

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

74-19,248

BOLTON, Christopher Richard, 1941-
RECENT GRADUATES' PERCEPTIONS OF THEIR
DOCTORAL TRAINING PROGRAMS IN COLLEGE
STUDENT PERSONNEL.

The University of Oklahoma, Ph.D., 1974
Education, higher

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

RECENT GRADUATES' PERCEPTIONS OF THEIR DOCTORAL
TRAINING PROGRAMS IN COLLEGE STUDENT PERSONNEL

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
CHRISTOPHER R. BOLTON

Norman, Oklahoma

1974

RECENT GRADUATES' PERCEPTIONS OF THEIR DOCTORAL
TRAINING PROGRAMS IN COLLEGE STUDENT PERSONNEL

APPROVED BY

Dorothy T. May
Chairperson

James Higgins (for George Higgins)

Herbert H. Hargis

William H. Hargis

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

I would like to extend my sincere appreciation to my advisor and major professor, Dorothy Truex, for her continued interest and support during my doctoral studies.

To William Graves I would like to extend special thanks for his many hours of assistance with this research. I would like to express appreciation to Herbert Hengst and George Henderson for their assistance and support during my doctoral study and to Thomas Wiggins for his special help with this study.

To my two children, Christopher and Angela, I am grateful for faithful understanding during the past year. To my wife, Suzanne, I am most grateful and cannot begin to express my thanks for her loving support and help. It is to Suzanne that I dedicate this dissertation.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
Chapter	
I. INTRODUCTION	1
Background of the Problem	
Summary	
Statement of the Problem	
Significance of the Study	
II. CONCEPTUAL FRAMEWORK AND HYPOTHESES	26
Related Research	
The COSPA Model	
Research Questions and Hypotheses	
Summary	
III. RESEARCH DESIGN	44
Restatement of the Problem and Research	
Questions	
Definition of the Variables	
Description of the Sample	
Description of the Instrument	
Procedures for Collecting Data	
Treatment of the Data	
Summary	
IV. ANALYSIS OF THE DATA	56
Formal Doctoral Training	
Post-Doctoral Job-Seeking Activities and	
Current Job Satisfaction	
Summary	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	71
Summary	
Doctoral Training Programs	
Post-Doctoral Placement and Job Satisfaction	
Conclusions	
Recommendations for Further Study	

APPENDIX A 85

APPENDIX B 89

APPENDIX C 95

APPENDIX D 99

APPENDIX E 103

BIBLIOGRAPHY 108

LIST OF TABLES

Table

1	Contingency Table of Association Between Professional Roles and Major Field of Study	57
2	Approximate F Test for MANOVA on Opinion Scales of Specialized Training Among Roles	58
3	Approximate F Test for MANOVA on Opinion Scales of Related Training Among Roles	59
4	Approximate F Test for MANOVA on Opinion Scales of Experiential Training Among Roles	60
5	Analysis of Variance, Mean Opinion Scores, and Standard Deviations of Selected Training Among Roles	61
6	Summary of Training Recommendations for Three Professional Roles	62
7	Contingency Table for the Association Between Professional Roles and Primary Source of Placement Assistance	64
8	Professional Organizations Listed as a Primary Source of Placement Assistance	65
9	Primary Sources of Placement Assistance Specified by Respondents as "Other"	65
10	Sources of Placement Assistance Used in Job-Seeking Activities	66
11	Contingency Table for the Association Between Professional Roles and Opportunities to be Selective in Accepting Employment	67
12	Contingency Table for the Association between Professional Roles and Job Satisfaction	68

CHAPTER I

INTRODUCTION

Background of the Problem

The professional training of college student personnel workers has long been a topic of concern in the literature of the profession. The formative years of professional training began as early day student personnel deans examined their job activities to determine what qualifications were necessary for the performance of their responsibilities. This assessment process has been carried on throughout the years and is still a popular activity. Although techniques of role description and evaluation for present day deans are more sophisticated than earlier efforts, many of the perplexing problems regarding professional training endure.

There were sporadic efforts in developing courses in higher education as early as 1893.¹ The first course devoted to the study of college personnel work was offered in 1916 by Dr. Paul Monroe at Columbia University. The professional organizations for student

¹John C. Ewing and W. Hugh Stickler, "Progress in the Development of Higher Education as a Field of Professional Graduate Study and Research," The Journal of Teacher Education, Vol. 15, No. 4 (December, 1964), p. 397.

personnel deans, the National Association for Deans of Women (NADW) and the National Association of Deans and Advisers of Men (NADAM), were organized in 1916 and 1919 respectively.² Sturtevant made note that professional training for deans of women was requisite,

Professional preparation is advisable for those who expect to go into dean's work in as much as there is a body of definitely useful knowledge available, and a technique of procedure in process of evolution.

