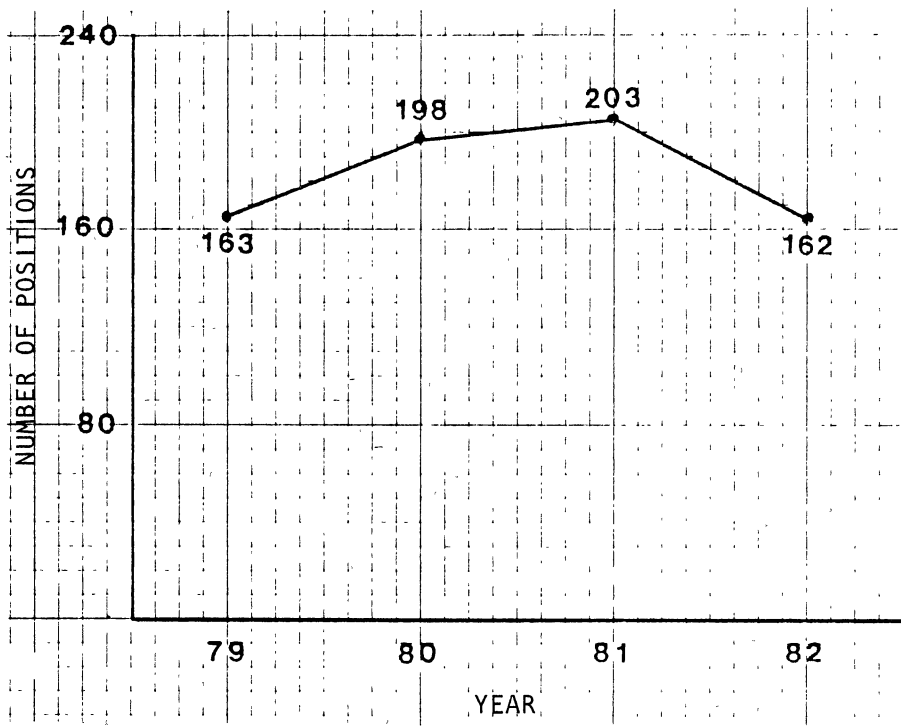
APPENDIX I

CAREER PLANNING AND PLACEMENT POSITION
BY MONTH ADVERTISED

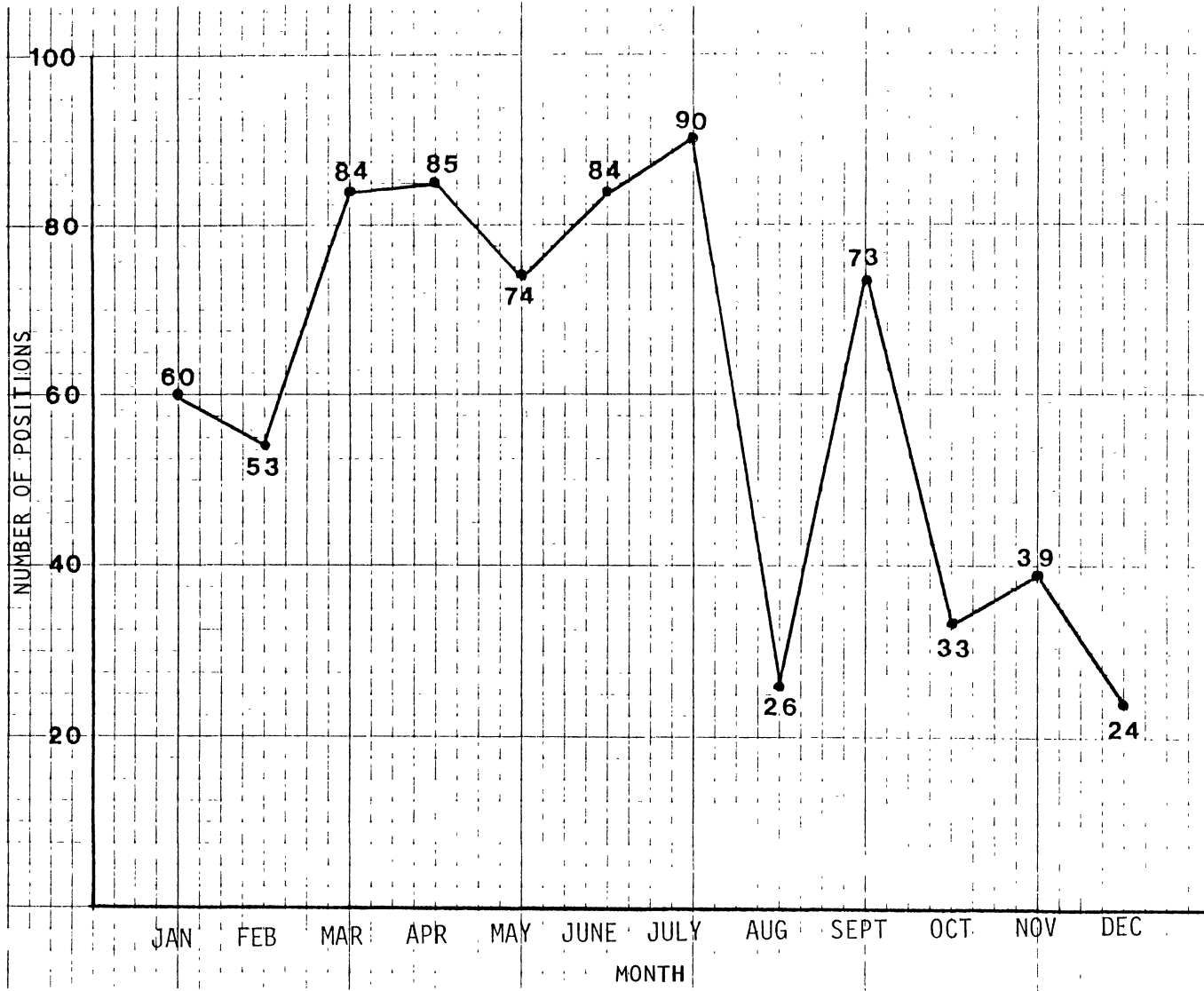


APPENDIX J

FINANCIAL AIDS POSITION
BY YEAR ADVERTISED

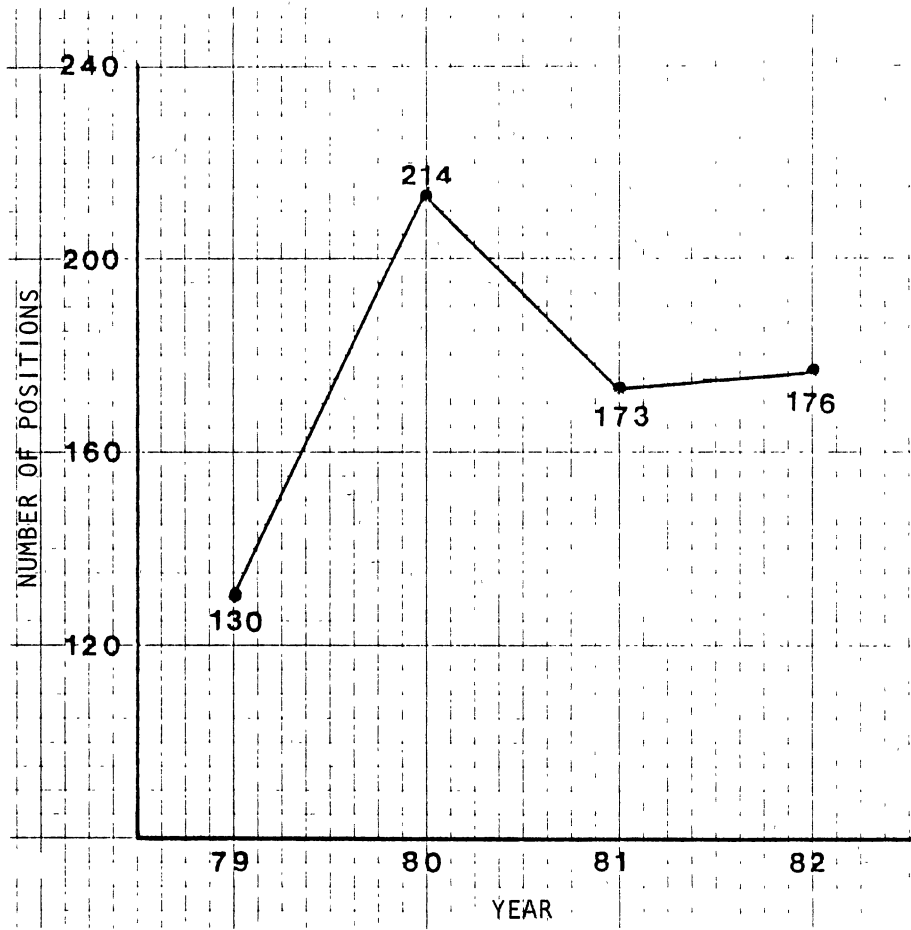


APPENDIX K
FINANCIAL AIDS POSITION
BY MONTH ADVERTISED



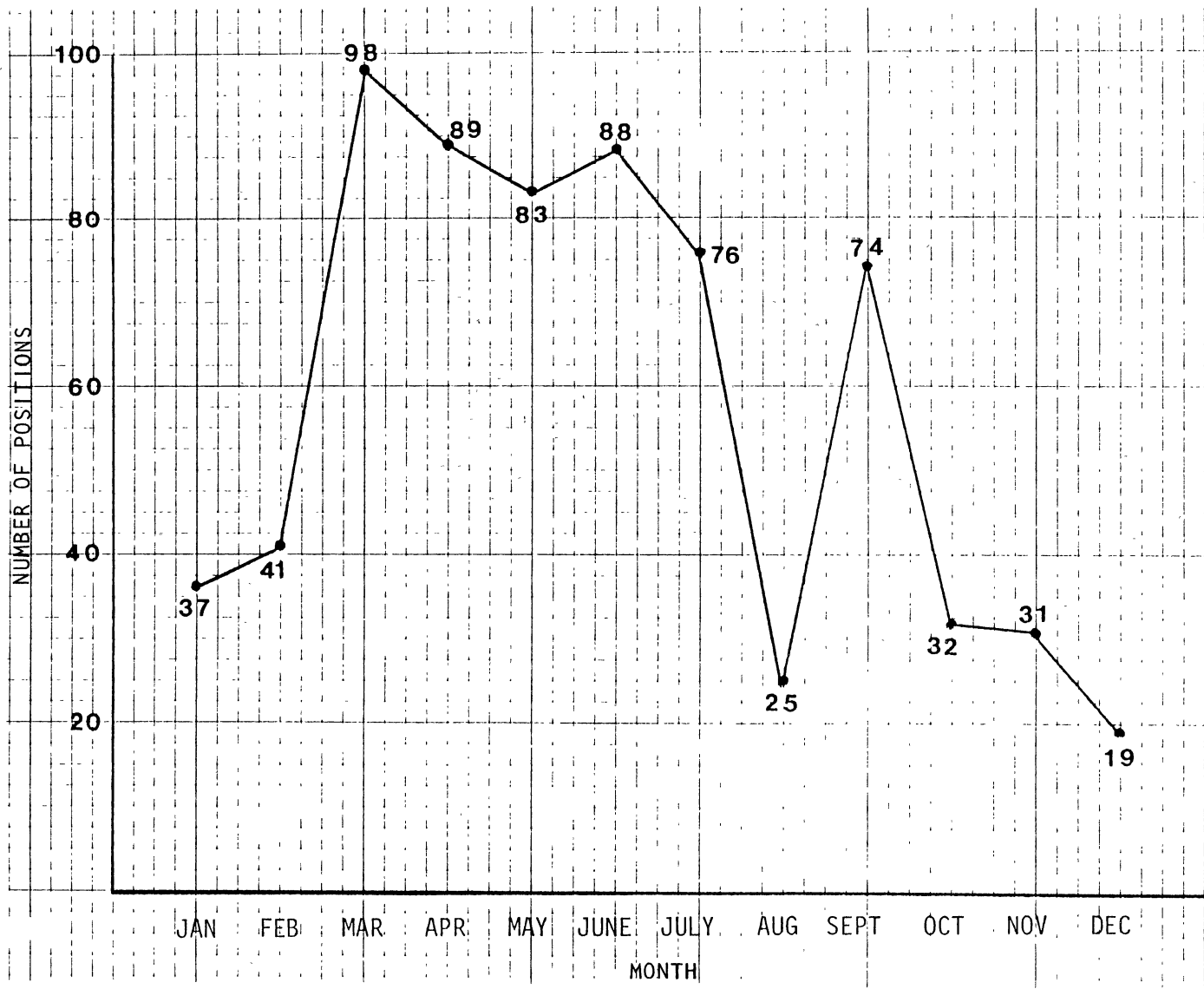
APPENDIX L

COUNSELING POSITION BY YEAR ADVERTISED



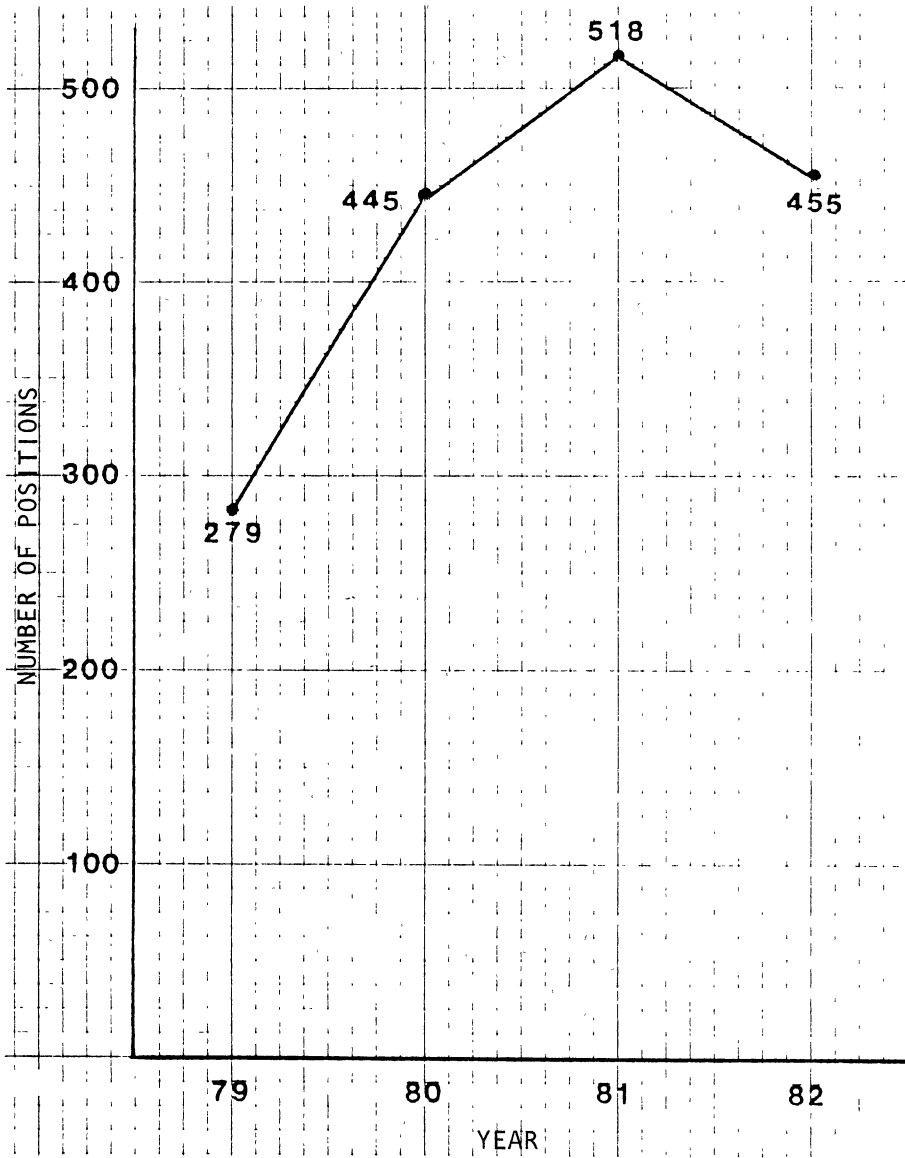
APPENDIX M

