"IDEAL" JUNIOR COLLEGE STUDENT PERSONNEL

PROGRAMS AND "OPTIMUM" GRADUATE PROGRAMS

FOR THE PROFESSIONAL PREPARATION OF

JUNIOR COLLEGE STUDENT

PERSONNEL WORKERS

By

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his son complete his doctoral studies and write the dissertation. He
would have been embarrassed for his name to appear in tribute in a
scholarly work. But he would have been very proud to know that his son
had completed a study of this depth.

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CHAPTER I

INTRODUCTION AND ORIGIN

In 1869 Noah Porter, Professor of Moral Philosophy at Yale College,
wrote: "The college community is emphatically an isolated community
more completely separated and further removed than almost any other from
the ordinary and almost universally pervading influences of family and
social life."[1] The rather narrow point of view he articulated was popu-
lar in its day, justified perhaps by a post-Civil-War mentality of with-
drawing from society to pursue the "intellectual" life. Relationships
between townspeople and college students were summed up as typically
suspicious and isolationistic and occasionally hostile.[2] Within a
century after the Civil War in the United States, forces[3] that were
existing when Noah Porter was teaching at Yale had helped to modify
higher education in the United States from largely a selective or elitist
posture, characterized by the educational philosophy of Thomas Jefferson,

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[1]James W. Reynolds, "Community Services," The Public Junior College,
ed. Nelson B. Henry (Chicago: University of Chicago Press, 1956), p. 140.

[2]Charles R. Monroe, Profile of the Community College (San Francisco:
Jossey-Bass, Inc., 1972), p. 138.

[3]The United States Military Academy (founded in 1802) and Rensselaer
Polytechnic Institute (founded in 1824) were forerunners of the schools
of agricultural and mechanical sciences which later became known as
"land-grant colleges" because of federal aid to the states which helped
make possible the establishment of such colleges through the Morrill Act
of 1862. See: John S. Brubacher and Willis Rudy, Higher Education in
Transition: A History of American Colleges and Universities, 1636-1968
(New York: Harper & Row, 1968), pp. 63-66.

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to an egalitarian posture commonly referred to as "Jacksonian democracy,"[4] named after Andrew Jackson, who believed in equalitarian forms in society--i.e., that all citizens in the society should have equal access to social and educational opportunities. Educational isolationism has ceased to be one of the general practices of higher education, for today "the concept of the college as a thoroughly iso-lated community is as unacceptable as it is impracticable."[5]

An important addition to the American system of higher education in the century since Professor Porter's statement was made has been the junior or community colleges. Since they emerged at the turn of the present century, junior colleges have multiplied rapidly. In 1920 there were only fifty-two junior colleges in the United States, with an enroll-ment of approximately 8,000 students.[6] Ten years later the number of junior colleges had increased by over 400 per cent, totalling 277 and having a combined enrollment of 55,000 students. By the time the Second World War began, the number of junior colleges had increased to 450, but during the decade of the war there were few additional junior colleges established.[7] When the Second World War terminated, however, the junior college movement shifted into high gear. Prompted by the 1948 Report of the President's Commission on Higher Education for American Democracy and by the sharp upsurge in students returning to college

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[4]For a more thorough discussion of the Jeffersonian and Jacksonian philosophies of education, see: Christopher Jencks and David Riesman, The Academic Revolution (Garden City, New York: Doubleday & Company, Inc., 1969), pp. 90-92; Brubacher and Rudy, op. cit., pp. 206-07.

[5]Reynolds, op. cit., p. 141.

[6]Brubacher and Rudy, op. cit., p. 261.

[7]Ibid.

(many of whom were verterans), enrollments in junior colleges again
began to climb. By 1950, the number of junior colleges had increased
only by approximately 50 new institutions, but enrollments increased to
more than a quarter million students.[8] While by 1960 the number of
junior colleges had increased to only 524, it should be noted that the
enrollments in the junior college sector of higher education had
doubled, reaching the half-million mark.[9] The American Association of
Junior Colleges predicted in the late 1960's that by 1980 there would
be more than 1,200 junior colleges in operation in the United States,
with total enrollments of three million students.[10]

In addition to a marked increase in the number of junior colleges
and the size of the enrollments, this type of institution was a unique
creation in several respects by the time it had acquired its post-World
War II characteristics. First, the junior college has been used as a
means of equalizing educational opportunity for all citizens, regardless
of academic aptitude, race, and educational background. Gleazer called
this equalizing effort "the final link in the national chain of effort
to democratize and universalize opportunity for college training."[11]

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[8]Brubacher and Rudy, op. cit., p. 261.   [9]Ibid.

[10]Joseph Cosand, "The Community College in 1980," Campus 1980,
ed. Alvin C. Eurich (New York: Dell Publishing Co., Inc., 1968), p. 134.

[11]Edmund J. Gleazer, Jr., "The Emerging Role of the Community
College," Peabody Journal of Education, XLIII (July, 1971), 255-56.
Hall said that the role of the community college was "to extend the
higher educational opportunity to democratize higher education." See:
George C. Hall, "The Role of the Community College," Administering
Community College Student Services, ed. F. R. Mealey (Ann Arbor:
University of Michigan School of Education, 1965), p. 25. Hoyt argued
that the community college must work vigorously "to both open the doors
of the community college wider and to ensure that every student is
treated with equal respect and dignity." See: Kenneth B. Hoyt, "The
Community Colleges Must Change," Compact, IV (August, 1970), 37-38.

In 1967, Collins argued that the university system was not geared up for that enormous task and that "no university of the past or present can become the model for post-secondary education if the whole population is to partake of this blessing."[12]

By the end of World War II, society had come to believe that equality of educational opportunity was good. Because the universities were not adequately structured to handle the enormously varied problems which would accompany a mass invasion of students to their campuses, the junior colleges quickly moved in to fill a need. Typically, they were located close to the population geographically, they were better able than traditional universities to carry out non-traditional programs designed to meet community needs, and they had, to a large extent, won the support of the people in local and state funding.[13] The junior colleges became "everybody's darling,"[14] or as Collins described them,

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[12]Charles C. Collins, Junior College Student Personnel Programs: What They Are and What They Should Be (Washington, D.C.: American Association of Junior Colleges, 1967), p. 13. Closely related to the concept of the democratizing effect of junior colleges is the distributive factor of junior college education. Harper called it the "educational delivery system" for vast numbers of people who--without the availability of such programs--would never see the inside of a college classroom. See: W. A. Harper, "The Community and Junior College: An Overview," Peabody Journal of Education, XLVIII (July, 1971), 259. T. R. McConnell described the community college as the great distributive agency in American education. He stated: "Here the student can make a fuller [sic] and perhaps more accurate inventory of his characteristics; [sic] test his aptitudes and interests in the classroom, in the laboratory, or in work-study programs. Here he can revise his vocational and educational plans by bringing them more nearly in line with his reasonable expectations. Here he can establish his identity and at least begin to attain the independence that characterizes individuality and adulthood." See: Collins, op. cit., p. ii.

[13]Brubacher and Rudy, op. cit., p. 267.

[14]Arthur M. Cohen and Florence Brawer, "The Community College in Search of Identity," Change, III (Winter, 1971-1972), 56-57.

"an American melting pot in miniature."[15]

A second way in which the junior college was a unique creation in American education was in its comprehensiveness. It seemed to offer something for everyone. For the four-year colleges and universities, the junior college offered what society wanted (i.e., education for the masses) without diluting the "pure" four-year institution.[16] For businesses, the junior college was able to train students in developing marketable skills, adding to the job market potential employees who were ready for jobs.[17]

For the community at large, the junior college promised academic and cultural upgrading,[18] and for the student the junior college offered comprehensive opportunities of academic, social, and vocational importance at low cost, while the student still lived at home,[19] thereby minimizing the cost of higher education to the student and his family. "The community college . . . attempts to be all things to all people, trying valiantly to serve simultaneously as custodian, trainer, stimulant, behavior-shaper, counselor, advisor, and caretaker to both young and old."[20]

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[15]Collins, op. cit., p. 1.

[16]See: Jencks and Riesman, op. cit., pp. 490-91; Brubacher and Rudy, op. cit., p. 262; Cohen and Brawer, op. cit., pp. 56-57.

[17]Cosand, op. cit., p. 138.

[18]James W. Thornton, Jr., The Community Junior College (New York: John Wiley & Sons, 1972), p. 67. See also: Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), pp. 211-12.

[19]Cohen and Brawer, op. cit., pp. 56-57.

[20]Arthur M. Cohen, Dateline '79: Heretical Concepts for the Community College (Beverly Hills, California: Glencoe Press, 1969), p. xviii.

From the wider aspect of society, the argument has been advanced that pluralistic communities justify a comprehensive program such as the junior college can provide. Charles Collins said that the direction in which American society has been moving, its occupational trends which loomed on the horizon, and the diversity of needs, ability, preparation, attitudes, and other characteristics of students now seeking college admission, all appeared to argue for the community college as the institution best suited to provide collegiate education to the general citizenry.[21]

A third way in which the junior college was a unique creation in American education was in its concern for life-long learning. The junior college was well-suited for such a task because it was geographically close to where students were living, because its costs to students were relatively low, and because it offered courses at unusual times of the day and in a variety of subject matter. In a 1971 report, the Carnegie Commission on Higher Education recommended that educational opportunities be made more appropriate to lifetime interests. The report recommended "that opportunities be created for persons to reenter higher education throughout their active careers in regular daytime classes, nighttime classes, summer courses, and special short-term

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[21]See: Collins, op. cit., p. 13. J. W. McDaniel also emphasized the community aspect of the junior college program of services by identifying three characteristics of the junior college: (1) junior colleges typically are established to meet the educational needs of a community; (2) junior colleges articulate closely with the high schools from which a large portion of their enrollments come; and (3) junior colleges provide diversified curricula which include occupation-centered business and technical courses in addition to traditional college courses. See: J. W. McDaniel, Essential Student-Personnel Practices for Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1962), p. 7.

programs."[22] As recently as 1972, Raines and Myran echoed the same

thought by suggesting that the community college was being challenged

"to move from its preoccupation with college-age students to a concern

for life-long learning."[23] This concern can be expressed through serv-

ing the educational needs of constituents who previously were given

only marginal attention.[24]

In summary, these distinctive facets of the junior college may be

brought together under a rubric entitled "Education for All."[25] The

comprehensiveness of the junior college purports to offer something

for all who enroll. The junior college claims not only to meet the

needs of almost any student who can articulate them but also to fashion

programs to meet the unarticulated needs of its parent community. The

junior college is a contemporary expression of the theories of early

twentieth-century social theorists (e.g., John Dewey) who advocated

institutional settings that could deal with unending problems with an

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[22]The Carnegie Commission on Higher Education, Less Time, More
Options: Education Beyond the High School (New York: McGraw-Hill Book
Co., 1971), p. 19.

[23]Max R. Raines and Gunder A. Myran, "Community Services: Goals for
1980," Junior College Journal, XLIII (April, 1972), 13.

[24]Ibid. These "marginal" constituents could conceivably include
part-time students, older students, and students whose educational
backgrounds were obscure. See also: Blocker, Plummer, and Richardson,
op. cit., pp. 211-12.

[25]Wattenbarger spoke of the junior college as having a program
"available to all, attractive to all, and interesting to all." See:
James L. Wattenbarger, "The Future of the Community Junior College,"
Peabody Journal of Education, XLVIII (July, 1971), 313. See also:
Arthur M. Cohen, Florence B. Brawer, and John Lombardi, A Constant
Variable--New Perspectives on the Community College (San Francisco:
Jossey-Bass, Inc., 1971), p. 11

unending range of proximate solutions. The community college

"doctrine"[26]--as it has sometimes been called--articulates the belief

(reflected in the writings of most authors in the field of the junior

college) that the junior or community college performs and commands a

unique role in American higher education. Charles Collins has stated

that "the junior college serves a different clientele, operates from

different philosophic assumptions, and has basically different aims

from the secondary school or the four-year college."[27]

Based on its emphasis on community service, its location near

where students live, its concern for life-long learning, its relatively

low costs, its efforts to democratize education, and its overall compre-

hensiveness, it can be said that the junior or community college is a

unique institution in American education.

If this be true, one might then argue--as did Collins--that there

follows from a unique educational setting a need for a unique student

personnel program. And if a unique student personnel program were

justified as being necessary, it would follow that "preparation for

junior college student personnel work should be uniquely geared to the

junior college."[28]

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[26]This expression was outlined in different ways by various
authors, but the ingredients usually included: (1) open admissions,
(2) low cost, (3) varied program, (4) community service, (5) accessi-
bility, (6) emphasis on teaching (rather than on research), and (7)
academic innovation. See: Harper, "The community Junior College,"
op. cit., p. 260; and Wattenbarger, op. cit., p. 313.

[27]Collins, Junior College Student Personnel Programs, op. cit.,
p. 36.

[28]Ibid.

CHAPTER II

REVIEW OF LITERATURE

If one concludes that the junior college has become a unique insti-
tution in American higher education, then it would be proper to suggest
that a unique educational setting should encourage researchers to under-
take studies of various kinds which would explore the programs that
contribute to the uniqueness of that educational setting. Charles
Collins has argued that a unique educational setting--i.e., the junior
college--does exist and that its existence implies a need for a unique
student personnel program.[1] It follows, then, that a scholarly explora-
tion of student personnel work in junior colleges is both justified and
needed.

STUDENT PERSONNEL WORK: AN OVERVIEW

Since junior college student personnel work is a component of the
more general topic of student personnel work in higher education, it
must be viewed within the broader categories of student personnel
strategies, aims, functions and roles which most institutions of higher
learning share.

Within this larger context, there is general agreement, first, that

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[1]Charles C. Collins, Junior College Student Personnel Programs:
What They Are and What They Should Be (Washington, D.C.: American
Association of Junior Colleges, 1967), p. 36.

whether the institution be a junior college or a four-year, senior college, student personnel strategies ought to focus on behavioral changes within students. A student personnel program is "an organized pattern of services and activities that makes planned use of incentives and restrictive controls to assist each student to make full use of the college educational program in progressing toward the goals of the college."[2] O'Banion, Thurston, and Gulden added that an effective student personnel program should be focused on positive changes in student behavior rather than being restricted to efficient functioning of services.[3]

Student personnel work, then, should be almost wholly educational in its aims and objectives, and it should parallel formal instruction as part of the educational program of the institution.

> It personalizes the educational experience . . . but more than this, most services provide a part of the total education of the student. They utilize informal and voluntary group situations; they contribute to learning through both counseling and discipline. If the student does not learn about himself or others, the service scarcely seems justified as a student personnel service and should be classified as a necessary but personal house-keeping function.[4]

Second, the range of functions of student personnel programs may vary from institution to institution on the basis of many factors (e.g.,

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[2] J. W. McDaniel, Essential Student-Personnel Practices for Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1962), p. 14.

[3] Terry O'Banion, Alice Thurston, and James Gulden, "Student Personnel Work: An Emerging Model," Junior College Journal, XLI (November, 1970), 7.

[4] Charles Gilbert Wrenn, "The Development of Student Personnel Work in the United States and Some Guidelines for the Future," The Individual and the System, ed. W. J. Minter (Boulder, Colorado: Western Interstate Commission for Higher Education, 1967), p. 101.

size, governance, location, type, philosophy). Donald Robinson's

study of factors related to the preparation of student personnel workers

revealed the following list of generally-accepted functions:

> Admissions, registration and records, orientation, college
> union program, student activities, financial aids, housing
> and food services, health services, counseling services,
> international student programs, fraternities and sororities,
> placement, alumni relations, social issues involving students,
> and administration.[5]

The role of student personnel workers and administrators has under-

gone drastic modification during the past century. From closely super-

vising college dormitories and enforcing discipline in loco parentis

as part of the "collegiate way of living"[6] a century ago, today's

student personnel worker has become a professional educator who is

committed to a "systematic differentiation and specialization of

personnel functions."[7] This new role came about as a result of shift-

ing trends in the colleges which began after the Civil War. The

rigidity of the ante-bellum college was shattered as the curriculum

grew broader and became more diversified, as the elective system spread

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[5]Donald W. Robinson, "Analysis of Three Statements Relative to the
Preparation of College Student Personnel Workers," The Journal of
College Student Personnel, VII (July, 1966), 256. McDaniel added
athletics to the list, plus planning and coordination--see: McDaniel,
op. cit., p. 16. Greenleaf suggested functions as they related to
administrative tasks--see: Elizabeth Greenleaf, "Who Should Educate
the College Student Personnel Workers and to What End?" NASPA Journal,
VI (July, 1968), 29-32. See also: Scott Rickard, "The Role of the
Chief Student Personnel Administrator Revisited," NASPA Journal, IX
(January, 1972), 219-26; and Terry O'Banion, "A Core Program Proposal
for the Professional Preparation of College and University Student
Personnel Workers," (unpublished Doctor's dissertation, Florida State
University, 1966).

[6]John S. Brubacher and Willis Rudy, Higher Education in Transition:
A History of American Colleges and Universities, 1636-1968. New York:
Harper & Row, 1968.

[7]Ibid., p. 335.

in popularity and acceptance, and as the undergraduate population grew
larger and less homogeneous. Secular influences in American higher
education became stronger. With greater interest being shown by
faculty in research rather than in counseling or tutoring, the need
for specialists in extracurricular programming became widely accepted.[8]
O'Banion, Thurston, and Gulden described the new role in terms of "a
new kind of person, a person who is hardheaded enough to survive the
battles that rage in academe and yet a person, warmhearted and deeply
committed to the full development of human potential."[9]

JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS

Practitioners and authors in the field of junior college student
personnel work have been quick to point out the importance of unique
student personnel programs being developed by the junior colleges. An
effective junior college student personnel program "cannot be a replica
of an effective secondary or university student personnel program, or
even one of another junior college, if it hopes to adequately meet the
needs of its own individual students."[10] In 1966, Matson stated that

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[8]Brubacher and Rudy, op. cit., p. 331.

[9]O'Banion, Thurston, and Gulden, op. cit., p. 8. Lindahl believed
that the dean of students should think of himself as "a kind of dean of
informal instruction . . . developing the educational potential existent
when the student is on campus but not in class." See: Charles W.
Lindahl, "Toward Renewal in Student Affairs," NASPA Journal, X (July,
1972), 15.

[10]Michael R. Capper and Dale Gaddy, "Student Personnel Services in
the Junior College," Junior College Research Review, III (June, 1969),
1. Raines echoed Capper and Gaddy by observing that high school
programs "cannot be transplanted unchanged to junior college soil nor
are four-year college programs suitable for the junior college." See:
Max R. Raines, "Report to the Carnegie Corporation on Appraisal and

the junior college had unique qualities which were of special signifi-

cance in light of the nature and scope of the student personnel services

provided.

> The junior college has not only accepted but proclaimed the
> function of counseling and guidance as one of its major func-
> tions. No other post-high school educational institution
> includes this function in the description of its goals and[11]
> objectives with the frequency that the junior colleges do.

Nevertheless, the influence which secondary and university student

personnel programs have had in shaping the junior college model cannot

be ignored, for the major models for programs of student services have

been "the traditional guidance practices in secondary schools and the

long established student personnel programs in four-year colleges and

universities."[12] This fact led Matson to conclude that student services

in the two-year colleges have evolved as "a hybrid or combination of

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Development of Junior College Student Personnel Programs," _Junior
College Student Personnel Programs--Appraisal and Development_, T. R.
McConnell and others (Washington, D.C.: American Association of Junior
Colleges, 1965), Part I, p. 8. E. G. Williamson found that students'
needs varied from year to year in college, with the first two years
being the most stressful. "It is . . . true that the initiating years
of the college experience bring forth stresses and strains, and often
confusion and failure, to a greater extent than is experienced by those
who survive those first two years and become upperclassmen and thus
specialists in some curriculum." See: E. G. Williamson, "Potentialities
for Creative Programming," _Junior College Student Personnel Programs_,
T. R. McConnell and others, _op. cit._, Part V, p. 2. See also: Jane
E. Matson, "Student Personnel Services in Two-Year Colleges: A Time for
Charting New Directions," _Peabody Journal of Education_, XLVIII (July,
1971), 276.

[11]Jane E. Matson, "Implications of the Project for Professional
Preparation of Junior College Student Personnel Workers," _Selected
Papers from the Annual Convention of the American Association of Junior
Colleges_ (Washington, D.C.: American Association of Junior Colleges,
1966), p. 58.

[12]Matson, "Student Personnel Services," _op. cit._, p. 277. This
could be anticipated since the Medsker and Tillery study revealed that
about one-third of the junior college faculties had experience in either
high school programs or university teaching prior to teaching in the
junior college. See: Leland L. Medsker and Dale Tillery, _Breaking the
Access Barrier_ (New York: McGraw-Hill Book Co., 1971).

those found in other levels of education rather than a purposive design based on the particular needs of the two-year student population."[13]

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DESCRIPTION OF FUNCTIONS IN JUNIOR COLLEGE
STUDENT PERSONNEL PROGRAMS

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Documents pertaining to junior college student personnel work have tended to be more descriptive than analytical, and they have been more concerned with describing the _functions_ of a student personnel program than the _effects_ of such a program.[14]

Regarding the number of these basic functions, the literature reflected some differences of opinion--Aughinbaugh advocated no less than thirty-five functions,[15] while the National Committee for the Appraisal and Development of Junior College Student Personnel Programs arrived at twenty-one basic student personnel functions.[16] Regardless of how the functions are arranged and organized into lists, most authors addressing themselves to this point have noted the importance of the junior college providing a _comprehensive_ student personnel pro-gram to enable it to fulfill its unique function of permitting enlight-

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[13]Matson, "Student Personnel Services," _op. cit._, p. 278.

[14]Capper and Gaddy, _op. cit._, p. 1.

[15]Lorine A. Aughinbaugh, _Self-Appraisal, Student Personnel Services, American River Junior College, Final Report_ (Sacramento, California: American River Junior College, 1965), p. 107.

[16]Joseph W. Fordyce, Eugene Shepard, and Charles C. Collins, "A Taxonomy of Junior College Student Personnel Services," McConnell and others, _op. cit._, Part III, Section 2, pp. 1-21; see also: Collins, _Junior College Student Personnel Programs_, _op. cit._, pp. 30-31. It should be noted that these two footnoted works contain data from the same study. The Collins' work is a condensed and edited version of the report of the National Committee for Appraisal and Development of Junior College Student Personnel Programs--the parent work written by McConnell and others.

ened choice to a unique student body, of encouraging further personal

and social growth beyond that achieved through classroom experiences,

and of building positively on the simultaneous tentativeness and commit-

ment of the junior college student.[17]

Because of the comprehensiveness of junior college student person-

nel functions, some authors grouped the functions into categories for

ease of understanding. Using the twenty-one student personnel functions

from the McConnell study[18] as a base, Collins grouped these functions

under the following seven categories:

1. Orientation Functions
2. Appraisal Functions
3. Consultation Functions
4. Participation Functions
5. Regulation Functions
6. Service Functions
7. Organizational Functions[19]

Orientation functions would typically include those that: (1) pro-

vide pre-college information to prospective students as well as their

parents, (2) obtain and interpret vocational trends, (3) acquaint new

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[17]See: Raines, "Report to the Carnegie Corporation," op. cit., p. 10; see also: Capper and Gaddy, "Student Personnel Services," op. cit., p. 1; Collins, Junior College Student Personnel Programs, op. cit., pp. 30-31; Matson, "Student Personnel Services,", op. cit., pp. 278-81.