Experience and graduate level preparation also met Sturtevant's criteria,

In view of the character of the work such specific professional training should be open to women of experience and be given recognition only in connection with higher degrees.³

The Deans of Men meeting in 1931 did not appear to hold a similar view. A consensus of the deans' perceptions of professional training for their work was expressed by Dean Robert Rienow of the University of Iowa,

I do not know what training will be necessary. I will not say that no course has developed since my time that might have made me more proficient in my work. I am like Dean Clark, I am not certain but that if I had had more psychology, I might have been more proficient. I think I would have found myself better equipped if I had spent some time in that work. I am not at all sure there is ever going to be a course developed for Deans of Men, yet I do not think it is entirely

²Kate H. Mueller, Student Personnel Work in Higher Education (Boston: Houghton Mifflin Company, 1961), p. 54.

³Sarah M. Sturtevant, "The Qualifications and Preparation of Deans of Women," Eleventh Yearbook: National Association of Deans of Women (Washington, D.C.: National Educational Association, 1924), p. 123.

true that Deans of Men are just born, and not made. I think,⁴ while they are born, they can be made better.

Sturtevant, unlike Rienow and the NADAM, had a clear view of what constituted a professional course for Deans of Women. Her recommendations delimit an early prospectus for professional training "worked out in terms of functions."⁵ While she provided no specific course of study, Sturtevant's contention was that the focus of preparation programs needed to be of a practical nature with content derived from theory and enlivened in a practice period or internship.

Delton Howard, writing in Higher Education in America, provides a far more specific listing of the competencies to be possessed by personnel workers.

He should, first of all, know the academic field thoroughly. This means that he should be a student and a teacher, with a broad range of interests. The mere specialist, even the psychological specialist, will not do. Again, he should know the social sciences,--should preferably be trained in one of them. Psychological training is, of course, ideal, provided it not be of the narrow-gauge variety.⁶

⁴Robert Rienow, "Preparation for the Work of Dean of Men," Secretarial Notes for the Thirteenth Annual Conference of the National Association of Deans and Advisers of Men (Urbana, Illinois: NADAM, 1931), p. 113.

⁵Sarah M. Sturtevant, "What is a Professional Course for Deans of Women?," School and Society, Vol. 28, No. 714 (September, 1928), p. 259.

⁶Delton T. Howard, "The Personnel Department," in Higher Education in America, ed. by R. A. Kent (Boston: Ginn and Company, 1930), p. 490.

This statement reveals an early indication of what has become a continuing controversy for the student personnel profession, namely the question of the appropriate place of the principles of psychology in professional training.

Even though no apparent effort at developing a description of a professional course of training was available by the late 1930's, there was still a persistent call for training for student personnel specialists. Cowley felt strongly about the need for specialists and was concerned at the number of faculty and staff "playing around" with personnel work. He suggested that "we pull the amateurs away from their piddling and put the responsibility for this important personnel activity into the hands of scientifically trained experts."⁷ The case for professional training had been made during the first forty years of the twentieth century. The content of this training, however, was still inadequately specified.

As student populations began to increase dramatically at the end of World War II, student personnel organizations began to assume a more active role in the clarification of training standards. Gilbert Wren in his presidential address to the 1948 annual conference of the American College Personnel Association (ACPA) cited "The condition of vagueness as to job qualifications

⁷W. H. Cowley, "The Disappearing Dean of Men," Occupations, Vol. 16, No.2 (November, 1937), p. 152.

and training that now exists..." to be a "minor tragedy" in college personnel work. In his address, Wren recommended that

Two years of graduate training with the equivalent of one year of full-time experience in college teaching or personnel work should be the minimum training and experience to qualify a person for any college personnel position.... The most desirable training is basically psychological but it must include preparation in the field of higher education organization, curriculum, and philosophy, and preparation in the field of social organization and dynamics.⁸

At this same 1948 ACPA conference, Gordon Anderson presented a comprehensive report of the Committee on Standards and Training.⁹ Due to the comprehensive nature of the report, it will be covered here in detail as it is significant to the development of later training recommendations. The report included specification of two requirements for all types of positions: a common core of studies and a period of supervised experiences. In addition, special training requirements and a minimum academic degree for each of five defined types of personnel positions were described. The recommended common core included the following:

⁸C. Gilbert Wren, "The Greatest Tragedy in College Personnel Work," Proceedings of the 1948 Annual Conference, American College Personnel Association, Educational and Psychological Measurement, Vol. 8, No. 3 (Autumn, 1948) p. 415.