COUNSELING POSITION BY MONTH ADVERTISED



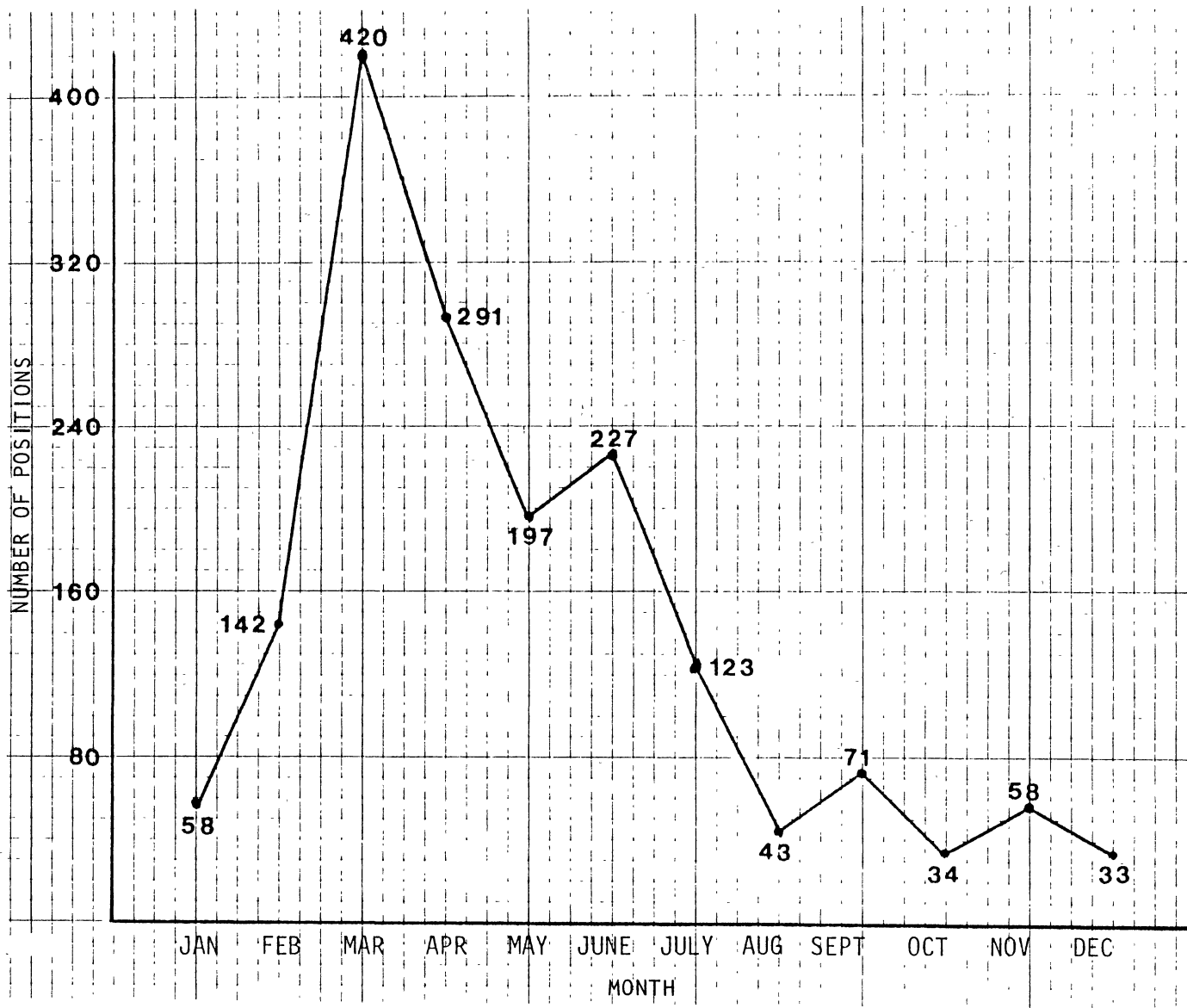
APPENDIX N

RESIDENCE HALLS POSITION BY YEAR ADVERTISED



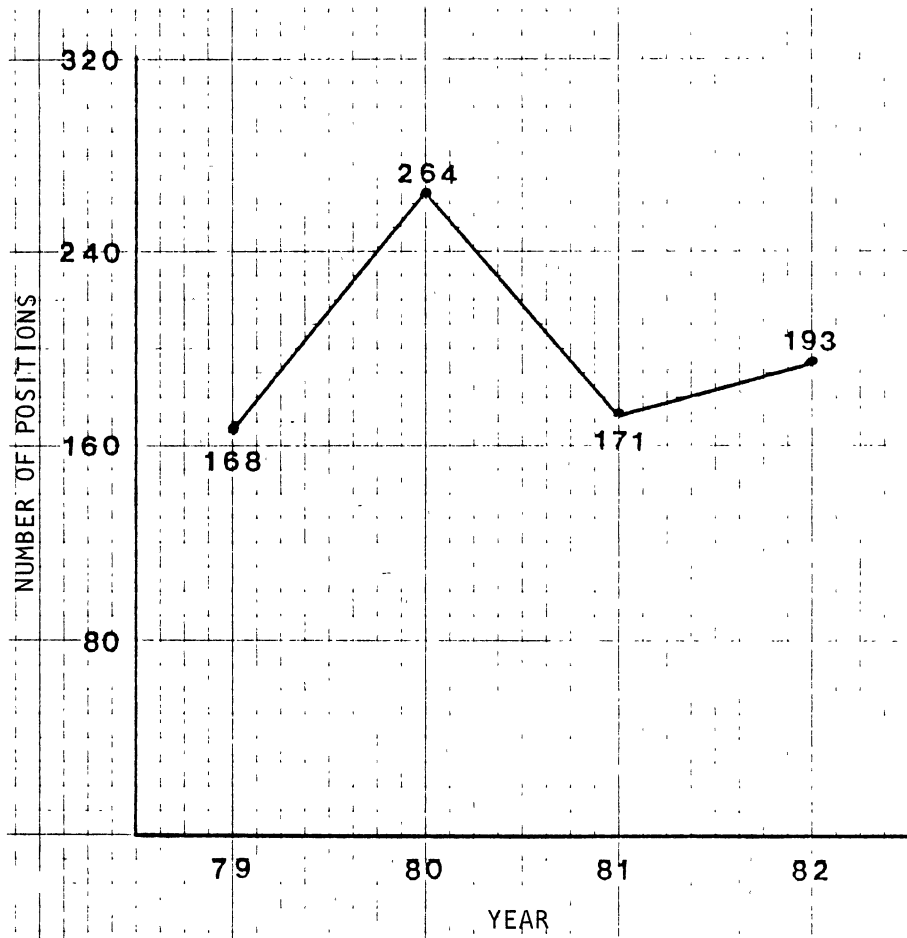
APPENDIX O

RESIDENCE HALLS POSITION BY MONTH ADVERTISED



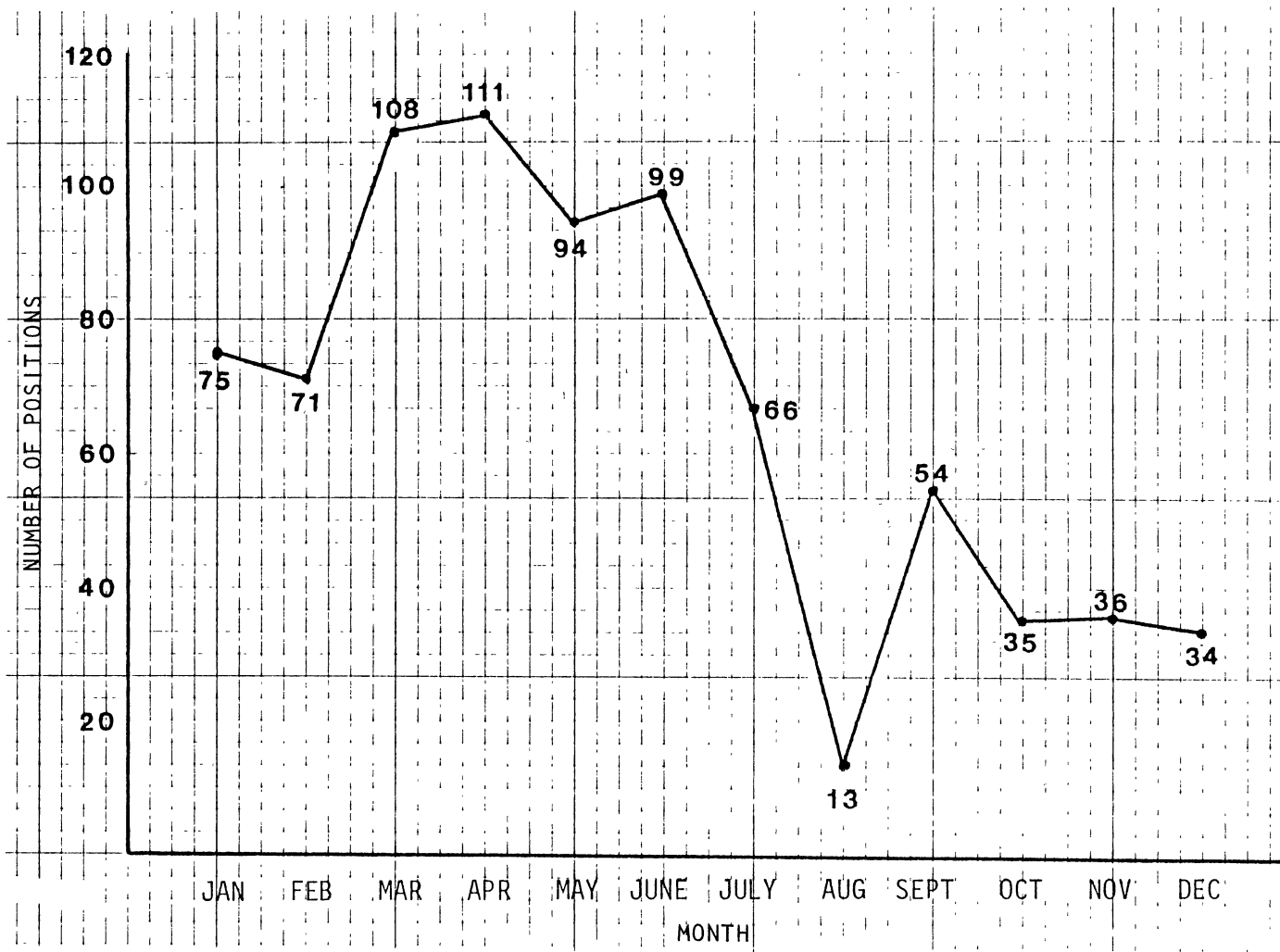
APPENDIX P

DEAN OF STUDENTS/VICE PRESIDENT FOR STUDENT
SERVICES POSITION BY YEAR ADVERTISED



APPENDIX Q

DEAN OF STUDENTS/VICE PRESIDENT FOR STUDENT
SERVICES POSITION BY MONTH ADVERTISED



APPENDIX R