[18]The twenty-one functions in the McConnell study were used as a resource base for this study because: (1) the McConnell study drew its subjects from a national sample, (2) the study incorporated a national committee of experts in the field of the junior college, and (3) the findings of the study have been widely accepted in the years since the project was completed. See McConnell and others, op. cit., Part III, Section 2, pp. 1-21.

[19]The grouping of functions in the Collins report was taken from the McConnell study but is nearly identical to the grouping of functions by Capper and Gaddy. See Collins, Junior College Student Personnel Programs, op. cit., p. 20. See also: Capper and Gaddy, "Student Person- sel Services," op. cit., pp. 1-3. For comparison with the McConnell Study, see: McConnell and others, op. cit.

students with the college facilities and services, and (4) orient students through organized group-process by focusing upon the needs of the student.

The appraisal functions within a junior college student personnel program are those associated with obtaining, organizing, and evaluating high school transcripts, administering and evaluating various educational and personality tests, and maintaining a cumulative record of student development as reflected in: (1) skills he develops, (2) activities in which he participates, (3) part-time employment while in college, and (4) awards which he receives.[20]

Consultation functions in the junior college student personnel program are designed to aid students who seek or need special assistance in: (1) formulating vocational and/or educational goals, (2) clarifying their basic values, attitudes, or interests, (3) identifying and resolving problems which may be interfering with their educational progress, and (4) identifying appropriate sources of assistance for resolving these and other problems of a more personal nature.[21] Consultation also involves conferences with junior college applicants who need assistance in entering an academic program, selecting vocational objectives, and selecting specific courses to fulfill academic requirements.

The participation functions typically include those activities of

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[20]Raines has summarized in detail typical functions as they would be grouped within the categories agreed upon by the national committee in the McConnell study and reported by Collins. See: Max R. Raines, "The Essential Supportive Functions in the College Instructional Program" Administering Community College Student Personnel Services, ed. Mealey, op. cit., p. 111-14.

[21]Ibid.

the college associated with the development of cultural, educational, and vocational opportunities which supplement classroom experiences of the students. Participation functions also include providing opportunities and encouragement for students to become involved in the various phases of student government.[22]

Regulation functions are those which deal with establishing and maintaining academic and social regulations for students. Included in this category are regulations that are designed to foster attainment of institutional objectives, regulations that encompass the full range of registration procedures and academic grading, and regulations that control the social behavior of individual students and student groups.[23]

Service functions in the junior college student personnel program include those that identify the various sources of financial assistance available to students whose progress in college may be impaired by inadequate monetary resources and that locate potential employment opportunities for suitably qualified graduates of the junior college.[24]

In addition to providing adequate numbers of qualified professional and clerical staff members, the organizational functions in the junior college student personnel program include activities of the college which are designed: (1) to provide for continuing articulation, evaluation, coordination, and improvement of the overall student personnel program, and (2) to increase the effectiveness of staff participation in the various non-instructional functions of the college through a planned program of in-service training for both staff and faculty.[25] Organizational functions are also designed to encourage cooperative

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[22]Ibid.   [23]Ibid.   [24]Ibid.

[25]Ibid.

efforts of staff and faculty members: (1) which may tend to integrate
the educational experiences of students, (2) which will foster the
development of supplementary educational opportunities for students, and
(3) which may increase continuity between junior college and pre-college
experiences and between junior college and post-junior college exper-
iences.[26]

<div align="center">DESCRIPTION OF THE JUNIOR COLLEGE STUDENT</div>

The focal point of most studies relating to student personnel work
in the junior college is the student himself, for he is the primary
reason for the belief that a unique educational program exists in the
junior college. It is to serve his needs and aspirations that a unique
educational setting may be justified. Therefore, a review of the liter-
ature dealing with junior college student personnel programs would not
be complete without a brief review of the literature pertaining to the
junior college student.

Studies have shown that young people entering junior college today
are different from their predecessors in such characteristics as level
of maturation, flexibility, and dependency.

> Young people have changed. They reach physiological and
> social maturity at an earlier age--perhaps by about one year,
> and yet more of them are kept longer in the dependent status
> of a student. They are more resistant to the seemingly end-
> less academic 'grind' that, for more of them, goes on for more
> and more years without letup, sitting at their desks as recip-
> ients of knowledge but without productive contribution . . .
> Many of them would like more options to try alternatives as
> they select their occupations and their life-styles and more
> chances to try out their productive skills in real-life sit-
> uations. Sixteen years of education straight through to a
> B.A. or 20 to 22 to a Ph.D. . . does not suit many of them

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[26]Ibid.

. . . Productive effort stands for independent status and a
sense of personal worth, and formal education for dependency;
and there is a revolt against dependency. Productive effort
also stands for reality, and formal education too often stands
for an artificial hothouse environment that, in excess has
negative consequences for both students and society.[27]

Studies have also shown that although most entering junior college
students enroll on their own volition, they are largely an <u>unselected</u>
population with respect to their abilities, interests, socioeconomic
backgrounds, motivations, and aspirations.[28]

Cohen, Brawer, and Lombardi found that junior college students
tended to have a practical orientation to college, exceeding that of
their counterparts in four-year colleges.[29] Medsker found them "strongly
oriented toward practical, vocational education--including a majority of
students in transfer programs."[30]

Several studies have shown that junior college students tend to be
more like non-college youth (in terms of abilities and aptitudes) than
youth attending four-year colleges.[31] This conclusion should not be

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[27]The Carnegie Commission on Higher Education, <u>Less Time</u>, <u>More</u>
<u>Options</u>: <u>Education</u> <u>Beyond</u> <u>the</u> <u>High</u> <u>School</u> (New York: McGraw-Hill Book
Co., 1971), p. 8.

[28]Medsker's survey of mental ability of freshmen entering college--
a study of 200 freshmen. See: Leland L. Medsker, "The Junior College
Student," <u>Junior</u> <u>College</u> <u>Student</u> <u>Personnel</u> <u>Programs</u>, McConnel and others,
<u>op</u>. <u>cit</u>., Part III, Chapter 1, p. 25. See also: Raines, "Report to the
Carnegie Corporation," in McConnel and others, <u>op</u>. <u>cit</u>., Part I, p. 33.

[29]Arthur M. Cohen, Florence B. Brawer, and John Lombardi, <u>A</u> <u>Constant</u>
<u>Variable</u>--<u>New</u> <u>Perspectives</u> <u>on</u> <u>the</u> <u>Community</u> <u>College</u> (San Francisco:
Jossey-Bass, Inc., 1971), p. 87. See also: Medsker, <u>op</u>. <u>cit</u>., p. 12; and
K. Patricia Cross, <u>The</u> <u>Junior</u> <u>College</u> <u>Student</u>: <u>A</u> <u>Research</u> <u>Description</u>
(Princeton, New Jersey: Educational Testing Service, 1968), pp. 49-50.

[30]Medsker, <u>op</u>. <u>cit</u>., p. 26.

[31]Zigerell found that the mid-point of the curve describing the
academic abilities of the junior college population, when laid over the
curve for the four-year college population, fell within the lower one-

surprising, inasmuch as four-year colleges typically draw three-fourths or more of their freshmen from the upper two-fifths of high school graduating classes, while junior colleges tend to be generally non-selective.[32]

Because the junior college student typically lives at home and works part- or full-time, entering college tends not to separate him from a familiar environment. Cohen observed that the junior college student is distinct from his counterpart at a four-year college who typically resides on or near the campus and who, in his educational quest, removes himself from his home community.[33]

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third of the latter curve. See James J. Zigerell, "The Community College in Search of an Identity," Journal of Higher Education, LI (December, 1970), 710. In the Cooley and Becker study of 400,000 junior and senior college students, the junior college group fell below the four-year college group in all fourteen measures of academic ability, ranging from comprehension to abstract reasoning. The authors concluded that the junior college students are more like their non-college counterparts in academic ability than they are like four-year college students. See: William W. Cooley and Susan J. Becker, "The Junior College Student," The Personnel and Guidance Journal, XLIV (January, 1966), 464. In a study of 250,000 college freshmen, Astin, Panos, and Creager found that junior college freshmen were, as a group, less confident in academic ability, drive to achieve, and leadership ability than were their four-year counterparts. See: Alexander W. Astin, R. J. Panos, and J. A. Creager, National Norms for Entering College Freshmen--Fall, 1966 (Washington, D.C.: American Council on Education, 1967). Collins concluded that junior college freshmen are almost indistinguishable from high school seniors in academic aptitude, the only difference being that "there are fewer from the upper and lower extremes [on a normal curve]." See: Collins, Junior College Student Personnel Programs, op. cit., p. 10. Also, see: George C. Hall, "The Role of the Community College," Administering Community College Student Personnel Services, ed. Mealey, op. cit., p. 22; and Cross, op. cit., pp. 11-14, 51.

[32]See Medsker, "The Junior College Student," op. cit., p. 9.

[33]Arthur M. Cohen, Dateline '79: Heretical Concepts for the Community College (Beverly Hills, California: Glencoe Press, 1969), p. 44.

Junior college students, as a group, have lower educational and occupational aspirations than students who take their first two years of higher education in senior colleges.[34] Cross observed that "approximately one-third of the students who enter junior college have not taken a secondary school course of study that would permit them to enter a four-year college."[35] Medsker, in commenting on this subject, observed that "only 43 per cent of the students who entered a public junior college--in contrast to 74 per cent of the students who entered a public university--indicated, while still in high school, that college was highly important."[36]

In summary, prior research has shown that there are significant "between-groups differences"--i.e., between junior and senior college students, between junior college and high school students--reflected in the junior college population. However, there are a number of "within-group differences" in the junior college population which are important to a study of this type. Medsker identified eight kinds of students who help add diversity in the junior college population.

> 1. The high school graduate of moderate ability and achievment who enters junior college right after high school as a full-time student with the intention of transferring to a given institution with a particular major;
>
> 2. The low achiever in high school who 'discovered' college quite late and then becomes highly motivated to enroll in a junior college transfer program for which he is not equipped;
>
> 3. The high school graduate of low ability who enteres junior college because of social pressures or because he cannot find employment;

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[34]Cross, op. cit., p. 50.

[35]Ibid.   [36]Medsker, op. cit., pp. 11-12.

4. The very bright high school graduate who could have been admitted to a major university who may have low scores on measures of 'intellectual disposition' and 'social maturity;'

5. The intellectually capable but unmotivated, disinterested high school graduate who comes to junior college to 'explore,' hoping it will offer him what he does not know he is looking for;

6. The transfer (in) from a four-year college who either failed or withdrew after an unsatisfactory experience in a semester, a year, or more;

7. The high school dropout who probably comes from a minority group and a culturally disadvantaged family, with only grade-school-level skills and a strong interest in securing vocational training;

8. The late college entrant (over 25) who was employed, in military service, or in the home for a number of years after high school and who now is motivated to pursue an associate (and perhaps a baccalaureate) degree, however long it may take.[37]

Given the above differences in the junior college population, and because these students have been shown to be in many ways a special population, authorities have generally agreed with Raines that "the student personnel program provided must be tailored especially for them."[38]

DESCRIPTION OF GRADUATE PROGRAMS IN STUDENT PERSONNEL

Research has established that the major guidelines for programs of student services in junior colleges have developed from the long-established student services programs in four-year colleges and universities rather than from a purposive design based on the particular needs

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[37]Medsker, op. cit., pp. 21-22.

[38]Raines, "Report to the Carnegie Corporation," McConnell and others, op. cit., Part I. p. 8. See also: Collins, op. cit., p. 1; Hall, "The Role of the Community College," op. cit., p. 19; and Zigerell, "The Community College in Search," op. cit., p. 711.

of the two-year college population.[39] It is not surprising, then, to

find that most existing graduate programs designed to train student

personnel practitioners tend to be structured around course work designed

to prepare individuals planning to enter student personnel work in four-

year colleges and universities.[40] The 1965 Report of the Project for

Appraisal and Development of Junior College Student Personnel Programs[41]

concluded that of the 106 institutions in the United States purporting

to offer graduate courses in college student personnel work, only six

indicated that their graduate programs were specifically adapted to the

special needs of those interested in professional employment in junior

college student personnel work.[42] Collins concluded that "all too

frequently the graduate schools present only a random array of student

personnel courses, not a well-conceived, tightly integrated program."[43]

Several studies have concentrated on outlining core programs for

the professional preparation of college and university student personnel

workers. In 1948, Anderson outlined a core program for all student

personnel workers which included: psychology of personality, social

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[39]Matson, "Student Personnel Services," op. cit., pp. 277-78.

[40]Ibid., p. 277. Collins observed that many graduate schools aimed
their work at the secondary level or the four-year college level, or
took the "shotgun approach and hoped to hit anything in sight." See:
Collins, Junior College Student Personnel Programs, op. cit., p. 25.

[41]See: McConnel and others, Junior College Student Personnel
Programs, op. cit. For an edited version of the report, see: Collins,
op. cit.

[42]Collins, op. cit., pp. 24-25. When queried on the necessity of a
graduate-level emphasis based on the professional level at which the
prospective practitioner planned to work (i.e., secondary, junior
college or senior college), spokesmen for one-half of the graduate
schools that responded to the inquiry expressed the opinion that little
or no difference in emphasis was necessary.

[43]Ibid.

psychology, principles of learning, mental tests and their interpreta-
tion, counseling procedures, higher education, and supervised field
work.[44] In 1966, O'Banion concluded that the core program that should
be common to all college and university student personnel workers should
include: psychology, counseling principles, practicum in student per-
sonnel, overview of student personnel work, study of the college student,
sociology and anthropology, and higher education.[45]

Two arguments were proposed in the literature for specialized,
graduate-level training for those individuals planning to enter junior
college student personnel work. First, the roles of junior college
student personnel practitioners--as perceived by professionals in the
field--were significantly different from the roles of student personnel
professionals serving four-year colleges.[46] Second, characteristics of
undergraduates in the two settings--i.e., the junior college and the
senior college--were so different that specialized programs for prepar-

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[44]See: Gordon V. Anderson, "Professional Standards and Training
for College Personnel Workers," Educational and Psychological Measure-
ment, VIII (1948), 455-56.

[45]See: Terry O'Banion, "A Core Program Proposal for the Profession-
al Preparation of College and University Student Personnel Workers,"
(unpublished Doctor's dissertation, Florida State University, 1966).
See also: Donald P. Hoyt and James J. Rhatigan, "Professional Prepara-
tion of Junior and Senior College Student Personnel Administrators,"
The Personnel and Guidance Journal, XLVII (November, 1968), 263-70.

[46]See: Collins, op. cit., p. 36. See also: Raines, "Report to the
Carnegie Corporation," op. cit., Part I, p. 8. Hoyt and Rhatigan found
that junior and senior college chief student personnel administrators
did not perform significantly different tasks. However, they tempered
that conclusion by stating that the functions measured were those of
the chief student personnel administrator himself, not necessarily the
functions of workers in the broader program of student services. See:
Hoyt and Rhatigan, op. cit., p. 269.

ing junior college student personnel workers were needed.[47]

Collins argued that specialized graduate training for junior college student personnel workers was needed because of the fact that the junior college provides a unique educational setting which creates a demand for a unique student personnel program and thus the need for especially trained professional workers.[48] It seems reasonable to assume that if the philosophy and programs of the community junior college and the four-year college differ, the philosophy and function of the student personnel program in each type of institution should also differ.[49] It should then follow that the graduate programs designed to train student personnel workers in junior college settings should reflect those different philosophies and needs.

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[47]Hoyt and Rhatigan argued against totally separate programs for the two levels because of the practical advantages inherent in a single program (e.g., efficiency, economy, and improved utilization of graduate faculty). However, they concluded by observing that "it would seem unwise for a single graduate program to attempt to prepare prospective administrators for both settings." Hoyt and Rhatigan, loc. cit.

[48]Collins, op. cit., p. 36.

[49]See: David G. Glendy and Richard B. Caple, "Characteristics of Community/Junior College and Univeristy Counselors as Measured by the SVIB," The Journal of College Student Personnel, XIII (March, 1972), 136-39. Matson echoed this argument by stating that there were enough unique qualities in junior college objectives, setting, and students that specially devised graduate programs were necessary to insure optimal preparation. See Matson, "Implications of the Project," op. cit., pp. 57-60.

CHAPTER III

THE PROBLEM

Because of the broad and shifting student needs represented in the
typical junior or community college, authorities have generally agreed
that the two-year college needs to evaluate continually whether its stu-
dent personnel program is meeting those needs and whether modifications
of the program should be made from time-to-time in order to maintain
relevance and to guarantee the unique place in higher education which
the junior college is said to hold.[1] The question may then be asked,
"What constitutes the 'ideal' junior college student personnel program?"

The American university system is an educational enterprise made
up of numerous undergraduate and graduate programs. If there were an
"ideal" junior college student personnel program, a second question
could follow: "Within the American university system, how should a
graduate program to prepare graduate students for specialization in
junior college student personnel work be designed?" "Model" graduate
programs for the professional preparation of student personnel workers
and administrators are not new,[2] but such models have typically been

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[1]Michael R. Capper and Dale Gaddy, "Student Personnel Services in
the Junior Colleges," Junior College Research Review, III (June, 1969),
1.

[2]For examples of comprehensive attempts at outlining what the
graduate programs for preparing professional college student personnel
workers should be like, see: Gordon V. Anderson, "Professional Standards
and Training for College Personnel Workers," Educational and

designed with the four-year college and university in mind and have

consequently contributed little to meeting the needs of the junior

college and its students, as the review of the literature has shown.[3]

PURPOSE OF THE RESEARCH

The purpose of this research was: (1) to determine the perceptions

of chief student personnel officers[4] at public junior colleges located

in Arkansas, Louisiana, Oklahoma, and Texas[5] regarding the "ideal"

Psychological Measurement, VIII (October, 1948), 451-59; John P. Eddy
and William M. Klepper II, "A New Model for the Chief Student Personnel
Worker in Higher Education" NASPA Journal, X (July, 1972), 30-32; Donald
P. Hoyt and James J. Rhatigan, "Professional Preparation of Junior and
Senior College Student Personnel Administrators," The Personnel and
Guidance Journal, XLVII (November, 1968), 263-70; Terry O'Banion, "A
Core Program Proposal for the Professional Preparation of College and
University Student Personnel Workers" (unpublished Doctor's dissertation,
Florida State University, 1966); James J. Rhatigan, "The Professional
Preparation of Student Personnel Administrators as Perceived by Practi-
tioners and Faculty Trainers" (unpublished Doctor's dissertation,
University of Iowa, 1965); Adrian Schoenmaker and Albert B. Hood, "How
Shall Community College Counselors Be Trained?" The Journal of College
Student Personnel, XIII (March, 1972), 129-35.

[3]Jane Matson and Robert Anderson have made notable attempts to re-
commend model graduate programs for the professional preparation of
junior college student personnel workers. Matson observed that "there
has been little effort on any significantly broad level on the part of
junior college administrators to describe their needs in the student
personnel area to college and university educators who might be able to
provide assistance in meeting these needs." See Jane E. Matson, "Impli-
cations of the Project for the Professional Preparation of Junior College
Student Personnel Workers," Selected Papers from the Annual Convention
of the American Association of Junior Colleges (Washington, D.C.:
American Association of Junior Colleges, 1966), p. 59. See also: Robert
A. Anderson, Jr., "Description of Community College Chief Student Per-
sonnel Administrators Based on Regional and Institutional Comparison"
(unpublished Doctor's dissertation, University of Utah, 1969).

[4]The individuals who were involved as subjects in this research
functioned as the chief student personnel administrators for the parti-
cipating institutions, regardless of their titles or combined assign-
ments.

[5]These four states were selected because they are included in a
regional organization known as the Southwest Association of Student

student personnel programs for such institutions; (2) to ascertain what
those officers believed would be the components of an "optimum" graduate
program to train persons for positions of leadership in public junior
college student personnel functions; and (3) to design a model graduate
core program for training student personnel workers for positions of
leadership in public junior colleges in the four-state region.

ASSUMPTIONS FOR THE STUDY

Prior research has established two widely-accepted conclusions
which supported the assumptions for this study. First, even though
existing graduate programs in student personnel administration were
found to provide generalized training, such programs concentrated on
preparing individuals planning to enter student personnel work in either
four-year collegiate institutions or secondary schools.[6] Second, pro-
fessional practitioners in junior college student personnel work agreed
that the programs which they supervised should differ at key points from
student personnel programs available at four-year colleges.[7] In light
of that, it logically followed that professional preparation offered by

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Personnel Administrators (SWASPA), which has a membership consisting of
student personnel practitioners from collegiate institutions in the
four states.

[6]Jane E. Matson, "Student Personnel Services in Two-Year Colleges:
A Time for Charting New Directions," Peabody Journal of Education,
XLVIII (July, 1971), 277.

[7]See: Capper and Gaddy, "Student Personnel Services in the Junior
Colleges," op. cit., p. 1; and Max R. Raines, "Report to the Carnegie
Corporation on Appraisal and Development of Junior College Student
Personnel Programs," Junior College Student Personnel Programs--
Appraisal and Development, T. R. McConnell and others (Washington, D.C.:
American Association of Junior Colleges, 1965), Part I, p. 8.

university graduate schools should incorporate course work designed to prepare graduate students to perform effectively the unique roles which they will be expected to play when they join the staff of a community junior college. Given the above positions, it was assumed that the practical, work-related experiences which junior college chief student personnel administrators have had should enable them to provide insights to clarify those role differences and to give direction for developing graduate curricula in student personnel administration which would focus especially on the needs of the junior college.

Further, although this research was undertaken with the cooperation of the Southwest Association of Student Personnel Administrators (SWASPA), no earlier research or related literature was found that would support the assumption that the perceptions of the administrators participating in this study would differ according to whether or not the institution each served was or was not a member institution of that association.[8] Therefore, no attempt was made to distinguish between members and nonmembers of the association in either gathering or interpreting the data.

Finally, it was assumed that the Junior College Directory[9] contained an accurate list of junior colleges in the four states selected for the study and that any newly-created junior colleges not included in the Directory would not significantly alter the results of the research.

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[8]See Appendix A for copies of correspondence between the researcher and the executive secretary of SWASPA.

[9]Junior College Directory, 1973 Edition (Washington, D.C.: American Association of Junior Colleges, 1973).

INSTITUTIONS PROPOSED FOR THE STUDY

The geographic area chosen for the study was selected partly be-
cause it was already recognized as a region for student personnel
purposes[10] and partly because the region reflected a wide variety of
cultural patterns (e.g., mixed ethnic groups, racial and religious
differences). In addition, the four states of Arkansas, Lousiana,
Oklahoma, and Texas yielded a sample of seventy-three public, two-year
colleges that displayed diversity by size, age, and location.[11] A two-
year institution was included in this research if it had a transfer
program, if it was listed in the Junior College Directory, 1973 Edition,
if it was identified as a public or community junior college, and if it
was located in Arkansas, Louisiana, Oklahoma, or Texas.[12]

DEFINITIONS

In this study, the following definitions were used:

1. Junior or community college was defined as a publicly-controlled
two-year college that offered academic programs of a type which would be

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[10]Southwest Association of Student Personnel Administrators.