⁹Gordon V. Anderson, "Professional Standards and Training for College Personnel Workers," Educational and Psychological Measurement, Vol. 8, No. 3 (Autumn, 1948), pp. 451-459.

1. The psychology of personality, its development, organization and dynamics.
2. Social Psychology with especial attention to the nature, origin and extent of individual differences, and to group organization and inter-group and intra-group relationships.
3. Principles of learning. Since the personnel worker's job is to facilitate the educational process for the student, he needs to have a thorough understanding of how people learn, and what factors aid or disturb the learning process.
4. Mental tests and their interpretation. Here especially superficiality is to be avoided, since mental tests are not in a stage of evolution where the results can be taken at face value and used uncritically in the analysis of an individual personality.
5. Interviewing and counseling procedures. This training should include actual practice in both the traditional interview techniques designed to obtain and impart information and the newer non-directive procedures.
6. Higher education. Its philosophy, organization, and administration.¹⁰

The five types of personnel and the "special training requirements" for each type recommended by the Committee were: (1) positions related to admissions and records functions; study of business and/or educational administration, data processing, and advanced statistical methods, (2) positions related to student activities; study of education courses emphasizing extra-curricular activities, diagnosis of learning and motivational problems, and sociology courses on group

¹⁰ Ibid., pp. 455-456.

interaction, group therapy, etc., (3) counseling positions; study of occupational analysis and information, advanced educational and psychological measurement, and psychotherapy, (4) positions chiefly concerned with testing; study of advanced statistical methods and test construction, and (5) positions related to placement and financial aids; study of occupational analysis and information, office management, record systems, etc.¹¹ Anderson recognized the omission of training for the position of Director, Dean, or Coordinator. He stated, "We would recommend that he be chosen from the ranks of persons trained in accordance with one of the special programs outlined above."¹²

The following year the Professional Standards and Training Committee of ACPA conducted "A Limited Survey of College Personnel Workers." The study was "to explore, with the limited funds available" the qualifications, personal characteristics, opinions of training experiences, length of service, and reason for entering the personnel field.¹³ For the purposes of this research, only the categories related to

¹¹Ibid., pp. 457-458.

¹²Ibid., p. 459.

¹³Clifford G. Houston, "A Limited Survey of Professional Standards and Training of College Personnel Workers," Educational and Psychological Measurement, Vol. 9 (Autumn, 1949), p. 445.

subjects' opinions of training will be reported in detail. Interview data were collected by members of the Committee from personnel at 52 institutions. Thirteen of the institutions were classified as "large," the remainder "small." Staff members interviewed were: Coordinators of Student Personnel Programs, Deans of Women and Men, Counselors, Directors of Admissions, and Directors of Student Activities. The aspects of the study of interest for this investigation were: (1) "desirability of internship" and (2) "deficiencies in training and qualifications."¹⁴ In summary, the findings regarding the above were:

Internship--Although Committee members reported that ideas about internship are not clear, the opinion that it is desirable was almost unanimous. The majority favor a period of one year.

Deficiencies in Training and Qualifications--Insufficient or inadequate training or experience are mentioned most commonly as deficiencies. Broad and general statements made in reply to questions about this matter indicate that some people interviewed are not well qualified to judge.¹⁵

Reflecting on the study, Houston concluded, "It appears that many college personnel workers who do not have training for their jobs recognize the lack of it and the desirability of providing it for individuals

¹⁴Ibid., pp. 445-447.

¹⁵Ibid., p. 452.

who enter that field."¹⁶

In a sequel to the 1948 Anderson recommendations, Blaesser and Froehlich provided a discussion of "Major Issues and Trends in the Graduate Training of College Personnel Workers" for the 23rd Annual Meeting of the ACPA. Prior to their analysis of the issues and trends, Blaesser and Froehlich provided a "rough and arbitrary classification of the majority of training programs available" at that time. Three classes were described as (1) the "if-some-is-good, more-ought-to-be-better" type of program. This training had its primary orientation in counseling, an applied branch of psychology. A program of this type was characterized by the addition of more and more training in counseling, the assumption being that "the higher the counseling skill, the better the personnel work"; (2) the "to-each-his-own-specialty" type based on the assumption that there is not a body of specialized knowledge and skills in personnel work. This type of program considered personnel functions to be a conglomerate of occupations, not a single occupation with a variety of specialties; and (3) the "be-a-general-ist, be-an-educator" type designed to provide a broad basis in education. This point of view recognized the