EXAMPLE OF LETTER SENT TO INSTITUTIONS WITH
MASTER'S PROGRAMS IN STUDENT PERSONNEL

Student Activities Center
040 Student Union
Oklahoma State University
Stillwater, Oklahoma 74078



I am a doctoral candidate in Higher Education Administration at Oklahoma State University. My dissertation research involves a study (1) of position requirements for seven areas of student personnel work, as derived from position announcements in The Chronicle of Higher Education, and (2) of the course offerings for Master's degree candidates at selected institutions with programs in student personnel.

I am writing to ask your cooperation in completing the enclosed questionnaire relative to your Master's program in Student Personnel. I am requesting that, if possible, you complete and return this questionnaire by October 9, 1983. I sincerely appreciate your cooperation.

If you feel that this research would be of interest to you, I will supply you with an abstract upon your request. Once again, thank you for your cooperation.

Sincerely,

Jan M. Carlson
Director, Student Activities

JC/ra

APPENDIX S

CURRICULUM QUESTIONNAIRE FOR MASTER'S PROGRAM
IN COLLEGE STUDENT PERSONNEL

This questionnaire is divided into two sections for each question. The first section is related to the availability of courses, required or elective, for each area. Some areas may be incorporated in a practicum experience; if so, please check the elective section and indicate "practicum" under number of hours. The second part relates to your impression of each area regarding its importance to Master's degree candidate in College Student Personnel.

1. Does your Master's program in College Student Personnel have course(s) dealing with ADMINISTRATION (policy-making, long-range planning, etc.)?

a. Yes ___ required ___ elective ___ no. of hours ___

No ___

- b. How important do you believe course(s) in ADMINISTRATION is/are for your Master's level students?