[11]Based on the total student enrollment figures of October, 1972,
as listed in the Junior College Directory, op. cit., the largest public
junior college in the four states was San Antonio College, with 16,435
students; the smallest junior college was Sayre Junior College (Oklahoma)
with 251 students. The oldest junior college was Eastern Oklahoma State
College, where classes began in 1909; the newest public junior colleges
listed in the Directory began classes in 1972--one in Oklahoma and two
in Texas. Locations varied from urban (e.g., San Antonio College) and
suburban (e.g., Oscar Rose Junior College) to rural (e.g., Altus Junior
College). See Appendix B for a complete listing of the junior colleges
by state.

[12]Public junior colleges with transfer programs were selected be-
cause of the likelihood of their having more common characteristics than
would normally be expected among all two-year colleges in the four states
(i.e., private two-year colleges and vocational-technical schools).

acceptable for transfer purposes to four-year colleges or universities.

2. <u>Participating junior colleges</u> were defined as those junior or community colleges in Arkansas, Louisiana, Oklahoma, or Texas which were publicly controlled, which offered academic programs of a transfer type, and which were listed in the <u>Junior College Directory, 1973 Edition</u>.[13]

3. <u>A chief student personnel administrator</u> was defined as the junior college administrator--regardless of specific title--who was responsible for the supervision of functions in the college which typically were within the framework of student services (e.g., orientation functions, counseling functions, regulation functions).

4. <u>Practitioner</u> was defined as a professionally-employed person who was actually engaged in junior college student personnel work, regardless of the official title or additional functions he or she might have.

5. <u>An "ideal" student personnel program</u>[14] was defined as the junior college student personnel program, or components thereof, which-- in the opinion of the chief student personnel administrator--would approximate his conception of the program which "ought" to exist at his institution (i.e., the program which he would regard as "most beneficial" to his institution and its students if it could be instituted).

6. <u>An "optimum" graduate program</u>[15] was defined as a core of courses

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[13]<u>Junior College Directory, 1973 Edition</u>, op. cit.

[14]"Ideal" and "optimum" were relative terms that were selected to afford the cooperating administrators greater freedom to interpret programs according to their particular biases. It was believed that the use of more specific terms (e.g., "perfect," "pragmatic," "universally acceptable") would have served to restrict the responses of persons participating in the study.

[15]<u>Ibid</u>.

which--in the opinion of chief student personnel administrators--would represent the "most beneficial" graduate curriculum for the professional preparation of prospective student personnel practitioners for public junior college settings.

7. Student personnel work was defined as any or all assignments or positions in a college which typically contributed to student services and which were supervised by a chief student personnel administrator.

THE INSTRUMENT

Although an instrument was constructed especially for this study, several instruments utilized in earlier research in student personnel work were evaluated in preparation for the development of the form. Two such instruments which were especially useful were the "Inventory of Staff Resources" and the "Inventory of Selected College Functions,"[16] developed by the Committee on Appraisal and Development of Junior College Student Personnel Programs. Selected questions from those and other sources were helpful in constructing the instrument used for this study.

The instrument was a three-part questionnaire,[17] with the first part consisting of eighteen questions of a demographic nature[18] which

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[16]See: Appendix D of McConnell, Junior College Student Personnel Programs, op. cit.

[17]See Appendix C for a copy of the instrument.

[18]Questions of a demographic nature were extracted and adapted from several sources, including a questionnaire prepared by Raymond P. Heath and used for gathering data for a survey in connection with the completion of a Doctor's dissertation at Ohio State University. See: "A Description of the Chief Student Personnel Administrators and an Analysis of the Developmental Orientation of the Student Affairs Programs in Selected Private Liberal Arts Colleges" (unpublished Doctor's dissertation, Ohio State University, 1973).

were designed to gather information regarding the professional preparation, professional experience, age, and ethnic classification of each administrator who participated in the study.

The second part of the questionnaire consisted of a comprehensive list of functions typically carried out by student personnel workers at most types of post-secondary institutions found in the United States-- e.g., junior colleges, private and public four-year colleges and universities.[19] The functions were placed on the instrument at random, having first been compiled and numbered, divided into individual functions, and randomly sorted.[20] The chief student personnel administrator at each of the participating junior colleges was asked to respond to each function listed by assigning to it one of four ratings: (1) high priority for the "ideal" student personnel program; (2) low priority for the "ideal" program; (3) responsibility of some administrative sector of the junior

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[19]Functions selected for the instrument were obtained from five sources. See: Max R. Raines, "The Essential Supportive Functions in the College Instructional Program," Administering Community College Student Personnel Services, ed. F. R. Mealey (Ann Arbor: Michigan University School of Education, 1965), pp. 111-14; Max R. Raines, "Report to the Carnegie Corporation," McConnell and others, op. cit., pp. 17-20; Max R. Raines, "Organization Patterns: Junior Colleges and Four-Year Colleges and Universities," NASPA Journal, IV (April, 1967), 60: Lorine A. Aughinbaugh, Self-Appraisal, Student Personnel Services, American River Junior College, Final Report (Sacramento, California: American River Junior College, 1965), pp. 3-5; A Study of Leadership, Organization, and Administration of Student Affairs in Colleges and Universities (Storrs, Connecticut: The University of Connecticut School of Education, 1973).

[20]The number of functions (59), were recorded on separate pieces of paper and placed in a container. After the numbered pieces of paper were thoroughly mixed by hand inside the container, the numbered pieces of paper were removed from the container--one piece at a time--and recorded sequentially in a column, until all numbered pieces of paper were so listed. This list of numbers, randomly sorted, was then matched with the previously numbered functions, thus arriving at a list of functions randomly sorted.

college other than student personnel; or (4) not applicable for an "ideal" junior college student personnel program.

The third section of the questionnaire consisted of a list of graduate-level courses[21] which were typically included in university programs for the professional training of student personnel practitioners. These courses were organized into the following general categories: Administration and Management; Behavioral Sciences; Education; Higher Education; Research; and Student Personnel. Addressing themselves to each of those six categories, the administrators participating in the study were asked: (1) to rank order the course subjects within each category for both a Master's program and a doctoral program preparing persons for student personnel work; and (2) to rank order the six categories for a Master's program and for a doctoral program by assigning a percentage (totalling 100 per cent in each of the graduate programs) of the graduate hours which each category would be assigned in an "optimum" graduate program for the professional preparation of junior college student personnel practitioners.

Through the instrument, sufficient data were collected--based on the perceptions of the administrators participating in the study--and analyzed, leading to recommendations for an "ideal" student personnel program for public junior colleges in the four-state region and for an "optimum" graduate program for the professional training of prospective junior college student personnel workers. This information, provided by

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[21]Course titles selected for the instrument were obtained from three previous studies. See: Hoyt and Rhatigan, "Professional Preparation of Junior and Senior College Student Personnel Administrators," op. cit., p. 266; Anderson, "Professional Standards," op. cit., pp. 455-56; O'Banion, "A Core Program Proposal," op. cit.

the participants, made it possible for a "model" graduate program to be designed which would lead to a Master's degree or to a doctoral degree for student personnel practitioners who were preparing for positions in student personnel work in community or junior colleges.

THE INSTITUTIONAL SAMPLE AND DATA COLLECTION

The four states chosen for the study--Arkansas, Louisiana, Oklahoma, and Texas--yielded a sample of seventy-three public, two-year colleges. Texas yielded the largest number of such colleges, with fifty, followed by Oklahoma with fourteen, Louisiana with six, and Arkansas with three.[22]

In December, 1972, correspondence was sent to Dr. John Koldus, Executive Secretary of the Southwest Association of Student Personnel Administrators,[23] informing him of the proposed research project and asking for his support in endorsing the project among the membership of SWASPA, a professional organization whose membership came from the states selected for the project. His reply, dated January 3, 1973,[24] affirmed the interest of SWASPA in the completion of the research project. Later, a copy of a letter of endorsement from Dr. Koldus was used as a cover letter which accompanied the questionnaires when they were sent to the chief student personnel administrators who were selected for the project.[25]

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[22]Junior College Directory, op. cit.

[23]See Appendix A for copies of correspondence between the researcher and the executive secretary of SWASPA.

[24]Ibid.

[25]Ibid. For a copy of the instrument in its final form, see Appendix C.

In order to evaluate the pilot instrument prior to its being sent to the participants chosen for the study,[26] copies of the instrument were sent in July, 1973, to the chief student personnel administrators of twenty-two public junior colleges in the state of Kansas,[27] a state outside the region which was chosen for the study. The chief student personnel administrators at the public junior colleges in Kansas were asked to review and evaluate the instrument and to return it together with suggestions for improvement. Sixteen of the twenty-two questionnaires (or 73 per cent) sent were returned. All but three of the questionnaires were completed and returned without comments. Three questionnaires contained constructive suggestions which related primarily to the form of the third section of the proposed instrument. Subsequently, minor changes to the questionnaire were made, including the reduction of the third section of the instrument from two pages to one page, for ease of reading.

In late October, 1973, the revised instrument, together with a copy of the letter of endorsement from the Executive Secretary of SWASPA, was sent under a cover letter to the chief student personnel administrators at each of the seventy-three junior colleges selected for the project.[28]

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[26]The individuals selected as subjects in this research functioned as chief student personnel administrators for the public junior colleges in Arkansas, Louisiana, Oklahoma, and Texas.

[27]See Appendix D for a copy of the pilot instrument and cover letter sent to the chief student personnel administrators serving public junior colleges in Kansas. See also: Junior College Directory, op. cit.

[28]See Appendix A for a copy of the letter of endorsement from the executive secretary of SWASPA. See Appendix C for a copy of the instrument in its final form and the cover letter which accompanied the questionnaire to the chief student personnel administrators at the seventy-three junior colleges.

Forty-four of the questionnaires were completed and returned by November 20, 1973, a return of slightly more than 60 per cent. A follow-up letter was sent on November 26, 1973, to the twenty-nine chief student personnel administrators from whom no response had been received after the first mailing, requesting their cooperation in completing the questionnaire which had been sent to them.[29] By December 10, 1973, ten more completed questionnaires had been received, for a total of fifty-four, or 74 per cent of the total number of questionnaires originally sent. At this point Arkansas had yielded 100 per cent of the questionnaires sent; Texas, 76 per cent; Oklahoma, 71 per cent; and Lousiana, 50 percent.

A second follow-up letter,[30] together with another copy of the instrument, was sent on December 12, 1973, to the nineteen chief student personnel administrators from whom no response had been received to that date. The second letter of reminder yielded eleven more questionnaires by January 15, 1974, bringing the total of returned questionnaires to sixty-five, or 89 per cent of those sent out. No questionnaires were received after January 15. The final tabulation showed Arkansas and Oklahoma each yielded 100 per cent of the questionnaires sent; Texas, 86 per cent; and Louisiana, 83 per cent, as shown in Table 1. From the questionnaires which were completed and returned, data were gathered and organized, and findings were made.

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[29]See Appendix E for copies of follow-up letters to the chief student personnel administrators who failed to reply to the first mailing.

[30]See Appendix E for follow-up letters sent to chief student personnel administrators.

Table 1

Profile of Questionnaires Returned from
Participants after Original Mailing,
First Reminder, and Second Reminder

State	RETURNED AFTER ORIGINAL MAILING		RETURNED AFTER FIRST REMINDER		RETURNED AFTER SECOND REMINDER	
	NUMBER RETURNED	PER CENT RETURNED	NUMBER RETURNED	PER CENT RETURNED	NUMBER RETURNED	TOTAL PER CENT RETURNED
Arkansas (N = 3)[a]	3	100.0	0		0	100.0
Louisiana (N = 6)	1	16.7	2	50.0	2	83.3
Oklahoma (N = 14)	10	71.4	0		4	100.0
Texas (N = 50)	30	60.0	8	76.0	5	86.0
Total Returns (N = 73)	44	60.3	10	74.0	11	89.0

[a]Total number of public junior colleges selected for the study

SUMMARY OF RESEARCH DESIGN

This study indentified the perceptions of chief student personnel administrators serving public junior colleges in Arkansas, Louisiana, Oklahoma, and Texas regarding: (1) the "ideal" student personnel program for their own institution; and (2) the "optimum" professional program that would be required at the graduate level if student personnel professionals were to be well prepared for employment within what the chief student personnel administrators believed to be the "ideal" junior college student personnel program. This information--together with conclusions provided by earlier research--was used to develop a "model" program for the graduate training of persons preparing for junior college student personnel work at the Master's level and/or the doctoral level.

LIMITATIONS

1. Although the cooperating colleges may have been representative of community and junior colleges in states other than those in the member states of SWASPA, no effort was made to demonstrate that the participating institutions were representative of junior colleges nationally. Consequently, the conclusions were directed to the states from which the sample was drawn, even though such conclusions may have been applicable to public junior colleges in other geographical regions, to private junior colleges within and without the four-state region, and to other two-year institutions of higher learning not included within the parameters of this study (i.e., those not having transfer programs).

2. No effort was made to expand on what was already known about the perceptions of those faculty members and administrators responsible for graduate programs in student personnel work regarding either aspect

of the study--i.e., the "ideal" student personnel program in a public junior college or the "optimum" graduate program for the training of prospective junior college student personnel workers.

3. The study was limited to the perceptions of the chief student personnel administrators of the participating junior colleges. No effort was made to expand the study to include: (1) student personnel workers other than the chief student personnel administrator (e.g., deans of men or women, counselors); or (2) administrators outside the student personnel sector (e.g., college president, academic dean).

4. Since this research was designed as a descriptive study and was intended to be a method for gathering information that would be useful in developing a "model" graduate-level training program for preparing student personnel workers for junior colleges, no effort was made to test hypotheses--e.g., whether the perceptions of chief student personnel administrators were significantly different statistically when measured against variables such as institutional location or size.

5. This study did not compare the perceptions of student personnel administrators from junior colleges with the perceptions of administrators from four-year colleges[31] regarding either an "ideal" student personnel program or the "optimum" graduate preparation for student personnel workers.

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[31]Broad studies, such as the one by Grant and Foy, have sampled student personnel administrators from all types of colleges and universities regarding their perceptions of academic preparation for student personnel work. However, most of the statistics were considered by the researcher to be too diffuse to be of value for a concentrated study of this type. See: W. Harold Grant and James E. Foy, "Career Patterns of Student Personnel Administrators," NASPA Journal, X (October, 1972), 106-13.

CHAPTER IV

FINDINGS

The purpose of this study was to identify the perceptions of chief
student personnel administrators serving public junior colleges in
Arkansas, Louisiana, Oklahoma, and Texas regarding: (1) the "ideal"
student personnel program for their own institution; and (2) the
"optimum" graduate-level program that would prepare prospective student
personnel workers for employment at the junior college level. The
instrument used in this study elicited three types of data, the findings
from which are included in this chapter.

BACKGROUND DATA ON SUBJECTS

The first part of the questionnaire consisted of questions of a
demographic nature which focused on the age, sex, ethnic classification,
professional preparation, and professional experience of the chief
student personnel administrators who were the subjects in the study.

The sixty-five administrators of seventy-three in the original
sample who participated in the study by completing and returning the
questionnaire ranged in age from twenty-six to sixty-three years. Fifty-
nine of the administrators were male; six were female. The mean age
for the males was forty-one years, and the mean age for the females was
forty-three years. The overall mean age was forty-one years.

Of the fifty-nine males, fifty-five were white, two were Mexican-

American, one was black, and one was American Indian. Of the six females, five were white and one was black.

In response to a question regarding professional preparation, twenty-three of the sixty-five administrators (35 per cent) indicated that their highest-earned degree was the doctorate. Thirteen of the twenty-three persons with earned doctorates (57 per cent) indicated that they had received that degree in the field of college student personnel or in a related social/behavioral science (e.g., sociology, psychology), with one of those replying that his doctorate was in the specialty of junior college student personnel administration. Ten with earned doctorates (43 per cent) indicated that they had received that degree in fields other than college student personnel work or related social/behavioral sciences--e.g., music education, administration.

Five administrators indicated that their highest-earned degree was the Specialist Certificate. They did not indicate in what field of study the certificate was earned.

Thirty-six of the administrators (55 per cent) indicated that their highest-earned degree was at the Master's level, with thirteen (36 per cent) having earned Master's degrees in college student personnel or related social/behavioral sciences and twenty-three (64 per cent) having earned Master's degrees in fields other than student personnel or related social/behavioral sciences--e.g., education, educational administration. Table 2 shows the highest degrees held by the chief student personnel administrators who participated in this study.

In response to a question related to the number of years each participant had served as a junior college chief student personnel administrator, thirty-eight (58 per cent) of the sixty-five administra-

Table 2

Highest Degree Held by Chief Student Personnel
Administrators Who Participated in the Study

Highest Degree Held	Male	Female
Baccalaureate only	1	--
Master's degree in Student Personnel or Social/Behavioral Sciences	10	3
Master's degree in other than Student Personnel	22	1
Specialist Certificate	4	1
Doctorate in Student Personnel	12	--
Doctorate in Junior College Student Personnel	1	--
Doctorate in Other than Student Personnel	9	1

tors replied that they had served in that capacity for less than five years, with twenty-two (34 per cent) of the sixty-five administrators indicating that they had served between five and ten years as a junior college chief student personnel administrator. Five (8 per cent) replied that they had served for more than ten years in the position of chief student personnel administrator. Table 3 shows the participants' years of experience as junior college chief student personnel administrators.[1]

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[1] See Appendix F for additional demographic data relating to the participants.

Table 3

Participants' Years of Experience as Junior
College Chief Student Personnel
Administrators

Years of Experience	Male	Female
Less than five years	34	4
Five to ten years	20	2
More than ten years	5	--

DATA PERTAINING TO PARTICIPANTS' PERCEPTIONS
OF THE "IDEAL" STUDENT PERSONNEL PROGRAM

The second part of the questionnaire consisted of fifty-nine func-
tions (listed at random) typically carried out by student personnel
workers at most types of post-secondary institutions of learning in the
United States. Each subject was asked to assign one of four ratings to
each function: (A) High priority for the "ideal" student personnel pro-
gram at his institution; (B) Low priority for the "ideal" student per-
sonnel program at his institution; (C) Responsibility of some
administrative sector of the junior college other than student personnel;
or (D) Not applicable for an "ideal" student personnel program at his
college. These four indices were used to force a response to one of
four definitive conclusions and to avoid neutral responses on the part
of the participants.

Ratings of Functions Grouped
  Into Typical Categories

In order to relate similar functions to each other in an orderly manner and to simplify the discussion of the findings, the fifty-nine functions were grouped into seven categories which typically make up the student personnel program at public junior colleges.[2] In addition to the seven categories of typical functions, a category for miscellaneous functions was created to provide a grouping for functions which were deemed to be the responsibility of a sector other than student personnel by a majority of the participants.

Hereafter in this chapter when the letter "H" appears, it will be used to represent "high priority" responses, the letter "L" will be used to represent "low priority" responses, and the letters "OS" will be used to represent those functions which were considered by the participants to be the functions of some administrative sector of the junior college other than the student personnel sector.

Consultation functions. The two functions which received the highest percentage of "H" responses for the "ideal" student personnel program were counseling functions: General Counseling and Personal Counseling. Each received an "H" response from 98.5 per cent of the participants, and these were the only two functions of the fifty-nine listed which received no "L" responses for the "ideal" junior college student personnel program.

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[2]See: Max R. Raines, "The Essential Supportive Functions in the College Instructional Program," Administering Community College Student Personnel Services, ed. F. R. Mealey (Ann Arbor: Michigan University School of Education, 1965), pp. 111-14.

The third-ranked consultation function was Vocational and Career Counseling. That function received an "H" response from 93.9 per cent of the participants, in contrast with an "L" response of 1.5 per cent. Only 4.6 per cent of the participants considered vocational and career counseling to be an administrative responsibility of some sector of the junior college other than student personnel.

Academic Advising was deemed to be an "H" function by 80 per cent of the participants, in contrast with an "L" response of 10.8 per cent. Counseling in family matters (e.g., pre-martial, marital) received an "H" response of 70.8 per cent, in contrast with an "L" response of 21.5 per cent.

Each of the other consulting functions--i.e., Foreign Student Advising, Minority Programs, Drug Crisis Center, and Ombudsman--received an "H" response from less than 70 per cent of the participants.[3] Of the two minority programs listed as consulting functions, Non-Academic Programs for Minority Students drew only 44.6 per cent "H" responses, in contrast with 35.4 per cent "L" responses. Academic Programs for Minority Students received only 30.8 per cent "H" responses from the participants, in contrast with 21.5 per cent "L" and 40 per cent "OS" responses. Table 4 shows the ratings of consultation functions for the "ideal" junior college student personnel program.

Participation functions. Student Activities (e.g., social activities) was a function which received 93.8 per cent "H" responses from the participants, in contrast with 6.2 per cent "L" responses. Student

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[3]70 per cent was the "high priority" response level which was arbitrarily selected as the level of significance for the "ideal" junior college student personnel program in this study.

Table 4

Rating of Consultation Functions for the "Ideal"
Junior College Student Personnel Program as
Perceived by Junior College Chief Student
Personnel Administrators

Functions	Percentage of Responses				
	"H"[a]	"L"[b]	"OS"[c]	N[d]	U[e]
Counseling: General	98.5%	---%	1.5%	---%	---%
Counseling: Personal	98.5	---	1.5	---	---
Counseling: Vocational/Career	93.9	1.5	4.6	---	---
Advising: Academic	80.0	10.8	9.2	---	---
Counseling: Pre-marital, marital	70.8	21.5	4.6	3.1	---
Foreign Students: Advising	52.3	23.1	13.9	10.8	---
Minority Programs: Non-academic	44.6	35.4	9.2	10.8	---
Crisis Center (e.g., Drugs)	41.5	36.9	6.2	15.4	---
Minority Programs: Academic	30.8	21.5	40.0	7.7	---
Ombudsman	30.8	21.5	7.7	29.2	10.8

[a]High priority for the junior college student personnel program.

[b]Low priority for the junior college student personnel program.

[c]Responsibility of a sector other than student personnel.

[d]Not applicable for the junior college student personnel program.

[e]Function unknown to the participant.

Organizations (e.g., clubs) received "H" responses from 90.8 per cent of the participants, in contrast with 6.2 per cent "L" responses. Student Government ranked third in the category with an "H" response of 87.7 per cent, in contrast with an "L" response of 10.8 per cent.

Intramural Sports, Cultural Events, Student Newspaper, Intercollegiate Sports, and Student Yearbook followed in that order, with each of those functions receiving an "H" response from less than sixty per

per cent of the participants. The yearbook functions and the cultural
events function each drew 32.3 per cent "L" responses, the largest
percentage of "low priority" responses in the category. The intercol-
legiate sports function drew an "OS" response of 38.5 per cent. Table
5 shows the ratings of participation functions for the "ideal" junior
college student personnel program.

Orientation functions. New Student Orientation/Induction (i.e.,
all information-giving assoicated with induction into college) and
Pre-College Advising (e.g., conferences with students who have been
admitted but not yet enrolled in course work) were functions which
elicited an "H" response from 90.8 per cent of the participants. Of
the two, the former drew 1.5 per cent "L" responses while the latter
drew 7.7 per cent "L" responses.

Pre-College Program Articulation (e.g., dissemination of informa-
tion about the college by brochures, visits to high school counselors)
was the only other orientation function which received an "H" response
from more than 70 per cent of the participants. One participant judged
this function (i.e., Pre-College Articulation) to be "not applicable,"
and one other participant replied that the function was not clear to
him.

Table 6 shows the ratings of orientation functions for the "ideal"
junior college student personnel program.