1			5
Not Important			Very Important

2. Does your Master's program in College Student Personnel have course(s) dealing with MANAGEMENT (day-to-day operation, personnel, etc.)?

a. Yes ___ required ___ elective ___ no. of hours ___

No ___

- b. How important do you believe course(s) in MANAGEMENT is/are for your Master's level students?

1			5
Not Important			Very Important

3. Does your Master's program in College Student Personnel have course(s) specifically dealing with BUDGETING?

a. Yes ___ required ___ elective ___ no. of hours ___

No ___

- b. How important do you believe course(s) in BUDGETING is/are for your Master's level students?

1			5
Not Important			Very Important

4. Does your Master's program in College Student Personnel have course(s) specifically dealing with the area of WRITTEN COMMUNICATION SKILLS?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

b. How important do you believe course(s) in the area of WRITTEN COMMUNICATION SKILLS is/are for your Master's level students?

_____5
1 Not Important Very Important

5. Does your Master's program in College Student Personnel have course(s) specifically dealing with the area of ORAL COMMUNICATION SKILLS?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

b. How important do you believe course(s) in the area of ORAL COMMUNICATION SKILLS is/are for your Master's level students?

_____5
1 Not Important Very Important

6. Does your Master's program in College Student Personnel have course(s) specifically dealing with STUDENT DEVELOPMENT THEORY?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

b. How important do you believe course(s) in STUDENT DEVELOPMENT THEORY is/are for your students?

_____5
1 Not Important Very Important

7. Does your Master's program in College Student Personnel have course(s) specifically dealing with INTERCULTURAL AWARENESS?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

- b. How important do you believe course(s) in INTERCULTURAL AWARENESS is/are for your students?

1			5
Not Important			Very Important

8. Does your Master's program in College Student Personnel have course(s) specifically dealing with COUNSELING TECHNIQUES?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

- b. How important do you believe course(s) in COUNSELING TECHNIQUES is/are for your students?

1			5
Not Important			Very Important

9. Does your Master's program in College Student Personnel have course(s) specifically dealing with GOAL-SETTING TECHNIQUES?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

- b. How important do you believe course(s) in GOAL-SETTING TECHNIQUES is/are for your Master's level students?

1			5
Not Important			Very Important

10. Does your Master's program in College Student Personnel have course(s) specifically dealing with ASSESSMENT/EVALUATION TECHNIQUES?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

- b. How important do you believe course(s) in ASSESSMENT/EVALUATION TECHNIQUES is/are for your Master's level students?

1			5
Not Important			Very Important

11. Does your Master's program in College Student Personnel have course(s) specifically dealing with CONSULTATION STRATEGIES?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

b. How important do you believe course(s) in CONSULTATION STRATEGIES is/are for your Master's level students?

1			5
Not Important			Very Important

12. Does your Master's program in College Student Personnel have course(s) specifically dealing with LEADERSHIP DEVELOPMENT TECHNIQUES?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

b. How important do you believe course(s) in LEADERSHIP DEVELOPMENT TECHNIQUES is/are for your Master's level students?

1			5
Not Important			Very Important

13. Does your Master's program in College Student Personnel have course(s) specifically dealing with GROUP DEVELOPMENT SKILLS?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

b. How important do you believe course(s) in GROUP DEVELOPMENT SKILLS is/are for your Master's level students?

1			5
Not Important			Very Important

14. Does your Master's program in College Student Personnel have course(s) specifically dealing with TRAINING SKILLS?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

- b. How important do you believe course(s) in TRAINING SKILLS is/are for your Master's level students?

1			5
Not Important			Very Important

15. Does your Master's program in College Student Personnel have course(s) specifically dealing with SUPERVISORY SKILLS?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

- b. How important do you believe course(s) in SUPERVISORY SKILLS is/are for your Master's level students?

1			5
Not Important			Very Important

16. Does your Master's program in College Student Personnel have course(s) specifically dealing with STUDENT PROGRAM DEVELOPMENT?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

- b. How important do you believe course(s) in STUDENT PROGRAM DEVELOPMENT is/are for your Master's level students?

1			5
Not Important			Very Important

17. Does your Master's program in College Student Personnel have course(s) specifically dealing with ADVISING OF STUDENT GROUPS?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

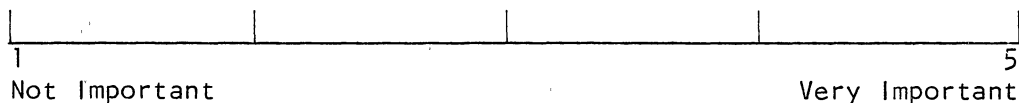
- b. How important do you believe course(s) in ADVISING STUDENT GROUPS is/are for your Master's level students?

1			5
Not Important			Very Important

18. Does your Master's program in College Student Personnel have course(s) specifically dealing with TESTING?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

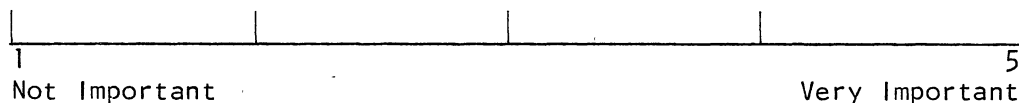
b. How important do you believe course(s) in TESTING is/are for your Master's level students?



19. Does your Master's program in College Student Personnel have course(s) specifically dealing with NON-TRADITIONAL STUDENT POPULATIONS (minority, returning women, handicapped and/or international students)?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

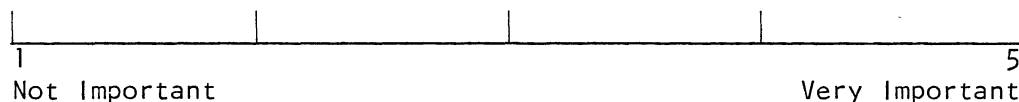
b. How important do you believe course(s) in NON-TRADITIONAL STUDENT POPULATIONS is/are for your Master's level students?



20. Does your Master's program in College Student Personnel have course(s) specifically dealing with COMPUTER APPLICATIONS?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

b. How important do you believe course(s) in COMPUTER APPLICATIONS is/are for your Master's level students?



21. Does your Master's program in College Student Personnel have course(s) specifically dealing with DISCIPLINE?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

b. How important do you believe course(s) in DISCIPLINE is/are for your Master's level students?

|-----|-----|-----|-----|
1 5
Not Important Very Important

22. Does your Master's program in College Student Personnel have course(s) specifically dealing with RESEARCH METHODS?

a. Yes ___ required ___ elective ___ no. of hours ___
No ___

b. How important do you believe course(s) in RESEARCH METHODS is/are for your Master's level students?

|-----|-----|-----|-----|
1 5
Not Important Very Important

APPENDIX T

INSTITUTIONS COMPLETING QUESTIONNAIRE ON MASTER'S
DEGREE PROGRAMS IN STUDENT PERSONNEL

Auburn University
Tuskegee Institute
Arizona State University
University of Arizona
University of Arkansas
University of Central Arkansas
University of Southern California
Colorado State University
University of Northern Colorado
Southern Connecticut State University
University of Georgia
Idaho State University
Eastern Illinois University
Southern Illinois University
Western Illinois University
Ball State University
Indiana State University
Indiana University
Purdue University
Iowa State University
University of Iowa
Kansas State University
Western Kentucky University
Northwestern State University of Louisiana
Northeastern University
Springfield College
Michigan State University
University of Detroit
Western Michigan University
University of Minnesota
Mississippi State University
Central Missouri State University
St. Louis University
University of Nebraska
Teachers College Columbia University
New York University
State University College at Brockport
State University of New York at Buffalo
Bowling Green State University
University of Cincinnati
Miami University
Ohio State University
Oklahoma State University
University of Oklahoma
Oregon State University
Indiana University of Pennsylvania
Pennsylvania State University
Shippensburg State University
University of Pennsylvania
Clemson University
University of South Carolina
Memphis State University
University of Tennessee

Texas Tech University
Virginia Polytechnic Institute and State University
University of Wisconsin-LaCrosse
University of Wisconsin-Oshkosh
University of Wyoming

Colleges returning questionnaires that were not used:

Claremont Graduate School (Ph.D. only)
University of Michigan (program discontinued)
Ohio University

2
VITA

Jan Meeker Carlson

Candidate for the degree of

Doctor of Education

Thesis: FORMAL TRAINING IN STUDENT PERSONNEL AS CONTRASTED WITH REQUIREMENTS SOUGHT IN POSITION ANNOUNCEMENTS, 1979-1982

Major Field: Higher Education

Biographical:

Personal Data: Born in Freeport, New York, July 26, 1934, the son of Algot and Harriette Carlson; married to Diane Moretti Carlson in 1978.

Education: Graduated from Hempstead High School, Hempstead, New York, in 1952; received the Bachelor of Arts degree in History from the University of Colorado, Boulder, Colorado, in 1961; received the Master of Arts degree in History from the University of Colorado, in 1963; received the Master of Education degree in Student Personnel from Colorado State University, Fort Collins, Colorado, in 1974; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1984.

Professional Experience: Activities Adviser, University of Colorado, 1961-1962; Building Manager, University Memorial Center, University of Colorado, 1962-1963; Organization Adviser, Colorado State University, 1963-1968; Director of Student Activities, Colorado State University, 1968-1973; Assistant Director, Centennial Student Union, Mankato State University, 1973-1975; Manager of Student Activities, Oklahoma State University, 1975 to present.

Professional Organizations: Oklahoma College Personnel Association, Association of College Union-International, Phi Theta Alpha, Phi Delta Kappa, Phi Kappa Phi.