Table 5

Rating of Participation Functions for the "Ideal"
Junior College Student Personnel Program as
Perceived by Junior College Chief
Student Personnel Administrators

Functions	Percentage of Responses				
	"H"[a]	"L"[b]	"OS"[c]	N[d]	U[e]
Student Activities	93.8%	6.2%	---%	---%	---%
Student Organizations	90.8	6.2	1.5	1.5	---
Student Government	87.7	10.8	---	1.5	---
Intramural Sports	58.5	16.9	21.5	2.1	---
Cultural Events	56.9	32.3	10.8	---	---
Student Newspaper	43.1	23.1	29.2	4.6	---
Intercollegiate Sports	24.6	21.5	38.5	15.4	---
Student Yearbook	23.1	32.3	35.4	9.2	---

[a]High priority for the junior college student personnel program.

[b]Low priority for the junior college student personnel program.

[c]Responsibility of a sector other than student personnel.

[d]Not applicable for the junior college student personnel program.

[e]Function unknown to the participant.

Table 6

Rating of Orientation Functions for the "Ideal"
Junior College Student Personnel Program
as Perceived by Junior College Chief
Student Personnel Administrators

Functions	Percentage of Responses				
	"H"[a]	"L"[b]	"OS"[c]	N[d]	U[e]
New Student Orientation/Induction	90.8%	1.5%	7.7%	---%	---%
Advising: Pre-college	90.8	7.7	1.5	---	---
Program Articulation: Pre-college	76.9	6.2	13.9	1.5	1.5
Drug Education Program	63.1	27.7	9.2	---	---
Sex Education Program	41.5	35.4	18.5	4.6	---

[a]High priority for the junior college student personnel program.

[b]Low priority for the junior college student personnel program.

[c]Responsibility of a sector other than student personnel.

[d]Not applicable for the junior college student personnel program.

[e]Function unknown to the participant.

Appraisal functions. The "H" responses within the category of
appraisal functions ranged from 89.2 per cent to 61.5 per cent, the
closest within-category relationship of functions in the study. Inter-
pretation of Test Results and Personal/Vocational Testing were functions
which elicited an "H" response from 89.2 per cent of the participants.
Of the two, the former drew 3.1 per cent "L" responses while the latter
drew 7.7 per cent "L" responses.

Academic Testing ranked third in the category of appraisal func-
tions with an "H" response of 81.5 per cent, in contrast with an "L"
response of 10.8 per cent and an "OS" response of 7.7 per cent.

Maintaining Student Personnel Records was a function which received an "H" response of 78.5 per cent, in contrast with an "L" of 4.6 per cent, and "OS" responses were noted by 15.4 per cent of the respondents.

Student Re-Admissions, Scholarship Awards, and Admissions followed in that order, each having received a response rating under 70 per cent as an "H" appraisal function.

Table 7 shows the ratings of appraisal functions for the "ideal" junior college student personnel program.

Table 7

Rating of Appraisal Functions for the "Ideal"
Junior College Student Personnel Program
as Perceived by Junior College Chief
Student Personnel Administrators

Functions	Percentage of Responses				
	"H"[a]	"L"[b]	"OS"[c]	N[d]	U[e]
Interpretation of Test Results	89.2%	3.1%	7.7%	---%	---%
Testing: Personal, Vocational	89.2	7.7	3.1	---	---
Testing: Academic	81.5	10.8	7.7	---	---
Student Records: Personnel	78.5	4.6	15.4	---	1.5
Student Re-admissions	69.2	13.9	13.9	1.5	1.5
Scholarship Awards	67.7	20.0	12.3	---	---
Admissions	61.5	7.7	29.2	1.5	---

[a]High priority for the junior college student personnel program.
[b]Low priority for the junior college student personnel program.
[c]Responsibility of a sector other than student personnel.
[d]Not applicable for the junior college student personnel program.
[e]Function unknown to the participant.

Service functions. Of the nine functions that were included within
the category of service, only two received an "H" response from more
than 70 per cent of the participants. Student Employment received an
"H" response from 87.7 per cent of the respondents, in contrast with
7.7 per cent "L" responses and 4.6 per cent "OS" responses. Financial
Aid received an "H" response from 86.2 per cent of the respondents, in
contrast with 6.2 per cent "L" responses and 7.7 per cent "OS" responses.

Student Health Services, which received an "H" response from 64.6
per cent of the participants, ranked third in the category of service
functions. Post-College Job Placement ranked fourth within the category
with 53.9 per cent "H" responses, in contrast with 23.1 per cent "L"
responses, 18.5 per cent "OS" responses, and "not applicable" responses
from 4.6 per cent of the respondents.

Student Residence Halls, Remedial Programs, Alumni Relations, Food
Service, and Off-Campus Housing Service each received less than fifty
per cent of the responses as "high priority." Off-campus Housing
received a larger percentage of responses in both the "L" column and
the "Not Applicable" column than in the "H" column, clearly rating it
lowest of the service functions.

Table 8 shows the ratings of service functions for the "ideal"
junior college student personnel program.

Organizational functions. The highest-ranking function in this
category--Administrative/Organizational--elicited an "H" response from
87.7 per cent of the participants, in contrast with 4.6 per cent "L"
responses and 6.2 per cent "OS" responses.

The function in this category receiving the second largest number

Table 8

Rating of Service Functions for the "Ideal"
Junior College Student Personnel Program
as Perceived by Junior College Chief
Student Personnel Administrators

| Functions | Percentage of Responses | | | | |
	"H"[a]	"L"[b]	"OS"[c]	N[d]	U[e]
Student Employment	87.7%	7.7%	4.6%	---%	---%
Financial Aid	86.2	6.2	7.7	---	---
Student Health Services	64.6	24.6	6.2	4.6	---
Job Placement: Post-college	53.9	23.1	18.5	4.6	---
Student Residence Halls	47.7	9.2	---	43.1	---
Remedial Programs	36.9	15.4	43.1	4.6	---
Alumni Relations	30.8	27.7	29.2	12.3	---
Food Service/Cafeteria	27.7	20.0	40.0	12.3	---
Off-Campus Housing Service	21.5	41.5	3.1	33.9	---

[a]High priority for the junior college student personnel program.

[b]Low priority for the junior college student personnel program.

[c]Responsibility of a sector other than student personnel.

[d]Not applicable for the junior college student personnel program.

[e]Function unknown to the participant.

of "H" responses was Student Union: Program, with 80 per cent "H" responses, in contrast with 12.3 per cent "L" responses and 6.2 per cent "not applicable" responses. The other Student Union function in the category (Student Union Management) received 60 per cent "H" responses, in contrast with 18.5 per cent "L" responses, 18.5 per cent "OS" responses, and 3.1 per cent "not applicable" responses.

Research in Student Personnel was a function which elicited 78.5 per cent of the responses as "H," in contrast with 20 per cent "L"

responses. While the research function rated relatively high, a function closely related to research (Interpretation of Research to Faculty and Administration) received only 64.6 per cent "H" responses, in contrast with 24.6 per cent "L" responses and 10.8 per cent "OS" responses.

The only other function receiving over 70 per cent of the responses as "H" was Post-College Program Articulation (e.g., communicating with industrial and commercial enterprises and other cooperating agencies within the community), with 72.3 per cent "H" responses, in contrast with 9.2 per cent "L" responses and 12 per cent "OS" responses.

Other organizational functions which received an "H" response from less than 70 per cent of the participants included Institutional Planning and Development (55.4 per cent), In-Service Training for Faculty and Staff (49.2 per cent), and Public Relations (43.1 per cent), as shown in Table 9.

Regulation functions. Student Withdrawals was ranked first within the category of regulation functions with an "H" response of 80 per cent, in contrast with an "L" response of 9.2 per cent and an "OS" response of 10.8 per cent. Student Discipline, ranked second, received 73.9 per cent "H" responses, in contrast with 15.4 per cent "L" responses and 10.8 per cent "OS" responses. Student Registration received an "H" response from 58.5 percent of the participants, in contrast with an "OS" response of 27.7 per cent, to rank third within the category. Student Academic Probation also received 58.5 per cent "H" responses, in contrast with 20 per cent "L" and 18.5 per cent "OS" responses. Student Academic Records received 56.9 per cent "H" responses, in contrast with 10.8 per cent "L" responses and 30.8 per cent "OS" responses. The responses to the Campus Security/Police function were mixed, with 36.9

Table 9

Rating of Organizational Functions for the
"Ideal" Junior College Student Personnel
Program as Perceived by Junior College
Chief Student Personnel Administrators

| Functions | Percentage of Responses | | | | |
	"H"[a]	"L"[b]	"OS"[c]	N[d]	U[e]
Administrative/Organizational	87.7%	4.6%	6.2%	---%	1.5%
Student Union: Program	80.0	12.3	1.5	6.2	---
Research in Student Personnel	78.5	20.0	---	---	1.5
Program Articulation: Post-College	72.3	9.2	12.3	1.5	4.6
Interpretation of Research to Faculty and Administration	64.6	24.6	10.8	---	---
Student Union: Management	60.0	18.5	18.5	3.1	---
Institutional Planning/Development	55.4	16.9	27.7	---	---
In-Service Training for Faculty and Staff	49.2	21.5	27.7	---	1.5
Public Relations	43.1	12.3	43.1	1.5	---

[a]High priority for the junior college student personnel program.

[b]Low priority for the junior college student personnel program.

[c]Responsibility of a sector other than student personnel.

[d]Not applicable for the junior college student personnel program.

[e]Function unknown to the participant.

per cent responding to it as "H," 41.5 per cent responding to it as "OS,"
15.4 per cent responding to it as "L," and 6.2 per cent responding to it
as not being applicable to a junior college setting like theirs.

The list of regulation functions and their ratings may be found in
Table 10.

Miscellaneous functions. The functions listed in Table 11 are
those which more than 50 per cent of the participants indicated to be

Table 10

Rating of Regulation Functions for the "Ideal"
Junior College Student Personnel Program
as Perceived by Junior College Chief
Student Personnel Administrators

Functions	Percentage of Responses				
	"H"[a]	"L"[b]	"OS"[c]	N[d]	U[e]
Student Withdrawals	80.0%	9.2%	10.8%	---%	---%
Student Discipline	73.9	15.4	10.8	---	---
Registration	58.5	12.3	27.7	1.5	---
Student Academic Probation	58.5	20.0	18.5	3.1	---
Student Records: Academic	56.9	10.8	30.8	1.5	---
Campus Security/Police	36.9	15.4	41.5	6.2	---

[a]High priority for the junior college student personnel program.
[b]Low priority for the junior college student personnel program.
[c]Responsibility of a sector other than student personnel.
[d]Not applicable for the junior college student personnel program.
[e]Function unknown to the participant.

the responsibility of a sector of the junior college other than student
personnel. Because of their high "OS" responses, these functions will
not be emphasized in this chapter or in the concluding chapter.

In summary, twenty-three of the fifty-nine functions listed in
the questionnaire received a "high priority" response from 70 per cent
or more of the chief student personnel administrators participating in
the study. The three highest-ranked functions were all counseling
related: General Counseling, Personal Counseling, and Vocational/Career
Counseling. A total of five consultation functions were among the
twenty-three highest rated.

Table 11

Rating of Miscellaneous Functions for the "Ideal"
Junior College Student Personnel Program
as Perceived by Junior College Chief
Student Personnel Administrators

Functions	Percentage of Responses				
	"H"[a]	"L"[b]	"OS"[c]	N[d]	U[e]
Campus Bookstore	15.4%	9.2%	70.8%	4.6%	---%
Computer/Data Processing	16.9	9.2	63.1	9.2	1.5
News Bureau (Non-Student)	6.2	16.9	55.4	13.9	7.7
Public Information	20.0	18.5	55.4	6.2	---
Fund Raising	7.7	20.0	52.3	20.0	---

[a]High priority for the junior college student personnel program.

[b]Low priority for the junior college student personnel program.

[c]Responsibility of a sector other than student personnel.

[d]Not applicable for the junior college student personnel program.

[e]Function unknown to the participant.

The categories of Participation Functions and Organizational Functions each had four which received a "high priority" response from more than 70 per cent of the participants.

Table 12 contains a listing of the twenty-three functions which received a "high priority" response from 70 per cent or more of the participants, ranked according to their percentage of "high priority" responses.

DATA PERTAINING TO THE PARTICIPANTS' PERCEPTION OF
THE "OPTIMUM" GRADUATE PROGRAM IN
STUDENT PERSONNEL

The third part of the questionnaire contained a list of graduate-level courses which typically have been included in university programs

Table 12

Functions which Received Higher than Seventy
Per Cent of Responses as "High Priority"
Functions for the "Ideal" Junior College
Student Personnel Program

Functions	Rated High Priority	Rated Low Priority
Counseling: General	98.5%	---%
Counseling: Personal	98.5	---
Counseling: Vocational/Career	93.9	1.5
Student Activities	93.8	6.2
New Student Orientation/Induction	90.8	1.5
Student Organizations (e.g., clubs)	90.8	6.2
Advising: Pre-college	90.8	7.7
Interpretation of Test Results (e.g., CLEP)	89.2	3.1
Testing: Personal, Vocational (e.g., MMPI)	89.2	7.7
Administrative/Organizational	87.7	4.6
Student Employment	87.7	7.7
Student Government	87.7	10.8
Financial Aid (e.g., Loans, Grants)	86.2	6.2
Testing: Academic (e.g., CLEP, ACT)	81.5	10.8
Student Withdrawals	80.0	9.2
Advising: Academic	80.0	10.8
Student Union: Program	80.0	12.3
Student Records: Personnel	78.5	4.6
Research in Student Personnel	78.5	20.0
Program Articulation: Pre-college	76.9	6.2
Student Discipline/Regulations	73.9	15.4
Program Articulation: Post-college	72.3	9.2
Counseling: Pre-marital, Marital, Family	70.8	21.5

for the professional training of student personnel practitioners.[4] On

the questionnaire these courses were classified under six general cate-

gories: Administration and Management, Behavioral Sciences, Education,

Higher Education, Research, and Student Personnel. Addressing them-

selves to each of the six categories, the administrators participating

in the study were asked: (1) to rank order the courses within each

category for both a Master's program and a doctoral program preparing

persons for student personnel work; and (2) to rank order the six cate-

gories for a Master's program and for a doctoral program by assigning a

percentage of the academic hours which each category should receive in

an "optimum" graduate program in junior college student personnel--i.e.,

the core of courses which would represent the "most beneficial" graduate

curriculum for the professional preparation of prospective junior college

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[4]Several studies have catalogued typical core programs and graduate
courses offered by universities for the professional preparation of
student personnel workers for both the junior college and the four year
college. See: Jane E. Matson, "Implications of the Project for the
Professional Preparation of Junior College Student Personnel Workers,"
Selected Papers from the Annual Convention of the American Association
of Junior Colleges (Washington, D.C.: American Association of Junior
Colleges, 1966), pp. 57-60; Robert A. Anderson, Jr., "Description of
Community College Chief Student Personnel Administrators Based on
Regional and Institutional Comparison" (unpublished Doctor's disserta-
tion, University of Utah, 1969); G. V. Anderson, "Professional Standards
and Training for College Personnel Workers," Educational and Psychologi-
cal Measurement, VIII (October, 1948), 451-59; John P. Eddy and William
M. Klepper II, "A New Model for the Chief Student Personnel Worker in
Higher Education," NASPA Journal, X (July, 1972), 30-32; Donald P. Hoyt
and James J. Rhatigan, "Professional Preparation of Junior and Senior
College Student Personnel Administrators," The Personnel and Guidance
Journal, XLVII (November, 1968), 263-70; Terry O'Banion, "A Core Program
Proposal for the Professional Preparation of College and University
Student Personnel Workers" (unpublished Doctor's dissertation, Florida
State University, 1966); James J. Rhatigan, "The Professional Prepara-
tion of Student Personnel Administrators as Perceived by Practitioners
and Faculty-Trainers" (unpublished Doctor's dissertation, University of
Iowa, 1965); Adrian Schoenmaker and Albert B. Hood, "How Shall Community
College Counselors be Trained?" The Journal of College Student Person-
nel, XIII (March, 1972), 129-35.

student personnel workers.

Although sixty-five questionnaires were returned and were usable for data collection only fifty-six of the questionnaires contained third sections which were sufficiently complete and usable.[5]

The ranking of the course subjects within their respective categories for both a Master's program and a doctoral program was done by the participant assigning the number One to the course subject of greatest importance within the category, the number Two to the course subject of next greatest importance, and so on until each course was ranked within its respective category.

Course Subjects Ranked Within Categories: Master's Level

Administration and Management. Administrative Theory was the course which received the highest frequency of number-one responses within the category (i.e., Administration and Management), with twenty-eight responses and a response mean of 1.768. Principles of Management, with twenty-four number-one responses, also received twenty-four number-two responses, for a mean of 1.714, thus ranking it above Administrative Theory in the category of Administration and Management. The course which was ranked third within the category--i.e., Finance--received only four number-one responses, in contrast with nineteen number-two and thirty-three number three responses, as shown in Table 13.

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[5]Of the nine questionnaires with unusable third sections, five were returned from administrators who stated that they had left the third section incomplete because of what they described as their lack of expertise in the topic under study--i.e., the professional preparation of junior college student personnel workers. Four other administrators apparently had begun the third section but failed to complete all of the questions.

Table 13

Ranking of Courses within the Category of Administration and
Management for an "Optimum" Master's Degree Program for
the Professional Preparation of Student Personnel
Workers for Public Junior Colleges

Course Titles	Number of Responses by Rank			Mean Rank
	(1)	(2)	(3)	
Principles of Management	24	24	8	1.714
Administrative Theory	28	13	15	1.768
Finance	4	19	33	2.518

Behavioral Sciences. Within the category of behavioral sciences
the course entitled Personality, Human Growth and Adjustment received
the most responses for number-one ranking, with thirty-two responses.
Social Psychology was a distant second in rank, having received only
twelve number-one responses, followed closely by Group Dynamics with
eleven. Economics and Anthropology ranked fourth and fifth respectively,
the only courses in the Master's program to receive a mean response of
more than 4.0, as shown in Table 14.

Education. The course entitled Test Appraisal and Interpretation
was ranked first in the category of Education, with thirty-six number-
one responses. Second-ranked was the course entitled Principles of
Education, with twenty number-one responses, as shown in Table 15.

Table 14

Ranking of Courses within the Category of Behavioral Sciences
for an "Optimum" Master's Degree Program for the Pro-
fessional Preparation of Student Personnel
Workers for Public Junior Colleges

Course Titles	Number of Responses by Rank					Mean Rank
	(1)	(2)	(3)	(4)	(5)	
Personality, Human Growth and Adjustment	32	22	1	---	1	1.500
Social Psychology, Cultural Influences	12	24	19	1	---	2.161
Group Dynamics	11	8	26	10	1	2.679
Economics	---	---	5	28	23	4.321
Anthropology	1	2	5	17	31	4.339

Table 15

Ranking of Courses within the Category of Education for
an "Optimum" Master's Degree Program for the Pro-
fessional Preparation of Student Personnel
Workers for Public Junior Colleges

Course Titles	Number of Responses by Rank		Mean Rank
	(1)	(2)	
Test Appraisal and Interpretation	36	20	1.357
Principles of Education	20	36	1.643

<u>Higher Education</u>. Courses related to the junior college ranked
first and second in the category of Higher Education. *The* course
entitled The Junior College received fourteen number-one responses,
twenty-five number-two responses, and thirteen number-three responses.
The course entitled The Junior College Student received twenty-two
number-one responses but only thirteen number-two and nine number-three
responses, in contrast with twelve number-four responses. Table 16
shows that there was no marked difference between the mean responses of
the two highest-ranked courses in the category--i.e., The Junior College
and The Junior College Student.

The course entitled Organization and Administration of Higher
Education received a response mean of 2.643 for third ranking within the
category, followed by Philosophy and History of Higher Education with a
response mean of 3.036.

Table 16

Ranking of Courses within the Category of Higher Education
for an "Optimum" Master's Degree Program for the Pro-
fessional Preparation of Student Personnel
Workers for Public Junior Colleges

Course Titles	Number of Responses by Rank				Mean Rank
	(1)	(2)	(3)	(4)	
The Junior College	14	25	13	4	2.125
The Junior College Student	22	13	9	12	2.196
Organization/Administration of Higher Education	10	13	20	13	2.643
Philosophy and History of Higher Education	10	5	14	27	3.036

Research. In the Master's program, Research Methods clearly ranked first within the category of Research, with fifty-one number-one responses. Research Practics ranked a distant second, with only five number-one responses, as is shown in Table 17.

Table 17

Ranking of Courses within the Category of Research for an "Optimum" Master's Degree Program for the Professional Preparation of Student Personnel Workers for Public Junior Colleges

Course Titles	Number of Responses by Rank		Mean Rank
	(1)	(2)	
Research Methods	51	5	1.089
Research Practics	5	51	1.911

Student Personnel. No clear margin of preference existed among the courses listed within the category of Student Personnel, although the response means showed slight preference for the course entitled Introduction to Student Personnel Work. That course drew nineteen number-one responses and a mean of 2.625. Principles of Counseling elicited eleven number-one responses and a mean of 2.893, followed closely by the Internship course with sixteen number-one responses and a mean of 3.054. The two practicum courses did not receive nearly as many number-one responses as the other three courses within the category, but their

response means were close together: 3.196 as compared with 3.232.

Table 18 shows the ranking of courses within the category of Student

Personnel.

Table 18

Ranking of Courses within the Category of Student Personnel
for an "Optimum" Master's Degree Program for the Pro-
fessional Preparation of Student Personnel
Workers for Public Junior Colleges

Course Titles	Number of Responses by Rank					Mean Rank
	(1)	(2)	(3)	(4)	(5)	
Introduction to Student Personnel Work	19	7	15	6	9	2.625
Principles of Counseling	11	14	12	8	11	2.893
Internship in Junior College Student Personnel Work	16	9	3	12	16	3.054
Practicum in Student Personnel Administration	6	15	9	14	12	3.196
Practicum in Counseling	4	11	17	16	8	3.232

Table 19 contains a listing of course subjects for the "optimum"

Master of Arts degree program in junior college student personnel, as

perceived by the fifty-six chief student personnel administrators who

were participants in this section of the instrument. The courses are

arranged within categories according to the response means; the categor-

Table 19

Ranking of Typical Course Subjects within Categories for an
"Optimum" Master of Arts Degree Program for the
Professional Preparation of Student Personnel
Workers for Public Junior Colleges

Category and Course Subjects	Mean Rank for M.A.
Administration and Management	
Principles of Management	1.714
Administrative Theory	1.768
Finance	2.518
Behavioral Sciences	
Personality, Human Growth and Adjustment	1.500
Social Psychology, Cultural Influences	2.161
Group Dynamics	2.679
Economics	4.321
Anthropology	4.339
Education	
Test Appraisal and Interpretation	1.357
Principles of Education	1.643
Higher Education	
The Junior College	2.125
The Junior College Student	2.196
Organization and Administration	2.643
Philosophy and History of Higher Education	3.036
Research	
Methods of Research	1.089
Practics in Research	1.911
Student Personnel	
Introduction to Student Personnel Work	2.625
Principles of Counseling	2.893
Internship in Junior College Student Personnel Work	3.054
Practicum in Student Personnel Administration	3.196
Practicum in Counseling	3.232

ies are arranged alphabetically, as they appeared on the questionnaire.[6]

Course Subjects Ranked within
Categories: Doctoral Level

Administration and Management. The course entitled Administrative Theory received the highest frequency of number-one responses within the category of Administration and Management at the doctoral level, with twenty-six number-one responses and a response mean of 1.804. The course entitled Principles of Management received only twenty number-one responses, but this course also received twenty-six number-two responses and a mean of 1.706, thus ranking the management course ahead of the administrative theory course, as shown in Table 20.

The course entitled Finance received only five number-one responses, in contrast with sixteen number-two responses and thirty number-three responses, thus ranking the finance course third in the category with a response mean of 2.490.

Behavioral Sciences. The course entitled Personality, Human Growth and Adjustment was ranked first within the category of Behavioral Sciences with twenty-two number-one responses and a mean of 1.843. The course entitled Social Psychology and Cultural Influences drew only fourteen number-one responses, in contrast with twenty-three number-two responses, and ranked second within the category with a mean of 2.059. Group Dynamics ranked third with twenty-three number-three responses and a mean of 2.706. Economics ranked fourth with twenty-four number-four

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[6]See Table 27 for a ranking of categories for the "optimum" Master's Program in junior college student personnel.

Table 20

Ranking of Courses within the Category of Administration and
Management for an "Optimum" Doctoral Program for the
Professional Preparation of Student Personnel
Workers for Public Junior Colleges

Course Titles	Number of Responses by Rank			Mean Rank
	(1)	(2)	(3)	
Principles of Management	20	26	5	1.706
Administrative Theory	26	9	16	1.804
Finance	5	16	30	2.490

responses, followed by Anthropology with twenty-eight number-five re-
sponses and a mean of 4.275. Table 21 shows the ranking of courses
within the category of Behavioral Sciences.

Education. The course entitled Test Appraisal and Interpretation
was ranked first within the category of Education with a mean of 1.412,
followed closely by Principles of Education with a mean of 1.588, as
shown in Table 22.

Higher Education. Organization and Administration of Higher Educa-
tion was the course which received the most number-one responses within
the category, with eighteen, and a mean of 2.177. Second-ranked within
the category was the course entitled The Junior College, with nineteen
number-two responses and a mean of 2.294. The course entitled The
Junior College Student was ranked third within the category, with a
response mean of 2.549. Philosophy and History of Higher Education

Table 21

Ranking of Courses within the Category of Behavioral Sciences
for an "Optimum" Doctoral Program for the Professional
Preparation of Student Personnel Workers
for Public Junior Colleges

Course Titles	Number of Responses by Rank					Mean Rank
	(1)	(2)	(3)	(4)	(5)	
Personality, Human Growth and Adjustment	22	20	5	3	1	1.843
Social Psychology, Cultural Influences	14	23	12	1	1	2.059
Group Dynamics	11	6	23	9	2	2.706
Economics	2	1	5	24	19	4.118
Anthropology	2	1	6	14	28	4.275

Table 22

Ranking of Courses within the Category of Education for
an "Optimum" Doctoral Program for the Professional
Preparation of Student Personnel Workers
for Public Junior Colleges

Course Titles	Number of Responses by Rank		Mean Rank
	(1)	(2)	
Test Appraisal and Interpretation	30	21	1.412
Principles of Education	21	30	1.588

ranked fourth within the category, with twenty-three number-four responses and a mean of 2.980. Table 23 shows the ranking of courses within the category of Higher Education.

Table 23

Ranking of Courses within the Category of Higher Education
for an "Optimum" Doctoral Program for the Professional
Preparation of Student Personnel Workers
for Public Junior Colleges

| Course Titles | Number of Responses by Rank | | | | Mean |
	(1)	(2)	(3)	(4)	Rank
Organization/Administration	18	14	11	8	2.177
The Junior College	12	19	13	7	2.294
The Junior College Student	13	10	15	13	2.549
Philosophy and History	8	8	12	23	2.980

Research. Table 24 shows the ranking of the two courses relating to research in the doctoral program. Research Methods ranked first within the category, with thirty-three number-one responses and a mean of 1.353. Research Practics ranked second, with eighteen number-one responses and a mean of 1.647.

Student Personnel. The participants ranked Internship in Junior College Student Personnel Work first within the category of courses in

Table 24

Ranking of Courses within the Category of Research for
an "Optimum" Doctoral Program for the Professional
Preparation of Student Personnel Workers
for Public Junior Colleges

| Course Titles | Number of Responses by Rank | | Mean Rank |
	(1)	(2)	
Research Methods	33	18	1.353
Research Practics	18	33	1.647

Student Personnel in the doctoral program, with twenty-five number-one

responses and a mean of 2.196. Second-ranked in the doctoral program

was Practicum in Student Personnel Administration, with thirteen number-

one responses, in contrast with eighteen number-two responses. The

course entitled Introduction to Student Personnel Work was ranked third

among student personnel courses, with twenty-one number three responses

and a mean of 3.392. Fourth-ranked was the course entitled Practicum in

Counseling, with seventeen number-four responses and a mean of 3.412.

Principles of Counseling was ranked fifth within the category, with

eighteen number-five responses and a mean of 3.569, as shown in Table 26.

Table 26 contains a listing of course subjects for the "optimum"

Doctor of Education degree program in junior college student personnel,

as perceived by the fifty-six chief student personnel administrators

who responded to this section of the instrument. The courses are

arranged within categories according to the response means, and the

Table 25

Ranking of Courses within the Category of Student Personnel
for an "Optimum" Doctoral Program for the Professional
Preparation of Student Personnel Workers
for Public Junior Colleges

Course Titles	Number of Responses by Rank					Mean Rank
	(1)	(2)	(3)	(4)	(5)	
Internship in Junior College Student Personnel Work	25	11	3	4	8	2.196
Practicum in Student Personnel Administration	13	18	8	9	3	2.431
Introduction to Student Personnel Work	4	5	21	9	12	3.392
Practicum in Counseling	3	10	11	17	10	3.412
Principles of Counseling	6	7	8	12	18	3.569

categories are arranged alphabetically, as they were on the question-
naire.[7]

Ranking of Course Categories

The chief student personnel administrators who were participants

in this study were asked to rank order six categories of courses which

typically are included in graduate programs designed to prepare persons

for positions of leadership in student personnel work at college and

universities. The administrators were asked to assign to each course

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[7]See Table 28 for a ranking of categories for the "optimum" doc-
toral program in junior college student personnel.

Table 26

Ranking of Typical Course Subjects within Categories for an
"Optimum" Doctor of Education Degree Program for the
Professional Preparation of Student Personnel
Workers for Public Junior Colleges

Category and Course Subjects	Mean Rank for Ed.D.
Administration and Management	
Principles of Management	1.706
Administrative Theory	1.804
Finance	2.490
Behavioral Sciences	
Personality, Human Growth and Adjustment	1.843
Social Psychology, Cultural Influences	2.059
Group Dynamics	2.706
Economics	4.118
Anthropology	4.275
Education	
Test Appraisal and Interpretation	1.412
Principles of Education	1.588
Higher Education	
Organization and Administration	2.177
The Junior College	2.294
The Junior College Student	2.549
Philosophy and History of Higher Education	2.980
Research	
Methods of Research	1.353
Practics in Research	1.647
Student Personnel	
Internship in Junior College Student Personnel Work	2.196
Practicum in Student Personnel Administration	2.431
Introduction to Student Personnel Work	3.392
Practicum in Counseling	3.412
Principles of Counseling	3.569

category a percentage of the academic hours that it should receive in the "optimum" graduate core-program leading to the Master's and to the doctoral degree in junior college student personnel. The six categories were: Administration and Management, Behavioral Sciences, Education, Higher Education, Research, and Student Personnel.

Ranking of course categories in the Master's program. Courses in the category of Student Personnel ranked first among the six categories for a Master's program by receiving a percentage mean of 31.1 per cent. The percentages assigned to this category by the participants ranged from 10 per cent to 60 per cent. The mode was 40 per cent, with ten responses at that figure.

The Behavioral Sciences ranked second, with a range from 0 per cent to 50 per cent and a percentage mean of 18.9 per cent. The mode was 15 per cent, with twelve responses.

Higher Education courses ranked third in the Master's program, with a range from 5 per cent to 35 per cent and a percentage mean of 16.3 per cent.

Ranked fourth in the Master's program were courses in Administration and Management. Responses in this category ranged from 0 per cent to 30 per cent, with a percentage mean of 13.3 per cent.

Education courses (e.g., Principles of Education, Test Appraisal and Interpretation) ranked fifth in the Master's program, with a range from 3 per cent to 25 per cent and a percentage mean of 11.1 per cent.

Sixth ranked was the category of Research. These courses had a response range from 3 per cent to 20 per cent and a mean of 9.2 per cent. The mode was 10 per cent, with twenty-eight responses at that figure.

Table 27 shows the relationship of percentage means for course categories in the "optimum" Master's-level program in student personnel, as perceived by the fifty-six administrators who responded to the third section of the questionnaire.

Table 27

Ranking of Course Categories for an "Optimum" Master's-
Level Program for the Professional Preparation
of Junior College Student Personnel Workers

Course Category	Mean Percentage for M.A.
Student Personnel	31.1%
Behavioral Sciences	18.9
Higher Education	16.3
Administration and Management	13.3
Education	11.1
Research	9.2

Ranking of course categories in the doctoral program. Courses in the category of Student Personnel ranked first among the six categories for a doctoral program by receiving a percentage mean of 29.4 per cent. The percentages assigned to this category by the participants ranged from 5 per cent to 75 per cent. The mode, however, was 20 per cent, with thirteen responses at that figure.

The category of Administration and Management ranked second in the doctoral program, with a range from 5 per cent to 40 per cent and a mean of 18.8 per cent. The mode was 10 per cent, with fourteen responses.

Higher Education courses ranked third in the doctoral program, with a mean of 16.3 per cent. The responses ranged from 5 per cent to 30 per cent, and the mode was 20 per cent, with eighteen responses at that figure.

Ranked fourth in the doctoral program were courses in the category of Behavioral Sciences. Responses to this category ranged from 0 per cent to 35 per cent, with a percentage mean of 14.3 per cent. The mode was 10 per cent, with seventeen responses.

Research ranked fifth among the categories in the doctoral program, with a range of responses from 1 per cent to 20 per cent. The percentage mean was 12.9 per cent.

Sixth-ranked was the category of Education. These courses had a response range from 0 per cent to 20 per cent, with a mean of 8.2 per cent. The mode, however, was 5 per cent, with twenty-three responses at that figure.

Table 28 shows the percentage means for course categories in the "optimum" doctoral-level program in student personnel, as perceived by the fifty-six administrators who responded to the third section of the questionnaire.

Table 28

Ranking of Course Categories for an "Optimum" Doctoral-
Level Program for the Professional Preparation
of Junior College Student Personnel Workers

Course Category	Mean Percentage for Ed.D
Student Personnel	29.4%
Administration and Management	18.8
Higher Education	16.3
Behavioral Sciences	14.3
Research	12.9
Education	8.2

CHAPTER V

DISCUSSION OF FINDINGS

Data for the discussion in this chapter were based on the percep-
tions of sixty-five chief student personnel administrators serving
public junior colleges in Arkansas, Louisiana, Oklahoma, and Texas.

AN "IDEAL" JUNIOR COLLEGE STUDENT
PERSONNEL PROGRAM

One of the purposes of the study was to determine which functions
(typically associated with student personnel work) were deemed by the
participants to be of "high priority" in developing an "ideal" student
personnel program at junior college settings such as theirs. Of the
fifty-nine functions included on the questionnaire, twenty-three[1] were
deemed to be of "high priority" for the "ideal" junior college student
personnel program by more than 70 per cent of the participants.[2]

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[1]In order of their ranking, the functions rated highest in priority
were: General Counseling; Personal Counseling; Vocational/Career
Counseling; Student Activities; New Student Orientation/Induction;
Student Organizations; Pre-College Advising; Interpretation of Test
Results; Personal and Vocational Testing; Administrative/Organizational;
Student Employment; Student Government; Financial Aid; Academic Testing;
Student Withdrawals; Academic Advising; Student Personnel Records;
Research in Student Personnel; Pre-College Program Articulation; Student
Discipline and Regulations; Post-College Program Articulation; Pre-
marital, Marital, Family Counseling.

[2]70 per cent was the "high priority" response level which was
arbitrarily selected as the level of significance for the "ideal" junior
college student personnel program in this study.

Three areas of counseling were given the highest priority among the twenty-three functions by a consensus of the participants. Those three functions were: General Counseling, Personal Counseling, and Vocational/Career Counseling. More than 93 per cent of the participants deemed such functions to be "high priority" in the "ideal" junior college student personnel program. Two additional counseling functions-- i.e., Academic Advising and Pre-marital Counseling--were considered to be of "high priority" by more than 70 per cent of the participants.

Three functions classified under the title of Orientation but having strong counseling implications were also deemed by the participants to be of "high priority" for the "ideal" program--i.e., New Student Orientation, Pre-College Advising, and Pre-College Program Articulation-- making a total of eight counseling-related functions among the twenty-three highest rated.

Perhaps revealing a bias in favor of the importance of counseling, five of the eight counseling-related functions received a "high priority" rating from 90 per cent or more of the participants. In contrast, only two of the remaining fifteen non-counseling functions received a "high priority" rating from more than 90 per cent of the participants--i.e., Student Activities and Student Organizations. Thus, the overwhelming response in favor of counseling-related functions suggested the importance placed on such duties by the chief student personnel administrators who participated in the study.

Two categories--i.e., Appraisal and Organizational Functions--each had four functions among the highest-rated twenty-three. The Appraisal Functions which were deemed to be "high priority" by the participants (in order of priority) were: Interpretation of Test Results; Personal

and Vocational Testing; Academic Testing; and Student Personnel Records.

The Organizational Functions which were deemed to be "high priority" by the participants (in order of priority) were: Administrative/ Organizational; Student Union Program; Research in Student Personnel; and Post-College Program Articulation. Since a companion function to the research function--i.e., Interpretation of Research to Faculty and Administration--failed to elicit 70 per cent of "high priority" responses, it was not ranked with the twenty-three highest-rated functions.

Three of the Participation Functions--i.e., Student Activities, Student Organizations, and Student Government--were ranked among the twenty-three functions, receiving better than 80 per cent "high priority" responses from the participants.

Only two of the Service Functions were among the twenty-three, but their ratings were indicative of the importance placed upon the two functions by the participants. Student Employment was ranked eleventh among the highest-rated twenty-three while Financial Aid was ranked thirteenth.

Within the category of Regulation Functions there were only two which were considered to be of "high priority" by more than 70 per cent of the participants--i.e., Student Withdrawals and Student Discipline. Those functions ranked fifteenth and twenty-first, respectively.[3]

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[3]In August, 1963, the Project for Appraisal and Development of Junior College Student Personnel Programs was established by the American Association of Junior Colleges with financial support from the Carnegie Corporation of New York. An advisory committee was formed to plan a nation-wide study of junior college student personnel work. Part of the work of this committee was to identify those functions which they would consider to be the essential student personnel functions for junior colleges. The advisory committee subsequently agreed upon twenty-one functions. In comparing those twenty-one functions with the twenty-three functions rated highest by the participants in the current study,

Based on these data, it may be concluded that the "ideal" junior

college student personnel program--as perceived by the participants in

the study--should be developed around the following functions and

services:

1. Counseling for individual students and groups, with efforts

being made to diversify professional counseling opportunities to include:

vocational and career interests; occupational pre-requisites; pre-

marital, marital, and family interests; academic requirements; academic

course planning; and problems of a personal nature.

2. Maintaining communication with commercial/industrial enter-

prises as well as with the faculties of colleges of transfer in order

to articulate to students the various programs and opportunities avail-

able to them during and following the completion of their junior college

studies.

3. Articulating the junior college program to parents, high

school counselors, and prospective students by a wide dissemination of

information about the college through various media.

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several observations may be made. Only one of the twenty-three func-
tions--i.e., Student Union Program--was not included among the twenty-
one functions agreed upon by the national committee. However, four of
the twenty-one functions considered essential by the national committee
were not among the highest-rated twenty-three functions in the current
study. Those four were: Academic Regulation; Student Registration;
Placement (Post-College); and In-service Education. Each of the four
functions was deemed to be "high priority" by less than sixty per cent
of the participants in the current study. In addition, Registration
and In-service Education were deemed to be the responsibility of another
administrative sector by nearly one-third of the participants. While
no attempt was made to correlate the two studies, it is notable that the
results of the two studies show remarkable agreement in the area of
"high priority" functions in the junior college student personnel pro-
gram. See: Charles C. Collins, Junior College Student Personnel Pro-
grams: What They Are and What They Should Be (Washington, D.C.: Ameri-
can Association of Junior Colleges, 1967).

4. Orienting new students by providing information associated with entry into college (i.e., social adjustments, effective study skills, attitude development, educational planning, involvement in activities, campus regulations).

5. Advising student government and student publications in the carrying forward of their objectives and activities.

6. Arranging faculty sponsorship of clubs and activity organizations.

7. Coordinating co-curricular activities in which students may become involved (i.e., cultural and social activities).

8. Administering and interpreting test data (i.e., student achievement, aptitude, interests, and personality factors).

9. Maintaining the non-academic records of student development (i.e., physical, psychological, personal, and disciplinary factors).

10. Providing information about scholarships, loans, grants, and part-time jobs for students desiring services of those types.

11. Enforcing the various kinds of student probationary policies (i.e., academic, disciplinary) and processing the forms of students who withdraw from college during a semester without completing their academic program.

12. Administering a staff of student personnel workers (e.g., counselors, secretaries, health personnel, and assistants), who are provided adequate physical facilities and support monies and who are periodically evaluated relative to their effectiveness within the overall mission of the college.

13. Directing a program through the Student Union which is relevant to student interests and needs.

14. Conducting research in areas related to students (e.g., changing characteristics of students attending the institution, shifting vocational opportunities).

Summary and Implications

Previous studies[4] have demonstrated that basic student personnel functions in junior college settings were definable and that some agreement could be reached among experts as to which functions were essential for such institutions. However, prior research focused on what the core of junior college student personnel functions should include, not necessarily on which of the basic functions were most essential.

This study focused on what chief student personnel administrators perceived to be an "ideal" student personnel program for junior college settings such as theirs. The twenty-three highest-rated functions in the study were not significantly different from the twenty-one functions agreed upon as essential by the 1965 Committee on Appraisal and Development of Junior College Student Personnel Programs which was chaired by T. R. McConnell.[5]

The current study demonstrated, however, a clear bias by the participants favoring the counseling functions as being of highest priority in an "ideal" junior college student personnel program, with thirty-five

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[4]See: Lorine A. Aughinbaugh, Self-Appraisal, Student Personnel Services, American River Junior College, Final Report (Sacramento, California: American River Junior College, 1965), p. 107. See also: Charles C. Collins, op. cit., pp. 13-15; Max R. Raines, "The Essential Supportive Functions in the College Instructional Program," Administering Community College Student Personnel Services, ed. F. R. Mealey (Ann Arbor: Michigan University School of Education, 1965), pp. 111-14.

[5]Collins, op. cit., pp. 13-15.

per cent of the highest-rated functions being counseling-related. This finding supported a conclusion of prior research that the junior college has accepted counseling and guidance as one of its major functions.[6]

This study was not designed to measure how effectively the functions deemed essential in an "ideal" junior college student personnel program were actually being carried out by the institutions selected for the study. However, the 1965 Project for Appraisal and Development of Junior College Student Personnel Programs (the McConnell study) concluded that of the twenty-one basic functions in that study, only five were satisfactorily performed by two-thirds or more of the colleges[7] and that student counseling was being performed satisfactorily by only forty per cent of the sample.[8]

An "ideal" junior college student personnel program could be described, then, as student-interest centered. Seventy-four per cent of the highest-rated functions in the current study related directly to programs or services requiring student participation for those programs to be implemented.

If an "ideal" student personnel program were desired for a junior college setting, every effort should be made by an institution to

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[6]Matson observed: "No other post-high school educational institution includes this function [counseling] in the description of its goals and objectives with the frequency that the junior colleges do." See: Jane E. Matson, "Implications of the Project for Professional Preparation of Junior College Student Personnel Workers," Selected Papers from the Annual Convention of the American Association of Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1966), p. 58.

[7]The five functions satisfactorily performed were: Pre-College Information, Student Registration, Student Self-Government, Academic Regulation, and Co-curricular Activities. See Collins, op. cit., pp. 21-22.

[8]Ibid.

personalize the full range of a student's educational experience. Given

the heterogeneity of its students[9] and its large enrollments,[10] the

student personnel sector of the junior college could be expected to

assume major responsibility for carrying out such personalization. A

program for personalizing educational experiences could be accomplished

through the following:

1. Expanded and diversified counseling programs (e.g., counseling

times offered on weeknights and on Saturdays, educational and vocational

counseling for non-students as well as students).

2. Enlarged counseling staffs with persons trained to carry out

the expanded and diversified counseling programs.[11]

3. Improved communication between the junior college and the high

school and between the junior college and the four-year colleges and

universities so as to provide up-to-date information to both prospective

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[9]Concerning the heterogeneity of students attending junior colleges, Medsker wrote: "The viability of the junior college rests squarely on its ability and willingness to consider students as individuals and to provide each one the maximum opportunity for growth and development within the context of his individual background." See: Leland L. Medsker, "The Junior College Student," Junior College Student Personnel Programs--Appraisal and Development, T. R. McConnell and others (Washington, D.C.: American Association of Junior Colleges, 1965), Part III, pp. 19-20.

[10]1972 enrollment figures for the junior colleges selected for this study revealed that sixty-six per cent of the colleges had enrollments exceeding 1,000; thirty-four per cent had enrollments above 2,000; twelve per cent of the colleges had enrollments above 5,000 students. See: Junior College Directory, 1973 Edition (Washington, D.C.: American Association of Junior Colleges, 1973). See also: Appendix B for a full list of the colleges selected for the study and the enrollments reported for such institutions for 1971 and 1972.

[11]In 1965 there were no more than eight hundred professional counselors employed on a full-time equivalency in the 800 junior colleges. These data suggest that in that year the ratio between counselor and student was about one to twelve hundred. See Collins, Junior College Student Personnel Programs, op. cit., p. 32.

students and students already attending the junior college.

4. Improved procedures for systematic institutional self-studies toward correcting weaknesses in the student personnel program which such self-studies would uncover.[12]

AN "OPTIMUM" GRADUATE PROGRAM FOR THE PROFESSIONAL PREPARATION OF JUNIOR COLLEGE STUDENT PERSONNEL WORKERS

A second purpose of the study was to determine what should be the components of an "optimum" graduate program to train persons for positions of leadership in public junior college student personnel programs. Two levels of graduate training were considered in the study--i.e., the Master's level and the doctoral level.

Twenty-one typical graduate-level courses were classified under six categories on the questionnaire--i.e., Administration and Management, Behavioral Sciences, Education, Higher Education, Research, and Student Personnel. The participants were asked: (1) to rank order the categories for both a Master's program and a doctoral program, and (2) to rank order the courses as grouped within their respective categories for both a Master's program and a doctoral program.

The Master's Program in Junior College Student Personnel

The participants showed a clear preference for courses categorized as Student Personnel courses, assigning nearly one-third of the total graduate core-program at the Master's level to courses classified under

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[12]The 1965 McConnell study revealed that nine out of ten of the junior colleges studied were doing little in systematic self-study directed toward the student personnel programs. See: Collins, op. cit., p. 32.

that category. Course work designed to introduce a person to the general field of student personnel work and to the principles of counseling ranked first and second within the category.

The importance of practical experience being offered through the graduate program was not overlooked by the participants. Course credit for internship and practicum experiences in both counseling and administration ranked very close to the courses ranked first and second within the category--i.e., Introduction to Student Personnel Work and Principles of Counseling.

Courses in the Behavioral Sciences--i.e., Personality, Human Growth and Adjustment; Social Psychology and Cultural Influences; Group Dynamics; Economics; Anthropology--were ranked second among graduate courses in the Master's program. The two top-ranked categories (i.e., Student Personnel and Behavioral Sciences) accounted for fifty per cent of the total course load for an "optimum" graduate program in junior college student personnel at the Master's level.

The courses classified on the questionnaire under the category of Higher Education--i.e., The Junior College, The Junior College Student, Organization and Administration, Philosophy and History of Higher Education--were ranked third by the participants. Within this category, courses related to the junior college and the junior college student ranked first and second, holding a wide margin over the other two courses.

The fourth-ranked category was entitled Administration and Management. Two courses grouped under that category--i.e., Principles of Management and Administrative Theory--received nearly identical responses from the participants and were ranked first and second. The course

entitled Finance was ranked a distant third within the category.

The fifth- and sixth-ranked categories--i.e., Education and Research--together accounted for only one-fifth of the course load recommended by the participants as the core program at the Master's level. It appeared that the participants deemed the four courses listed under the two categories to be of minor significance as components in a program designed to lead to a Master's degree in junior college student personnel.

In summary, the participants appeared to favor a Master's-level program in junior college student personnel which was characterized by the following:

1. A strong orientation in foundation courses in student personnel and behavioral sciences, including supervised, practical experiences which would build on those academic foundations.

2. Course-work emphases being given to the special characteristics and needs of the junior college student and to the junior college setting itself.

3. Course work in the theories and principles of management, the principles of education, tests and measurements, and research methods.

The Doctoral Program in Junior
  College Student Personnel

Consistent with their preference for courses in student personnel in the Master's program, the participants assigned nearly one-third of the total core program at the doctoral level to courses classified under the same category--i.e., Student Personnel. However, a further comparison of the ranking of courses within the category for the Master's program and the doctoral program showed sharp differences

between the two programs. Internship in Junior College Student Personnel Work--ranked third in the Master's program--was ranked first in the doctoral program. Practicum in Student Personnel Administration--ranked fourth within the category in the Master's program--was ranked second in the category in the doctoral program. On the other hand, the course entitled Introduction to Student Personnel Work--ranked first within the category at the Master's level--was ranked only third in the doctoral program. Practicum in Counseling--ranked fifth within the category in the Master's program--was ranked one position higher in the doctoral program--i.e., fourth place. Principles of Counseling--second-ranked in the Master's program--was ranked fifth within the category at the doctoral level. It would appear that the participants deemed internship in the junior college setting and practicum in administration of major importance in a doctoral-level program for the professional training of junior college student personnel workers.

The category entitled Administration and Management--ranked fourth among categories at the Master's level--was ranked second in the doctoral program. One could observe at this point that the participants might have assumed that an individual engaged in a doctoral program in junior college student personnel would be a more likely candidate for a position at a higher level of student personnel administration in junior college work than would a person seeking a Master's degree, therefore justifying a greater amount of course work in administration and management.

The sum of percentages of the categories of Student Personnel and Administration and Management revealed that the participants deemed the courses making up these categories to be of sufficient importance to

account for nearly one-half of the total course load for an "optimum" doctoral program in junior college student personnel.

Higher Education courses, which were ranked third in the Master's program, maintained that position among courses in the doctoral program.

Courses in the category of Behavioral Sciences--second ranked in the Master's program--were ranked fourth in the doctoral program, dropping from a percentage mean of 18.9 per cent to a percentage mean of 14.3 per cent.

The categories of Education and Research--ranked fifth and sixth, respectively, in the Master's program--were ranked in reverse order in the doctoral program. However, the sum of their percentage means was within one percentage point of the sum of their means in the Master's program. Thus, in the doctoral program only slightly more emphasis was given to the importance of research than in the Master's program.

In summary, the participants appeared to favor a doctoral-level program in junior college student personnel which was characterized by the following:

1. A major emphasis given to internship and practicum experiences in student personnel work on the junior college campus as an outgrowth of foundation course work completed in the subject area of student personnel.

2. Orientation in the principles of management, administrative theory, and the organization and administration of higher education.

3. Course work beyond the Master's level in the characteristics and needs of the student in the junior college setting.

4. Research in a subject-area related to the junior college, culminating in a doctoral dissertation.

Summary and Implications

Previous studies[13] have demonstrated that there were enough unique qualities in junior college students, settings, and objectives to justify the establishment of special graduate programs to insure optimal training of persons planning to enter junior college student personnel work. Previous studies[14] have further shown that core graduate programs for the professional preparation of student personnel workers and administrators have typically been designed with the four-year college and university in mind and have largely ignored any need to adapt existing graduate programs to the junior college setting.[15]

This study focused on what chief student personnel administrators serving public junior colleges in Arkansas, Louisiana, Oklahoma, and Texas perceived to be the components of an "optimum" professional program specifically designed to prepare persons for employment within what the chief student personnel administrators believed to be the

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[13]See: Collins, Junior College Student Personnel Programs, op. cit., p. 36; Matson, "Implications of the Project," op. cit., p. 58; Donald P. Hoyt and James J. Rhatigan, "Professional Preparation of Junior and Senior College Student Personnel Administrators," The Personnel and Guidance Journal, XLVII (November, 1968), 269.

[14]See: Gordon V. Anderson, "Professional Standards and Training for College Personnel Workers," Educational and Psychological Measurement, VIII (October, 1948), 451-59; John P. Eddy and William M. Klepper II, "A New Model for the Chief Student Personnel Worker in Higher Education," NASPA Journal, X (July, 1972), 30-32; Terry O'Banion, "A Core Program Proposal for the Professional Preparation of College and University Student Personnel Workers" (unpublished Doctor's dissertation, Florida State University, 1966); James J. Rhatigan, "The Professional Preparation of Student Personnel Administrators as Perceived by Practitioners and Faculty Trainers" (unpublished Doctor's dissertation, University of Iowa, 1965); Adrian Schoenmaker and Albert B. Hood, "How Shall Community College Counselors Be Trained?" The Journal of College Student Personnel, XIII (March, 1972), 129-35; Hoyt and Rhatigan, op. cit., 263-70.

[15]See: Matson, "Implications of the Project," op. cit., p. 58.

"ideal" junior college student personnel program.[16]

In both the Master's-level and doctoral-level programs, the participants demonstrated a clear preference for courses categorized as Student Personnel courses, ranking such courses highest in both graduate programs. Consistent with the conclusions of previous research,[17] there was consensus among the participants that knowledge of counseling was essential for optimal training at both the Master's level and the doctoral level in junior college student personnel training. However, the foundation course work and practicum in counseling would more likely be found in the Master's program than in the doctoral program.

Both graduate programs should require supervised practicum and/or internship experiences to reinforce academic course work in student personnel work and student personnel administration. An internship experience was considered by the participants to be of greater significance in the doctoral program than in the Master's program.

At the Master's level, course work in the behavioral sciences was

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[16]It could be anticipated that some components of an "optimum" core program to prepare persons for leadership roles in junior college student personnel programs would not be significantly different from components of a core program to prepare persons for leadership roles in four-year colleges. Several reasons could be cited for this observation: (1) most universities purporting to offer graduate programs in college student personnel have not offered separate programs in college student personnel; (2) many of the functions performed in junior college student personnel settings are similar to the functions performed in four-year colleges; (3) many faculty trainers at universities perceived no difference in emphases between the two types of collegiate institutions (i.e., the junior college and the four-year college). See Matson, op. cit., p. 57.

[17]Almost ninety per cent of respondents in the 1965 Project for Appraisal and Development of Junior College Student Personnel Programs stated unequivocally that knowledge of counseling was essential in the preparation of all student personnel workers. See Matson, op. cit., p. 57.

deemed more important than course work in administration and management, but the converse was true in the doctoral program.

Courses in higher education--with concentration in the junior college setting and the junior college student--were ranked equal in importance in both the Master's and the doctoral programs.

Research was given a relatively low rating by the participants, ranking below the courses in education in the Master's program and ranking slightly above the education courses in the doctoral program. The percentage assigned to research by the participants suggested that only a small percentage of the "optimum" graduate program should be given to research.[18]

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[18]In 1968, Hoyt and Rhatigan--surveying forty-eight chief student personnel administrators from large junior colleges--found that eighty-four per cent of the administrators recommended that less than nine per cent of the graduate program at the doctoral level should be given to research. See Hoyt and Rhatigan, op. cit., p. 266.

CHAPTER VI

CONCLUSIONS, SUMMARY, RECOMMENDATIONS

One of the purposes of this study was to design a graduate core-program for preparing student personnel workers for positions of leadership in public junior colleges in the four-state region selected for the study. Such a core-program proposal was based on the perceptions of the chief student personnel administrators who were participants in the study. The proposal proceeded logically from the participants' perceptions of: (1) an "ideal" junior college student personnel program, and (2) the components of an "optimum" program for the professional preparation of junior college student personnel workers.

A CORE-PROGRAM PROPOSAL FOR THE PROFESSIONAL PREPARATION OF JUNIOR COLLEGE STUDENT PERSONNEL WORKERS

A graduate-level, core program for the professional preparation of junior college student personnel workers could be designed, first, by determining which functions would be most beneficial in an "ideal" junior college student personnel program and, second, by determining what courses would give a graduate the skills he would need to perform the tasks expected of him if such an "ideal" junior college student personnel program were implemented.

In the current study, the participants were asked to rate functions which would be most beneficial in an "ideal" junior college student

personnel program. Based on the perceptions of the participants, the following conclusions were made.

1. An "ideal" junior college student personnel program would include a variety of professional counseling opportunities for students--e.g., general counseling, personal counseling, vocational counseling, pre-marital counseling, academic advising.

2. An "ideal" junior college student personnel program would include procedures for articulating the total junior college program to parents, high school counselors, and prospective students.

3. An "ideal" junior college student personnel program would include opportunities for new students to become oriented to junior college life--e.g., social adjustments, study skills--through group discussion and formal classes.

4. An "ideal" junior college student personnel program would include opportunities for student participation in a variety of campus-related activities, organizations, and student government roles.

5. An "ideal" junior college student personnel program would include a variety of services available for students--e.g., vocational tests and interpretation of test results, financial aid information, part-time employment information, student union programs.

6. An "ideal" junior college student personnel program would include an organizational structure and administrative procedures for effectively carrying forward the functions involved in a student personnel program--e.g., staffing, budgeting, coordinating, record keeping.

7. An "ideal" junior college student personnel program would include research in areas related to students--e.g., shifting vocational opportunities, changing characteristics of students attending college.

Given the above conclusions concerning functions which were of "high priority" in the "ideal" junior college setting, graduate courses should be designed to give a person who desired to enter junior college student personnel work sufficient skills to perform the tasks expected of him in that setting. Following are proposed courses and brief summaries of what such graduate courses could be expected to do in preparing persons for junior college student personnel work.

Courses in Student Personnel

The participants in the study demonstrated a clear preference for courses in student personnel and counseling in an "optimum" program for preparing for persons for leadership roles in junior college student personnel work, ranking such courses highest in both graduate-level programs--i.e., Master's level and doctoral level. Therefore, a foundation course should be designed to introduce a graduate student to the full range of programs and services typically associated with junior college student personnel work. In addition, a course in the principles of counseling would orient the graduate student in the major approaches to counseling, and supervised practicum experience in counseling would help the student develop skills in individual counseling. An advanced course in counseling could explore the special areas of student needs for which individual counseling would be appropriate--e.g., vocational counseling, pre-marital counseling, academic advising. A course in student personnel administration would provide the student with the procedures and problems associated with administering student personnel work on a junior college campus. Internship in student personnel work could provide supervised, practical experience for advanced graduate

students at junior college locations.

Courses in Behavioral Sciences

Courses in behavioral sciences were ranked second in the Master's program and fourth in the doctoral program by the participants. Based on such ranking, a course in the psychology of personality, human growth and adjustment[1] should be designed to help a graduate student understand the nature and development of the human personality and the problems which counseling is designed to help solve. A course in social psychology--emphasizing the social structures which man has developed and the influences of such structures on individuals and groups--would help the graduate student understand the social adjustments the junior college student makes when he enters college and the importance of effectively orienting him to such adjustments. A course in group dynamics would provide the graduate student with the principles and techniques of group process which he would eventually need to demonstrate in orientation programs. A course in economics--with emphasis on economic principles and the problems which often develop in managing personal finance--would assist the graduate student when counseling parents and students in the financial aid programs administered through the college. A course in anthropology--emphasizing comparative family systems, cultures, and races--would offer the graduate student an orientation in the various conflicts towards which both individual counseling and group counseling programs would be directed.

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[1]A course in the psychology of personality, human growth and adjustment would not cover the full range of human development for all ages but would focus on the junior college-age student--i.e., the late adolescent and young adult.

Courses in Higher Education

The participants ranked courses in higher education third in both

the master's program and the doctoral program. In light of that ranking,

a course in the junior college--with emphasis on its history, aims,

functions, organizations, and curriculum--should be designed to help the

graduate student when he would be called upon to articulate the total

program of the junior college to parents, high school counselors, and

prospective students. A course in the junior college student[2]--empha-

sizing his characteristics and problems and the psycho-social aspects

of student culture--would help the graduate student understand the needs

of the junior college student as a participant in all phases of junior

college life--e.g., academic, social, extra-curricular. Courses in

higher education organization and administration and higher education

philosophy and history would give the graduate student a broader per-

spective of higher education within which the junior college operates

and would thus help him articulate not only the programs of the junior

college to the prospective student but also the post-college transfer

programs to the junior college graduate.

Courses in Administration and Management

Several courses should be designed to prepare prospective junior

college student personnel workers for the various administrative func-

tions which are typically performed by such workers. The development of

the organizational structure and the administrative procedures necessary

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[2]While the junior college student would be the focus of course work
in other categories--e.g., behavioral sciences, student personnel--it
may be argued that an integrative course in higher education which
focuses on the junior college student would be appropriate in viewing
the student in his college environment.

for carrying forward the functions involved in student personnel work
are broad tasks which require broad professional preparation. A course
in organizational theory would help a graduate student understand organ-
izational typologies, organizational behavior, and the behavior of per-
sonnel within organizations. Courses in management would help the
graduate student understand the principles and procedures of supervisory
functions. A course in finance--emphasizing the problems and procedures
involved in financing public junior colleges--would help the graduate
student develop an understanding of budgeting procedures.

Courses in Education

Courses in education--focusing primarily on principles of education
and test appraisal and interpretation--would help the graduate student:
(1) develop an understanding of his role in supporting the educational
mission of the college; and (2) develop skills in providing testing ser-
vices to the junior college student.

Courses in Research

Research was given a relatively low rating by the participants in
the study for both the Master's program and the doctoral program, due
perhaps in part to the small percentages--35 per cent--of the partici-
pants who had earned doctorates. However, basic skills in research
would be necessary for valid studies to be conducted at the junior col-
lege which focused on the student and his environment. A basic course
in research methods, followed by practical experience in a research-
oriented project, would help the graduate student develop skills in
research.

Model Core-Program Proposal for the Professional Preparation of Student Personnel Workers: Master's Level

Table 29 contains a curriculum proposal for a Master of Arts degree in junior college student personnel. The proposal is based on a core of twenty-six credit hours in a graduate program with a total requirement of thirty-two credit hours beyond the baccalaureate degree. The credit-hour designation given to each category of courses represents an approximate credit-hour equivalent of the per cent assigned to each category by the participants in their perception of the "optimum" Master's-level program for the professional preparation of junior college student personnel workers. Where more than one course title is listed within a category, the course listed first should be given greater weight in assigning credit hours to specific courses.

Model Core-Program Proposal for the Professional Preparation of Student Personnel Workers: Doctoral Level

Table 30 contains a curriculum proposal for a Doctor of Education degree in Junior College Student Personnel. The proposal is based on a core of fifty credit hours in a doctoral program with a total requirement of sixty credit hours beyond the Master's degree.[3] The credit-hour designation assigned to each course category represents an approximate

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[3]In the event a person were to enter a doctoral program of this type without having completed a Master's program in junior college student personnel, he would be expected to complete whatever credit hours were necessary to make up insufficiencies in foundation courses (e.g., Introduction to Student Personnel Work, Principles of Counseling, Human Personality, the Junior College). Other factors in the professional background of a person applying for acceptance into a doctoral program in junior college student personnel (e.g., practical experience in student personnel work at the junior college level) could exclude the academic insufficiencies having to be made up.

Table 29

A Model Curriculum Proposal for a Twenty-six Credit-hour
Core Program Leading to a Master of Arts Degree
in Junior College Student Personnel

Categories and Courses	Approximate Credit Hours	Per Cent of Core for "Optimum" M.A. Program
Student Personnel	8	31.1%
Introduction to Student Personnel Work		
Principles of Counseling		
Practicum in Counseling		
Behavioral Sciences	5	18.9
Psychology of Personality Human Growth and Adjustment		
Social Psychology		
Higher Education	4	16.3
The Junior College		
Administration and Management	3	13.3
Principles of Management		
Education	3	11.1
Principles of Education		
Research	3	9.2
Research Methods		

Table 30

A Model Curriculum Proposal for a Fifty Credit-hour
Core Program Leading to a Doctor of Education
Degree in Junior College Student Personnel

Categories and Courses	Approximate Credit Hours	Per Cent of Core for "Optimum" Ed.D. Program
Student Personnel	15	29.4%
Internship in Junior College Student Personnel Work		
Student Personnel Administration, with Practicum		
Advanced Counseling, with Practicum		
Administration and Management	9	18.8
Advanced Management		
Organizational Theory		
Finance		
Higher Education	8	16.3
Organization and Administration of Higher Education		
The Junior College Student		
Philosophy and History of Higher Education		
Behavioral Sciences	7	14.3
Group Dynamics: Principles/Techniques		
Economics		
Anthropology		
Research (Dissertation)	7	12.9
Education	4	8.2
Test Appraisal and Interpretation		

credit-hour equivalent of the per cent assigned to each category by the participants in their perception of the "optimum" doctoral-level program for the professional preparation of student personnel workers. The course title listed first under a category would be given greater weight in assigning credit hours to specific courses.

SUMMARY AND CONCLUSIONS

Prior research has shown that existing graduate programs in student personnel administration concentrated on preparing individuals for leadership roles in student personnel work in either secondary schools or four-year collegiate institutions.[4] Research has also shown that junior college student personnel practitioners--i.e., persons professionally employed in student personnel work in junior colleges--agreed that the programs in which they were involved differed at key points from student personnel programs carried out at four-year colleges.[5] In light of these two conclusions from previous studies, it followed that university graduate schools should incorporate course work designed to prepare graduate students to perform effectively the roles which they would be expected to fill when they entered student personnel work at the junior

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[4]Jane E. Matson, "Student Personnel Services in Two-Year Colleges: A Time for Charting New Directions," Peabody Journal of Education, XLVIII (July, 1971), 277. See also: Adrian Schoenmaker and Albert B. Hood, "How Should Community College Counselors Be Trained?" The Journal of College Student Personnel, XIII (March, 1972), 129-135; Donald P. Hoyt and James J. Rhatigan, "Professional Preparation of Junior and Senior College Student Personnel Administrators," The Personnel and Guidance Journal, XLVII (November, 1968), 263.

[5]Michael R. Capper and Dale Gaddy, "Student Personnel Services in the Junior College," Junior College Research Review, III (June, 1969), 1. See also: Max R. Raines, "Report to the Carnegie Corporation on Appraisal and Development of Junior College Student Personnel Programs," Junior College Student Personnel Programs--Appraisal and Development, T. R.

college level. Given the above positions, it was assumed that the
practical, work-related experience which junior college chief student
personnel administrators have had would enable them to provide insights
to clarify the role differences--i.e., between the junior college set-
ting and the four-year college setting--and to give direction for devel-
oping graduate curricula in student personnel administration which
would focus especially on the needs of the junior college.

The purpose of this research was: (1) to determine the perceptions
of chief student personnel officers at public junior colleges located
in Arkansas, Louisiana, Oklahoma, and Texas regarding the "ideal"
student personnel programs for such institutions; (2) to ascertain what
those officers deemed would be the components of an "optimum" graduate
program to train persons for positions of leadership in public junior
college settings; and (3) to design a model core-program proposal for
training student personnel workers for positions of leadership in public
junior colleges in the four-state region.

The geographic area chosen for the study was selected because:
(1) it was already recognized as a region for student personnel pur-
poses,[6] (2) the region reflected a wide variety of cultural patterns
(e.g., racial and religious differences), and (3) the region yielded a
sample of seventy-three public, two-year colleges that displayed diver-
sity by size, age, and location (i.e., urban, rural, suburban).

McConnell and others (Washington, D.C.: American Association of Junior
Colleges, 1965), Part I, p. 8.

[6]The four states are included in a regional organization known as
the Southwest Association of Student Personnel Administrators (SWASPA),
which has a membership consisting of professional student personnel
practitioners from collegiate institutions in the four states.

The instrument constructed for this study was a *three-part* question-naire,[7] the first part of which contained questions of a demographic nature which were designed to elicit information about the professional preparation and professional experience of the participants. The second part of the questionnaire consisted of a list of fifty-nine functions typically carried out by student personnel workers at post-secondary collegiate institutions in the United States. The participants were asked to rate each function as: (1) high priority for the "ideal" junior college student personnel program; (2) low priority for the "ideal" program; (3) responsibility of some administrative sector of the junior college other than student personnel; or (4) not applicable for an "ideal" junior college student personnel program.

The third part of the questionnaire consisted of a list of graduate-level courses which were typically included in a university curriculum for the professional training of student personnel practitioners. The twenty-one graduate courses were grouped into six categories on the questionnaire—i.e., Administration and Management, Behavioral Sciences, Education, Higher Education, Research, and Student Personnel. The chief student personnel administrators who were participants in the study were asked to rank order the categories and the courses within categories for an "optimum" graduate program at the Master's level and the doctoral level for training prospective junior college student per-sonnel practitioners.

In order to gain an evaluation of the instrument prior to its being sent to the chief student personnel officers selected for the study,

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[7]See Appendix C for a copy of the questionnaire in its final form.

copies of the pilot instrument were sent to the chief student personnel officers at public junior colleges in Kansas, a state outside the region chosen for this study. Those officers were asked to evaluate the instrument and then return it together with suggestions for improvement. The recommendations of several chief student personnel officers from Kansas were incorporated into minor changes made on the pilot questionnaire.

Subsequently, the revised instrument was sent to the chief student personnel administrators at each of the seventy-three junior colleges selected for the project. Sixty-five questionnaires were returned, a yield of eighty-nine per cent of the number sent out.

Summary and Implications: An "Ideal" Junior College Student Personnel Program

Twenty-three of the fifty-nine student personnel functions listed on the questionnaire were deemed to be high priority for the "ideal" junior college student personnel program by seventy per cent or more of the participants. Eight counseling-related functions were ranked among the highest-rated twenty-three functions, and the first three functions among the twenty-three were all consulting functions--i.e., General Counseling, Personal Counseling, Vocational/Career Counseling.

Based on the perceptions of the participants, an "ideal" junior college student personnel program should be designed around the following functions:

1. Diversifying professional counseling services to include: vocational and career needs, occupational pre-requisites, personal interests and problems (e.g., pre-marital, marital, family), academic requirements and course planning.

2. Articulating the junior college program to parents, *high school* counselors, and prospective students.

3. Orienting and inducting new students into junior college life.

4. Advising student organizations (i.e., student government, student publications, student clubs and activity organizations).

5. Coordinating the co-curricular activities of the college (i.e., cultural and social activities).

6. Administering and interpreting general test data for students (i.e., achievement, aptitude, interests, and personality factors).

7. Maintaining non-academic records of student development (i.e., physical, psychological, personal, and disciplinary factors).

8. Providing information on financial aid (i.e., loans, grants, scholarships, and part-time employment).

9. Enforcing student probationary policies (i.e., academic, disciplinary) and processing student withdrawals.

10. Administering and supervising the overall organization of student personnel programs (e.g., staffing, budgeting, Student Union programming), and maintaining communication with industry and colleges of transfer in order to articulate to students the post-college opportunities available to them.

This study demonstrated a clear bias by the participants favoring the counseling functions as being of highest priority in an "ideal" junior college student personnel program, with thirty-five per cent of the highest-rated functions being counseling-related.

An "ideal" junior college student personnel program is one that focuses on the interests and needs of the junior college student. Seventy-four per cent of the highest-rated functions in this study

related directly to programs or services requiring student participation for those programs to be satisfactorily implemented.

An "ideal" junior college student personnel program is one in which every effort is made by an institution to personalize the full range of a student's educational experience. Such personalization could be accomplished through implementation of the following:

1. Expanded and diversified counseling programs.

2. Enlarged counseling staffs.

3. Improved communication between the junior college and: (1) area high schools; (2) local industry and commercial interests; and (3) colleges and universities of potential transfer.

4. Improved procedures for systematic institutional self-studies within the student personnel program.

Summary and Implications: "Optimum" Graduate
  Programs for the Professional Preparation of
  Junior College Student Personnel Workers

An "optimum" Master's program. Based on the perceptions of the participants, an "optimum" Master's-level program for the professional preparation of junior college student personnel workers should be designed around the following components:

1. Approximately one-half of the core-program should consist of courses in student personnel and behavioral sciences. Of particular significance should be: (1) introductory courses in student personnel work and the principles of counseling, and (2) foundation courses in psychology of human personality, human growth and development, social psychology and cultural influences.

2. In addition to the course work in student personnel and

behavioral sciences taken in formal classes, the Master's-level program should provide for a period of supervised experience in the general type of work the student desires to enter when his degree program is completed (e.g., counseling, Student Union management, coordination with business and industry).

3. Course-work emphasis should be given to an understanding of the junior college setting (e.g., its origins, philosophy, organization, historical development, student body).

4. Less emphasis in the Master's program should be given to the principles of management, tests and measurements, principles of education, and research.

An "optimum" doctoral program. Based on the perceptions of the participants, an "optimum" doctoral-level program for the professional preparation of junior college student personnel workers should be designed around the following components:

1. Approximately one-half of the core-program should consist of courses in student personnel and administration. Of particular significance should be: (1) internship opportunities in an area of junior college work in which the student desires to enter when his degree program is completed, (2) practicum experience which is related to course work in student personnel administration, and (3) advanced course work in management and administrative theory.

2. Orientation in the organization and administration of higher education should be emphasized in the doctoral program, with advanced course work required in the characteristics and needs of the student in the junior college setting and the philosophical foundations of higher education.

3. Advanced course work in behavioral sciences should give
emphasis to the techniques of group process, economics, and anthropology.

4. Minimal course work should be required in the area of education.

5. Research and a dissertation would complete the doctoral program.

Implications of graduate programs. Previous studies have demonstrated that (1) there were enough unique qualities within the junior college setting (e.g., its students, its objectives) to justify special graduate programs to train persons planning to enter junior college student personnel work, and (2) graduate programs for the professional preparation of student personnel workers and administrators have typically been designed with the four-year college and university in mind and have largely ignored any need to adapt existing graduate programs to the junior college setting. This study focused on what chief student personnel administrators serving public junior colleges in Arkansas, Louisiana, Oklahoma, and Texas perceived to be the components of an "optimum" graduate program which would be designed to prepare persons for employment within the "ideal" junior college setting within the four-state region.

In both the Master's-level and doctoral-level programs, the participants demonstrated a clear preference for courses categorized as Student Personnel courses (e.g., Principles of Counseling, Introduction to Student Personnel Work, Internship in Junior College Student Personnel Work), ranking such courses highest in both graduate-level programs. There was consensus among the participants that knowledge of counseling was essential for optimal training at both the Master's level and the doctoral level.

The participants appeared to rank supervised practicum and internship experiences highly in both the Master's program and the doctoral program, with the internship given greater significance in the doctoral program than in the Master's program.

Course work in behavioral sciences was believed to be of greater significance than course work in administration and management at the Master's level, but the converse was true at the doctoral level.

Research was given a relatively low rating by the participants in both the Master's program and the doctoral program.

Based on the preceding summaries, several recommendations may be suggested concerning graduate programs in junior college student personnel. First, the graduate programs at both the Master's level and the doctoral level should be flexible enough to allow persons to concentrate in areas of special interest to them within a graduate curriculum in junior college student personnel--e.g., vocational counseling, tests and measurements, administration, finance.

Second, it may be impractical for a university to offer completely separate programs for preparing persons for student personnel work at the junior college level and the four-year college level.[8] However, existing graduate programs designed to prepare persons for work in four-year collegiate institutions--if not overly prescriptive or inflexible--could be made adaptable to the needs of persons who desire training in

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[8]Schoenmaker and Hood observed that while programs designed to train counselors for secondary schools and four-year colleges were not adequate for persons who would be working in junior colleges, the necessity of a completely separate training program for community college counselors could not be justified because of the high cost of such programs. See: Schoenmaker and Hood, "How Shall Community College Counselors Be Trained?" op. cit., p. 135.

junior college student personnel work by substituting certain junior-college-oriented courses into the existing college student personnel curriculum.[9]

Third, persons responsible for the structuring of curricula in university graduate schools should consider making research requirements more suitable to the practical roles for which prospective junior college practitioners are preparing.

Fourth, some means should be established whereby junior college student personnel practitioners can communicate their needs to university graduate schools so that curriculum models can be constructed-- based on the unique needs present in junior college settings--and curriculum can be changed and/or adapted according to those unique needs.

Fourth, cooperative effort should be made on the part of the university trainers and junior college student personnel administrators toward implementing adequate oopportunities for practicum and internship for persons preparing for employment in the junior college setting.

IMPLICATIONS FOR FURTHER RESEARCH

The purpose of this study was to determine the perceptions of chief student personnel officers at public junior colleges located in Arkansas, Louisiana, Oklahoma, and Texas regarding the "ideal" student personnel programs for such institutions and the "optimum" graduate program to train persons for positions of leadership in such institutions. Further research should be undertaken to determine what should be the components

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[9]Hoyt and Rhatigan found that the extent to which current programs for training persons for employment in four-year colleges possessed such flexibility was not entirely clear. See: Hoyt and Rhatigan, op. cit., p. 269.

of an "ideal" junior college student personnel program from the point of view of the junior college students. From a comparison of both points of view (i.e., those of the chief student personnel administrators and the junior college students), a more accurate description of the components of an "optimum" graduate program could be drafted.

No model curriculum is likely to be adopted by an institution until it has undergone thorough evaluation and criticism by various persons who would be affected by its adoption. Further research should be done to test the model programs developed in this study against current curriculum structures being utilized in university graduate programs for the professional preparation of junior college student personnel workers, and to evaluate the model programs by submitting them to a board of experts made up of graduate faculty trainers and/or a committee of distinguished scholars and respected specialists in the field of junior college student personnel work.

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APPENDIX A

CORRESPONDENCE WITH THE EXECUTIVE SECRETARY
OF THE SOUTHWEST ASSOCIATION OF
STUDENT PERSONNEL ADMINISTRATORS

Bethany Nazarene College
Bethany, Oklahoma   73008

December 27, 1972

Dr. John Koldus, Executive Secretary
Southwest Association of Student Personnel Administrators
Student Affairs Building
East Texas State University
Commerce, Texas   75428

Dear Dr. Koldus:

I am writing to ask your assistance in a matter of great interest to me.
I am beginning work on my doctoral dissertation at Oklahoma State
University, and I have chosen a subject which I feel may be relevant to
S.W.A.S.P.A.

The purpose of my research is to determine how junior college personnel
administrators in Texas, Oklahoma, Arkansas, and Louisiana perceive
their roles in relation to their professional preparation and to design
a model for university graduate programs for the training of student
personnel administrators and counselors for positions in public junior
colleges in our four-state region.

I would be greatly indebted to you and to the members of S.W.A.S.P.A. if
I could receive your approval to correspond by questionnaire with the
junior college administrators within our membership. I would clear all
correspondence with you in advance, and I would take care to protect the
image and work of our Association.

My advisor at Oklahoma State University is Dr. Thomas A. Karman in the
College of Education. If you will grant my request as stated above,
please notify either me or Dr. Karman and we will prepare a letter from
the University for your signature. Thank you for considering this
request.

Sincerely,

Tom Barnard

SOUTHWEST ASSOCIATION OF
STUDENT PERSONNEL ADMINISTRATORS

January 3, 1973

Mr. Tom Barnard
Dean of Students
Bethany Nazarene College
Bethany, Oklahoma   73008

Dear Tom:

Received your letter of December 27 concerning the assistance
of SWASPA regarding your doctoral dissertation.

I would be pleased to offer the support of SWASPA in regard
to your research project. The topic is one that is most
pertinent to the types of institutions named, and I feel cer-
tain that the persons holding student personnel positions in
these institutions would be most interested in sharing their
experiences in the form of personal insights regarding pro-
fessional preparation.

Please convey to Dr. Karman my support of your project and
feel free to call upon me for any assistance.

Sincerely,

John J. Koldus
Executive Secretary

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APPENDIX B

PUBLIC JUNIOR COLLEGES SELECTED
FOR THE STUDY

Table 31

Public Junior Colleges Selected for the Study, with Year of
Organization, Enrollments for 1971 and 1972, listed by
State from the 1973 Junior College Directory[a]

State and Institution	Year of Organization	1971 Enrollment	1972 Enrollment
ARKANSAS			
Arkansas State University, Beebe Branch	1927	780	957
Phillips County Community College	1966	794	1160
Westark Junior College	1928	1790	1871
LOUISIANA			
Bossier Parish Community College (formerly Airline Com. Col.)	1967	228	385
Delgado College	1960	4492	5030
Louisiana State University, Alexandria Campus	1960	880	N/A[b]
Louisiana State University, Eunice Campus	1967	482	N/A
Saint Bernard Parrish Community College	1968	310	360
Shreveport-Bossier City Campus, Southern University	1967	783	853
OKLAHOMA			
Altus Junior College	1970	791	810
Carl Albert Junior College (formerly Poteau Community College)	1932	429	430
Claremore Junior College	1923	950	1049
Conners State College	1928	919	924
Eastern Oklahoma State College	1909	1536	N/A
El Reno College	1938	502	494
Murray State College	1922	869	730
Northeastern Oklahoma A. & M.	1919	2316	2270
Northern Oklahoma College	1921	1453	1325
Oscar Rose Junior College	1970	3021	4128

[a]Junior College Directory, 1973 Edition (Washington, D.C.: American Association of Junior Colleges, 1973).

[b]Enrollment figures not available in the Junior College Directory.

Table 31 (continued)

State and Institution	Year of Organization	1971 Enrollment	1972 Enrollment
Sayre Junior College	1938	317	251
Seminole Junior College	1931	705	889
South Oklahoma City Junior College	1972	---	1032
Tulsa Junior College	1970	3923	4834
TEXAS			
Alvin Junior College	1949	1802	1631
Amarillo College	1929	5228	5991
Angelina College (Lufkin)	1968	1026	1116
Bee County College (Beeville)	1967	1079	1247
Blinn College (Brenham)	1927	1711	1847
Brazosport College (Lake Jackson)	1968	1601	1654
Central Texas College (Kileen)	1967	4011	N/A[a]
Cisco Junior College	1941	951	930
Clarendon College	1927	423	425
College of the Mainland (Texas City)	1967	1335	1544
Cooke County Junior College (Gainesville)	1924	1916	2292
Eastfield College (Mesquite)	1970	5904	6214
El Centro Community College (Dallas)	1966	6655	6101
Mountain View College (Dallas)	1970	3881	3730
Richland College (Dallas)	1972	---	3510
Del Mar College (Corpus Christi)	1935	5842	5750
El Paso Community College	1971	900	2663
Frank Phillips College (Borger)	1948	562	480
Galveston College	1967	1273	1533
Grayson County Junior College (Denison)	1965	2793	N/A
Henderson County Junior College (Athens)	1946	1317	1330
Hill Junior College (Hillsboro)	1962	700	N/A
Houston Community College	1971	208	3259
Howard County Junior College (Big Spring)	1946	1070	1053
Kilgore College	1935	2664	2651
Laredo Junior College	1947	2194	2416
Lee College	1934	2378	2119

[a]Enrollment figures not available in the Junior College Directory.

Table 31 (continued)

State and Institution	Year of Organization	1971 Enrollment	1972 Enrollment
McLennan Community College (Waco)	1966	2527	2578
Navarro Junior College (Corsicana)	1946	1122	1030
Panola Junior College (Carthage)	1948	743	654
Paris Junior College	1924	1233	1003
Midland College	1969	1065	1135
Odessa College	1946	2769	N/A[a]
Ranger Junior College	1926	442	394
Saint Phillips College (San Antonio)	1927	3122	3634
San Antonio College	1925	15950	16435
San Jacinto College (Pasadena)	1961	6995	7425
South Plains College (Levelland)	1958	1685	1738
Southwest Texas Junior College (Uvalde)	1946	1274	1297
Tarrant County Junior College			
Northeast Campus	1968	5185	5757
South Campus	1967	6938	6752
Temple Junior College	1926	1204	1262
Texarkana Community College	1927	2067	2055
Texas Southmost College (Brownsville)	1926	1846	2509
Tyler Junior College	1926	3882	4029
Vernon Regional Junior College	1972	---	583
Victoria College	1925	1711	1566
Weatherford College	1921	1105	1035
Western Texas College (Snyder)	1971	649	778
Wharton County Junior College District	1946	2017	1934

[a] Enrollment figures not available in the Junior College Directory.

APPENDIX C

FINAL COPY OF QUESTIONNAIRE AND COVER LETTERS

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Oklahoma State University

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 372-6211, EXT. 6245

October 30, 1973

The Southwest Association of Student Personnel Administrators is encouraging institutions of higher learning to undertake research which will help provide direction to student personnel programs in a number of ways. In line with this, the Southwest Center for Higher Education at Oklahoma State University is engaged in an effort to determine what specific elements should be built into a graduate-level program designed to prepare student personnel professionals.

In order to carry this work forward, we would appreciate your cooperation in completing the enclosed form. You are one of approximately seventy chief student personnel administrators serving public junior colleges in the states of Arkansas, Louisiana, Oklahoma, and Texas. We are asking you to express your perceptions of the functions of student personnel workers in public, two-year institutions and to identify areas of importance to a graduate training program. Your assistance in helping us complete the project will be appreciated. Summary results of the project will be available following its completion through the Southwest Association of Student Personnel Administrators.

Please return your questionnaire in the enclosed envelope to Thomas E. Barnard, who is serving as project coordinator.

Sincerely,

Thomas A. Karman
Assistant Professor

JOHN J. KOLDUS, EXEC. SECY.

PHONE AC 713 845-3329

SOUTHWEST ASSOCIATION OF
STUDENT PERSONNEL ADMINISTRATORS
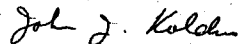
October 22, 1973

Dear Fellow Professional Student Personnel Administrator:

One of the goals of the Southwest Association of Student
Personnel Administrators is to encourage, support and report
research in the field of student personnel administration. The
research project being sponsored by Mr. Tom Barnard appears to
have many implications that relate directly to the future training
of student personnel professionals in our regional area. It is hoped
that you will support wholeheartedly this project so that the results
of the study will be a valid indication of the needs as we perceive
them as a total professional group.

SWASPA would encourage and appreciate your support of this
project and, further, will provide the results of the study when
it has been completed.

Sincerely,

JOHN J. KOLDUS
Executive Secretary

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CHIEF STUDENT PERSONNEL ADMINISTRATOR QUESTIONNAIRE

1. Your full title is most similar to which of the following?
   _____ A. Vice-president for Student Affairs
   _____ B. Dean of Student Affairs (or Services)
   _____ C. Director of Student Affairs (or Services)
   _____ D. Other:_____

2. Your Age

   _____   4. Your ethnic classification
                                      _____ A. American Indian
                                      _____ B. Black
                                      _____ C. Mexican-American
                                      _____ D. Puerto Rican
3. Sex   _____ E. White
   _____ A. Male   _____ F. Other:_____
   _____ B. Female   (Please specify)

5. Your experience in junior college student personnel work
   _____ A. Less than 5 years
   _____ B. 5-10 years
   _____ C. Over 10 years

6. Your experience as a junior college chief student personnel administrator
   _____ A. Less than 5 years
   _____ B. 5-10 years
   _____ C. Over 10 years

7. Year of appointment to your present position: 19_____

8. If you hold faculty rank, please indicate the rank: _____
   _____ A. No faculty ranking system is used at this institution.
   _____ B. This institution has a faculty ranking system, but I am not ranked.

9. Your graduate preparation (Please check ALL appropriate categories)
   _____ A. Master's degree in college student personnel work or related
             social/behavioral science (e.g., sociology, psychology, etc.)
   _____ B. Master's degree in field other than student personnel or related
             social/behavioral science (Please specify:_____)
   _____ C. Specialist Degree or Certificate
   _____ D. Doctorate in college student personnel or related social/behavioral
             science
   _____ E. Doctorate in junior college student personnel
   _____ F. Doctorate in field other than college student personnel work or
             related social/behavioral science (Specify:_____)
   _____ G. Baccalaureate only; no graduate preparation

10. Name of institution which conferred your highest degree:

    _____

11. Your most recent professional experience preceding your present position
(Check only one)
_____ A. Elementary/secondary education teaching or administration
_____ B. Elementary/secondary education student personnel work
_____ C. Higher education teaching or administration
_____ D. Higher education student personnel work
_____ E. Other:_____

12. Was your most recent professional experience (above) performed at the college you presently serve?
_____Yes _____No
If not, in what State was that service performed?_____

13. If you served on the staff of another junior college prior to accepting your present position, what was the enrollment of that institution?

_____

14. Your membership in professional organizations
_____ A. No memberships related to student personnel work
_____ B. Membership in state/regional student personnel professional organizations
_____ C. Membership in national student personnel professional organizations
(_____ ACPA _____ NASPA _____ AAJC Other:_____)

15. Title of your immediate superior
_____ A. President (or equivalent)
_____ B. Dean of the College (or Academic Vice-president)
_____ C. Vice-president for Administrative Services
_____ D. Vice-president for Business Affairs (or Business Manager)
_____ E. Other:_____

16. Number of professional staff members you supervise (other than secretarial)
_____ A. Less than 5
_____ B. 5-9
_____ C. 10-14
_____ D. 15-19
_____ E. 20 or more

17. Does your present position require you to teach, as well as administer?
_____ Yes If "yes," what subjects?_____
_____ No How many hours each semester?_____

18. Is there a person on your staff whose primary role is research in student personnel?
_____ Yes
_____ No
_____ Only in combination with other research assignments (e.g., institutional research)

FUNCTIONAL RESPONSIBILITY AREAS FOR THE "IDEAL" STUDENT PERSONNEL PROGRAM

Listed below are functions that might be included within the administrative
or program responsibilities of the student affairs office of a public junior
college. As the chief student personnel administrator, you are asked to select
those functions which you consider to be important for the development of an
ideal student personnel program at your institution.

For those functions you perceive to be of high priority in developing an ideal
student personnel program at your institution, check "A." For those functions
you perceive to be of low priority in developing an ideal student personnel
program at your institution, check "B." For those functions which ordinarily
should fall outside of the responsibility area of the student personnel pro-
gram, check "C." For those functions you perceive to be not applicable in
a junior college setting such as yours, check "D." Space for comments you
might wish to make is provided in the right-hand column. Cross out any
function that is not clear to you. Please respond in one of the above ways
to each function listed.

KEY: A - High priority for the ideal program
      B - Low priority for the ideal program
      C - Responsibility of some section of the junior
            college other than student personnel
      D - Not applicable

FUNCTION (Cross out items not clear to you)	RESPONSE High Low Other N/A
Student Newspaper	A( ) B( ) C( ) D( ) _____
Off-Campus Housing Service	A( ) B( ) C( ) D( ) _____
Ombudsman	A( ) B( ) C( ) D( ) _____
Student Union: Program	A( ) B( ) C( ) D( ) _____
Program Articulation: Post-Junior Col.	A( ) B( ) C( ) D( ) _____
Alumni: Office/Programs	A( ) B( ) C( ) D( ) _____
Student Activities	A( ) B( ) C( ) D( ) _____
Drug Education Programs	A( ) B( ) C( ) D( ) _____
Research in Student Personnel	A( ) B( ) C( ) D( ) _____
Minority Programs: Academic	A( ) B( ) C( ) D( ) _____
Counseling: Pre-marital, Marital, Family	A( ) B( ) C( ) D( ) _____
Scholarship Awards	A( ) B( ) C( ) D( ) _____
Student Government, Elected Student Officers	A( ) B( ) C( ) D( ) _____

FUNCTION (Cross out items not clear to you)	RESPONSE High	Low	Other	N/A
Student Withdrawals	A( )	B( )	C( )	D( ) _____
Institutional Planning/Development	A( )	B( )	C( )	D( ) _____
Student Union: Management	A( )	B( )	C( )	D( ) _____
Crisis Center (e.g., Drugs, etc.)	A( )	B( )	C( )	D( ) _____
Student Regulations/Discipline	A( )	B( )	C( )	D( ) _____
News Bureau (Non-student)	A( )	B( )	C( )	D( ) _____
Student Re-admissions	A( )	B( )	C( )	D( ) _____
Student Yearbook	A( )	B( )	C( )	D( ) _____
Registration	A( )	B( )	C( )	D( ) _____
Interpretation of Test Results (e.g., CLEP, MMPI, etc.)	A( )	B( )	C( )	D( ) _____
Student Records: Academic	A( )	B( )	C( )	D( ) _____
Cultural Programs/Events	A( )	B( )	C( )	D( ) _____
Fund Raising	A( )	B( )	C( )	D( ) _____
Counseling: Personal	A( )	B( )	C( )	D( ) _____
Advising: Academic	A( )	B( )	C( )	D( ) _____
Sex Education Program	A( )	B( )	C( )	D( ) _____
Admissions	A( )	B( )	C( )	D( ) _____
Computer/Data Processing	A( )	B( )	C( )	D( ) _____
Public Information	A( )	B( )	C( )	D( ) _____
Intramural Sports	A( )	B( )	C( )	D( ) _____
Counseling: General	A( )	B( )	C( )	D( ) _____
Student Health Services	A( )	B( )	C( )	D( ) _____
Testing: Personal, Vocational (e.g., MMPI, etc.)	A( )	B( )	C( )	D( ) _____
Minority Programs: Non-academic	A( )	B( )	C( )	D( ) _____

FUNCTION (Cross out items not clear to you)	RESPONSE High Low Other N/A			
Student Employment	A( )	B( )	C( )	D( ) _____
New Student Orientation/Induction	A( )	B( )	C( )	D( ) _____
Financial Aid (Loans, Grants)	A( )	B( )	C( )	D( ) _____
Student Residence Halls	A( )	B( )	C( )	D( ) _____

Administrative/Organizational
    (e.g., budget preparation, manage-
     ment of student affairs office, etc.)
	A( )	B( )	C( )	D( ) _____

Intercollegiate Athletics	A( )	B( )	C( )	D( ) _____
Testing: Academic (e.g., CLEP, ACT, etc.)	A( )	B( )	C( )	D( ) _____
Student Organizations (e.g., clubs, class organizations)	A( )	B( )	C( )	D( ) _____
Food Service/Cafeteria	A( )	B( )	C( )	D( ) _____
Counseling: Vocational/Career	A( )	B( )	C( )	D( ) _____
Bookstore	A( )	B( )	C( )	D( ) _____
Student Academic Probation	A( )	B( )	C( )	D( ) _____
Student Records: Personnel	A( )	B( )	C( )	D( ) _____
Campus Security/Police	A( )	B( )	C( )	D( ) _____
Foreign Students: Advising/Academic	A( )	B( )	C( )	D( ) _____
Program Articulation to High Schools	A( )	B( )	C( )	D( ) _____
Interpretation of Relevant Research to Faculty/Administration	A( )	B( )	C( )	D( ) _____
Job Placement for Graduates	A( )	B( )	C( )	D( ) _____
Public Relations	A( )	B( )	C( )	D( ) _____
Advising: Pre-college by Student Personnel Staff	A( )	B( )	C( )	D( ) _____
Remedial Programs	A( )	B( )	C( )	D( ) _____
In-Service Training for Staff/Faculty	A( )	B( )	C( )	D( ) _____
_____	A( )	B( )	C( )	D( ) _____

AN "OPTIMUM" GRADUATE PROGRAM FOR JUNIOR COLLEGE STUDENT PERSONNEL WORKERS

Typically, graduate programs for the professional preparation of student personnel workers are developed around a core of academic subjects. Listed below are representative courses which have been divided into six typical categories. Please consider the significance of the listed courses for an optimum graduate program for the professional preparation of junior college student personnel workers, without reference to the unique circumstances or needs of your particular institution.

First, rank order the course subjects within categories for both a Master's program and a Doctor's program by assigning the number one (1) to the subject within a given category which you believe to be of greatest importance at the level indicated (i.e., the MA or EdD level). Assign the number two (2) to the second most important subject, and so on until the courses are ranked within categories.

Second, rank order the six categories for a Master's program and a Doctor's program by assigning a <u>percentage</u> (totalling 100% in each column) of the graduate hours which in your estimation would result in an optimum graduate program for the professional preparation of student personnel workers.

CATEGORIES AND COURSE SUBJECTS	MA EdD (Rank Order Courses)	MASTER'S DEGREE	DOCTOR'S DEGREE
<u>Administration and Management</u> Administrative Theory Principles of Management Finance	____ ____ ____ ____ ____ ____	[%]	[%]

<u>Behavioral Sciences</u>
Anthropology
Economics
Group Dynamics
Personality, Human Growth
  and Adjustment
Social Psychology,
  Cultural Influences
	____ ____
	____ ____
	____ ____
	____ ____
	
	____ ____
		[%]	[%]

<u>Education</u> Test Appraisal/Interpretation Principles of Education	____ ____ ____ ____	[%]	[%]
<u>Higher Education</u> Organization/Administration Philosophy/History The Junior College The Junior College Student	____ ____ ____ ____ ____ ____ ____ ____	[%]	[%]
<u>Research</u> Methods Practics (Thesis)	____ ____ ____ ____	[%]	[%]

<u>Student Personnel</u>
Internship in Junior College
  Student Personnel Work
Introduction to Student
  Personnel Work
Practicum in Counseling
Practicum in Student Per-
  sonnel Administration
Principles of Counseling
	____ ____
	
	____ ____
	____ ____
	____ ____
	
	____ ____
		[%]	[%]

                                                          100%   100%

APPENDIX D

PILOT COPY OF QUESTIONNAIRE AND COVER LETTER
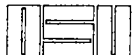
Oklahoma State University

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 372-6211, EXT. 6245

July 30, 1973

The Southwest Association of Student Personnel Administrators is encouraging institutions of higher learning to undertake research which will help provide direction to student personnel programs in a number of ways. In line with this, the Southwest Center for Higher Education at Oklahoma State University is engaged in an effort to determine what specific elements should be built into a graduate-level program designed to prepare student personnel professionals.

In order to carry this work forward, we would appreciate your cooperation in reviewing and evaluating the form which we are considering for the study. The form will be distributed to the chief student personnel officers of selected junior colleges, who will be asked to express their perceptions of the functions of student personnel workers in two-year institutions and to identify areas of importance to a graduate training program. Will you please help us by letting us know where the form is unclear or where we have not covered important areas?

Please complete the form and note any ambiguous sections, or send a note stating your suggestions for changes. Your assistance in helping us complete the project will be appreciated.

Please return your suggestions in the enclosed envelope to Thomas E. Barnard, who is serving as project coordinator.

Sincerely,

Thomas A. Karman
Assistant Professor

CHIEF STUDENT PERSONNEL ADMINISTRATOR QUESTIONNAIRE

1. Your full title is most similar to which of the following?
   _____ A. Vice-president for Student Affairs
   _____ B. Dean of Students
   _____ C. Director of Student Affairs (or Services)
   _____ D. Other_____

2. Your Age
   _____ A. Under 36
   _____ B. 36-45
   _____ C. 46-55
   _____ D. Over 55

3. Sex
   _____ A. Male
   _____ B. Female

4. Your ethnic classification
   _____ A. American Indian
   _____ B. Black
   _____ C. Mexican-American
   _____ D. Puerto Rican
   _____ E. White
   _____ F. Other_____
                     (Please specify)

5. Your experience in junior college student personnel work
   _____ A. Less than 5 years
   _____ B. 5-10 years
   _____ C. Over 10 years

6. Your experience as a junior college chief student personnel administrator
   _____ A. Less than 5 years
   _____ B. 5-10 years
   _____ C. Over 10 years

7. Year of appointment to your present position: _____

8. Your present faculty rank: _____
   (If no faculty ranking system is used at your institution, or if you are
   not ranked, please so indicate).

9. Your graduate preparation (Check all appropriate categories)
   _____ A. Master's degree in college student personnel work or related
              social/behavioral science (e.g., sociology, psychology, etc.)
   _____ B. Master's degree in field other than student personnel or related
              social/behavioral science (Please specify:_____)
   _____ C. Specialist Degree/Certificate
   _____ D. Doctorate in college student personnel or related social/behavioral
              science
   _____ E. Doctorate in junior college student personnel
   _____ F. Doctorate in field other than college student personnel work or
              related social/behavioral science (Specify:_____)
   _____ G. Baccalaureate only; no graduate preparation

10. Name of institution which conferred your highest degree:

    _____

11. Your major professional experience preceding your present position
    _____ A. Not related to education
    _____ B. Elementary/secondary education teaching or administration
    _____ C. Elementary/secondary education student personnel work
    _____ D. Higher education teaching or administration
    _____ E. Higher education student personnel work
    _____ F. Other:_____

12. <u>Your membership in professional organizations</u>
     _____ A. No memberships related to student personnel work
     _____ B. Membership in state/regional student personnel professional
             organizations only
     _____ C. Membership in national student personnel professional organiza-
             tions (e.g., ACPA, NASPA, AAJC, etc.)

13. <u>Title of your immediate superior</u>
     _____ A. President (or equivalent)
     _____ B. Dean of the College (or Academic Vice-president)
     _____ C. Vice-president for Administrative Services
     _____ D. Vice-president for Business Affairs (or Business Manager)
     _____ E. Other:_____

14. <u>Number of professional staff members you supervise</u> (other than secretarial)
     _____ A. Less than 10
     _____ B. 10-15
     _____ C. 16-20
     _____ D. 21-25
     _____ E. More than 25

15. <u>In your estimation, which statement most accurately describes your participation
in the college's decision-making process in areas other than student personnel?</u>
     _____ A. Minimal influence
     _____ B. Limited, but meaningful influence
     _____ C. Substantial influence

16. <u>Does your present position require you to teach, as well as administer?</u>
     _____ Yes   If "yes," what subjects?_____
     _____ No   How many hours each semester?_____

17. <u>Is there a person on your staff whose primary role is research in student
personnel?</u>
     _____ Yes
     _____ No
     _____ Only in combination with other research assignments (e.g., institu-
             tional research)

18. <u>If you served in an educational institution immediately prior to your present
position, in which State is that institution located?</u>

             _____
             (If your present position is in the same state in which you
             served immediately prior to your appointment, or if the
             question is not applicable, please so indicate).

19. <u>If you served on the staff of a junior college prior to accepting your
present position, what was the enrollment of that institution?</u>

           _____

FUNCTIONAL RESPONSIBILITY AREAS FOR THE "IDEAL" STUDENT PERSONNEL PROGRAM

Listed below are programs, services, functions, and activities that might be included within the administrative or program responsibilities of the student affairs office of a public junior college. As the chief student personnel administrator, you are asked to select those functions which you consider to be important for the development of an "ideal" student personnel program at your institution.

For all those functions you perceive to be of high priority in developing the "ideal" student personnel program, check "A." For those functions you perceive to be of low priority in developing the "ideal" student personnel program, check "B." For those functions which ordinarily should fall outside of the responsibility area of the student personnel program, check "C." For those functions which you perceive to be not applicable in a junior college setting such as yours, check "D." Space for any comments you might wish to make is provided in the right-hand column. Cross out any function that is not clear to you. Please respond in one of the above ways to each function listed.

KEY: A – High Priority for the "Ideal" Program
      B – Low Priority for the "Ideal" Program
      C – Responsibility for some sector of the junior
             college other than student personnel
      D – Not Applicable

FUNCTION	RESPONSE
(Cross out items not clear to you)	

Student Newspaper   A( ) B( ) C( ) D( ) _____

Off-Campus Housing Service   A( ) B( ) C( ) D( ) _____

Ombudsman   A( ) B( ) C( ) D( ) _____

Student Union: Program   A( ) B( ) C( ) D( ) _____

Program Articulation: Post-Junior Col.   A( ) B( ) C( ) D( ) _____

Alumni: Office/Programs   A( ) B( ) C( ) D( ) _____

Student Activities   A( ) B( ) C( ) D( ) _____

Drug Education Program   A( ) B( ) C( ) D( ) _____

Research in Student Personnel   A( ) B( ) C( ) D( ) _____

Minority Programs: Academic   A( ) B( ) C( ) D( ) _____

Counseling: Pre-marital,   A( ) B( ) C( ) D( ) _____
     Marital, Family
Scholarship Awards   A( ) B( ) C( ) D( ) _____

Student Government   A( ) B( ) C( ) D( ) _____

FUNCTION (Cross out items not clear to you)	RESPONSE
Student Withdrawals	A( ) B( ) C( ) D( ) _____
Institutional Planning/Development	A( ) B( ) C( ) D( ) _____
Student Union: Management	A( ) B( ) C( ) D( ) _____
Crisis Center (e.g., Drugs, etc.)	A( ) B( ) C( ) D( ) _____
Student Regulations/Discipline	A( ) B( ) C( ) D( ) _____
News Bureau (Non-student)	A( ) B( ) C( ) D( ) _____
Student Re-admissions	A( ) B( ) C( ) D( ) _____
Student Yearbook	A( ) B( ) C( ) D( ) _____
Registration	A( ) B( ) C( ) D( ) _____
Interpretation of Test Results (e.g., CLEP, MMPI, etc.)	A( ) B( ) C( ) D( ) _____
Student Records: Academic	A( ) B( ) C( ) D( ) _____
Cultural Programs/Events	A( ) B( ) C( ) D( ) _____
Fund Raising	A( ) B( ) C( ) D( ) _____
Counseling: Personal	A( ) B( ) C( ) D( ) _____
Advising: Academic	A( ) B( ) C( ) D( ) _____
Sex Education Program	A( ) B( ) C( ) D( ) _____
Admissions	A( ) B( ) C( ) D( ) _____
Computer/Data Processing	A( ) B( ) C( ) D( ) _____
Public Information	A( ) B( ) C( ) D( ) _____
Intramural Sports	A( ) B( ) C( ) D( ) _____
Counseling: General	A( ) B( ) C( ) D( ) _____
Student Health Services	A( ) B( ) C( ) D( ) _____
Testing: Personal, Vocational (e.g., MMPI, etc.)	A( ) B( ) C( ) D( ) _____
Minority Programs: Non-academic	A( ) B( ) C( ) D( ) _____
Student Employment	A( ) B( ) C( ) D( ) _____
New Student Orientation/Induction	A( ) B( ) C( ) D( ) _____

	RESPONSE
FUNCTION (Cross out items not clear to you)	
Financial Aid/Loans/Grants	A( ) B( ) C( ) D( ) _____
Student Residence Halls	A( ) B( ) C( ) D( ) _____
Administrative/Organizational Functions (e.g., preparation of budget, manage- ment of student personnel office, etc.)	A( ) B( ) C( ) D( ) _____
Intercollegiate Athletics	A( ) B( ) C( ) D( ) _____
Testing: Academic (e.g., CLEP, ACT, etc.)	A( ) B( ) C( ) D( ) _____
Student Organizations (e.g., clubs, class organizations, etc.)	A( ) B( ) C( ) D( ) _____
Food Service/Cafeteria	A( ) B( ) C( ) D( ) _____
Counseling: Vocational/Career	A( ) B( ) C( ) D( ) _____
Bookstore	A( ) B( ) C( ) D( ) _____
Student Academic Probation	A( ) B( ) C( ) D( ) _____
Student Records: Personnel	A( ) B( ) C( ) D( ) _____
Campus Police/Security	A( ) B( ) C( ) D( ) _____
Foreign Students: Advising/Program	A( ) B( ) C( ) D( ) _____
Program Articulation to High Schools	A( ) B( ) C( ) D( ) _____
Interpretation of Research to Faculty/Administration	A( ) B( ) C( ) D( ) _____
Job Placement for Graduates	A( ) B( ) C( ) D( ) _____
Public Relations	A( ) B( ) C( ) D( ) _____
Advising: Pre-college by Student Personnel Staff	A( ) B( ) C( ) D( ) _____
Remedial Programs	A( ) B( ) C( ) D( ) _____
In-Service Training for Staff/Faculty	A( ) B( ) C( ) D( ) _____
_____	A( ) B( ) C( ) D( ) _____
_____	A( ) B( ) C( ) D( ) _____
_____	A( ) B( ) C( ) D( ) _____
_____	A( ) B( ) C( ) D( ) _____
_____	A( ) B( ) C( ) D( ) _____

Typically, graduate programs for the professional preparation of student personnel workers are developed around a core of academic categories and subjects. Six typical categories are identified below, together with representative substantive subjects in each. As a chief student personnel administrator, will you please consider the significance of the categories and subjects for an "optimum" graduate program for the professional preparation of junior college student personnel workers?

First, rank order the six categories for both a Master's program and a Doctor's program by assigning a percentage (totalling 100% in each column) of the graduate hours which in your estimation would result in an "optimum" graduate program. (For example, if you believe that 30% of a Doctoral program in student personnel work should consist of courses in Administration and Management, put the number 30 in the far right-hand column opposite that category and assign percentage figures to the other categories in that same column, the total adding up to 100%).

Second, rank order the substantive subjects within categories for both a Master's program and a Doctor's program, assigning the number one (1) to the subject in a given category which you feel to be of greatest importance within that category at the level indicated (i.e., the MA or EdD level). Assign the number 2 to the second most important subject, and so on until all courses are ranked within categories. (For example, if you feel Philosophy/History is the most important course within the category of Higher Education at the Master's level, put the number one [1] in the space in the MA column opposite that course subject. If, however, you believe that Philosophy/History ranks third in courses in Higher Education at the Doctor's level, place a number 3 in the space in the EdD column opposite the subject). If you believe that a subject is of little or no importance, indicate with a "0".

CATEGORIES AND SUBJECTS	MA	EdD	MASTER'S DEGREE	DOCTOR'S DEGREE
Administration and Management			[__ %]	[__ %]
Administrative Theory				
Management, Finance	___	___		
Other:_____	___	___		
Education			[__ %]	[__ %]
Test Appraisal/Interpretation	___	___		
Principles of Education	___	___		
Other:_____				
Higher Education			[__ %]	[__ %]
Philosophy/History	___	___		
Organization/Administration	___	___		
The Junior College	___	___		
The Junior College Student	___	___		
Other:_____	___	___		
Psychology (Behavioral Sciences)			[__ %]	[__ %]
Anthropology	___	___		
Economics	___	___		
Group Dynamics	___	___		
Personality, Human Growth and Adjustment	___	___		
Social Psychology, Cultural Influences	___	___		
Other:_____	___	___		

CATEGORIES AND SUBJECTS	MA	EdD	MASTER'S DEGREE	DOCTOR'S DEGREE
<u>Research</u>			[%]	[%]
Methods	___	___		
Practice	___	___		
Other:_____	___	___		
<u>Student Personnel</u>			[%]	[%]
Internship in Junior College Student Personnel Work	___	___		
Introduction to Student Personnel	___	___		
Practicum in Counseling	___	___		
Practicum in Student Personnel Administration	___	___		
Principles of Counseling	___	___		
Other:_____	___	___		

TOTAL: 100%   100%

Comments or Criticisms on the Questionnaire:

APPENDIX E

FOLLOW-UP LETTERS TO PARTICIPANTS

Oklahoma State University

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 372-6211, EXT. 6245

November 26, 1973

Some of the most critical issues facing junior colleges today are the kinds of issues which challenge chief student personnel administrators. Primarily because of this fact you are one of seventy-three administrators who have been selected to participate in a study of junior college student personnel programs in the States of Arkansas, Louisiana, Oklahoma, and Texas. The study has the approval of the Southwest Association of Student Personnel Administrators and is being sponsored by the Southwest Center for Higher Education at Oklahoma State University.

Several weeks ago you received a questionnaire designed to sample the perceptions of student personnel administrators concerning both an ideal junior college student personnel program and an optimum graduate-level program for the development of student personnel workers for junior college assignments. The importance of your participation in this study cannot be overstated. A high return-rate on the questionnaire may provide data which could be of significant value to you and to your college in future years.

Your cooperation in completing the questionnaire will be appreciated. In the event that the original questionnaire did not reach your desk, or was misplaced, please notify me by return mail. I will address another form to you immediately. If you have already completed the form and have returned it, we thank you and ask that you disregard this letter.

Sincerely,

Thomas A. Karman
Assistant Professor

Oklahoma State University

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 372-6211, EXT. 6245

December 12, 1973

The Southwest Center for Higher Education at Oklahoma State University is engaged in a study of the perceptions of junior college chief student personnel administrators concerning the "ideal" junior college student personnel program and the "optimum" graduate-level program to prepare student personnel professionals. You are one of approximately seventy chief student personnel administrators chosen for this study.

In late October the questionnaires were mailed to all of the institutions selected. A high percentage of the test instrument has already been returned. We feel that the results will be meaningful to both the junior colleges and the universities committed to the training of student personnel professionals. Therefore, we need your assistance in helping us complete the project and to insure a maximum return of the questionnaires. Enclosed is a duplicate of the first questionnaire mailed earlier. Feel free to complete either one of the questionnaires. If you have already completed and returned the form, please disregard this letter. Thank you for your participation in the project.

Sincerely,

Thomas A. Karman
Assistant Professor

APPENDIX F

DEMOGRAPHIC DATA ON PARTICIPANTS

Responses to question: "Your full title is most similar to which of the following?"

Vice-president for Student Affairs	5
Dean of Student Affairs (or Services)	45
Director of Student Affairs (or Services)	11
Dean of the College	3
Administrative Assistant to President	1

Responses to question: "If you hold faculty rank, please indicate the rank."

Ranked as Professor	3
Ranked as Associate Professor	1
Ranked as Assistant Professor	3
Participant not ranked as faculty member	14
No faculty-ranking system at the college	44

Responses to question: "Your most recent professional experience preceding your present position."

Elementary/secondary teaching or administration	13
Elementary/secondary student personnel work	5
Higher education teaching or administration	21
Higher education student personnel work	22
Enrolled in graduate school	2
Director of Admissions, four-year college	1
Director of Indian Education program	1

Responses to question: "Your membership in professional organizations."

Membership held in national and state and/or regional student personnel organizations	29
Membership in state or regional student personnel organizations only	25
Membership in national student personnel organizations only	6
No membership in organizations related to student personnel work	5

Responses to question: "Title of your immediate superior."

President (or equivalent)	47
Dean or Academic Vice-president	13
Vice-president for Administrative Services	3
Executive Vice-president	1
Superintendent of Education	1

Responses to question: "Number of professional staff members you supervise (other than secretarial)."

Less than 5	23
5-9	22
10-14	10
15-19	5
20 or more	5

Responses to question: "Does your present position require you to teach as well as administer?"

Yes	13
No	52

Responses to question: "Is there a person on your staff whose primary role is research in student personnel?"

Yes		3
No		44
--	Only in combination with other research assignments.	18

Responses to question: "Name of institution which conferred your highest degree."

Baylor University (7), Oklahoma State University (5), University of Texas (4), North Texas State University (4), East Texas State University (4), Oklahoma University (3), West Texas State University (3) Henderson (Arkansas) State College (2), University of Mississippi (2), Stephen F. Austin State University (2), Southern Methodist University (2), University of Houston (2), Louisiana State University (2), University of Pennsylvania (1), Northwestern University (1), Southwestern (Oklahoma) State College (1), Texas Technological University (1), Sul Ross State University (1), Oklahoma Baptist University (1), Fort Hays (Kansas) State College (1), University of Southern Mississippi (1), Southern College of Fine Arts (1), University of Northern Colorado (1), University of Wyoming (1), Indiana University (1), Sam Houston State University (1), Northeast Missouri State University (1), Mississippi State University (1), Southwest Texas State University (1), Northeastern Oklahoma State College (1), Saint Mary's University (1), University of Nebraska (1), Arkansas State Teachers College (1), Tulsa University (1), Southeastern (Oklahoma) State College (1), Northwest (Oklahoma) State College (1).

VITA

Thomas Elliott Barnard

Candidate for the Degree of

Doctor of Education

Thesis: "IDEAL" JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS AND "OPTIMUM" GRADUATE PROGRAMS FOR THE PROFESSIONAL PREPARATION OF JUNIOR COLLEGE STUDENT PERSONNEL WORKERS

Major Field: Higher Education

Biographical:

Personal Data: Born in Glendale, California, August 30, 1931, the son of Malcolm Bower and Goldie Martha Barnard.

Education: Graduated from Glendale High School, Glendale, California, in June, 1949; received Bachelor of Arts degree in Religion from Pasadena College in May, 1958, following four years in the United States Air Force; received Master of Religious Education from Fuller Theological Seminary, Pasadena, California, in June, 1960; received Master of Arts degree in Education from Bethany Nazarene College in December, 1970; enrolled in doctoral program at Oklahoma State University, 1970-74; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1974.

Professional Experience: Served as Minister of Education at churches in Upland, California, San Diego, California, and Whittier, California, from 1960-66; accepted position as Assistant Professor of Religion at Bethany Nazarene College, Bethany, Oklahoma, in August, 1966; appointed Dean of Student Affairs at Bethany Nazarene College in 1972.