¹⁶Ibid., p. 454.

importance of the setting but failed to recognize the specialized knowledge which student personnel workers should possess.¹⁷

Of the issues in the graduate training of college personnel workers, Blaesser and Froehlich raised questions regarding minimum training, the organization of training "so that each may attain competence in his specialty" and how training could be planned to familiarize students with the setting of higher education. In summary, "Recognizing levels of specialization and areas of specialization, and the nature of the educational setting, will do much to produce an adequate training program."¹⁸

Several trends noted by Blaesser and Froehlich have become widely applied practices in current training programs. These trends included: (1) an increasing emphasis upon practical supervised experiences and (2) an increase in relating training to job function "thus lessening the disparity between one's training and what one actually does on the job."¹⁹ Thus was the state of professional training for student personnel

¹⁷W. W. Baesser and Clifford P. Froehlich, "Major Issues and Trends in the Graduate Training of College Personnel Workers," Education and Psychological Measurement, Vol. 10, No. 3, Part II (Autumn, 1950), pp. 590-592.

¹⁸Ibid., p. 593.

¹⁹Ibid., p. 594.

workers by 1950.

Throughout the thirty-five year period beginning with Dr. Monroe's first course in 1916, much was written about the training of personnel workers. Significant concerns of this era were derived from a need to first recognize the job functions personnel workers perform and then devise appropriate training programs. Little, with the exception of Houston's limited study, was done to evaluate the trained practitioners' views of the effectiveness of such training. Some basic concepts were being accepted, however, prominent among these being a commitment to the application of the knowledge available from psychology. Since 1950 there has been a continued concern for the definition of professional training. While the concern was couched in a variety of styles, the message, with few new points, was distressingly the same. Illustrative of this general condition was a remark made by W. H. Cowley to the 1964 ACPA convention. Noting the growth of student services during his career in higher education, Cowley stated,

These and other advances 'pleasure' everyone who has been or is now engaged in your area of higher educational activity; but, it seems to me, the debit side of the ledger very considerably outbalances the credit side. For example, this Association and the three dozen or so others devoted to student affairs in colleges and universities are currently struggling with the

same crucial problems that afflicted them 25 years ago. Here and there a bit of headway has been made, but in the main the confused and vexatious situation of the past continues to prevail.²⁰

During the more than twenty years since 1950, numerous writers addressed the subject of professional training; several proposals and revisions of proposals have been made; and several researchers have studied the problem. Of interest to those concerned with the preparation of student personnel workers was the identification and clarification of roles and/or functions of personnel work and the training concomitant to these roles. Cottingham utilized the job analysis approach in developing a proposed hierarchy of levels of functions for personnel workers. The influence of the predominant counseling orientation is evident in his proposal. The four levels of functions identified by Cottingham were: (1) the educational adviser--trained in basic personnel concepts and some fundamental work in psychology; (2) the general student personnel worker --possessing at least the master's degree in education or psychology; (3) the personnel counselor--trained with an emphasis on educational psychology; and (4) the

²⁰W. H. Cowley, "Reflections of a Troublesome but Hopeful Rip van Winkle," in College Student Personnel: Readings and Bibliographies, Ed. by Laurine E. Fitzgerald, Walter F. Johnson, and Willa Norris (Boston: Houghton Mifflin Company, 1970), pp. 24-32.

personnel technician--trained in specialty areas such as research and testing.²¹

Williamson in discussing his views on professional training expressed a concern, similar to others, about the problem of the diversity of professional competencies. "This raised the question as to whether we ever can have, or should attempt to have, any uniform core of experiences and training content in the professional preparation of student personnel workers."²² Williamson did recommend a number of special competencies based upon the viewpoint of one responsible for appointing new staff members. These competencies were: (1) competent in a specialty; (2) understanding of the various philosophies of education; (3) understanding the nature of the educational enterprise; (4) some "penetrating" understanding of the liberal arts beyond the traditional subjects of psychology and professional education; (5) a degree of competence in "working-team" relationships; (6) some formalized orientation in administrative processes; and (7) some understanding of public relations.²³

²¹Harold F. Cottingham, "Roles, Functions, and Training Levels for College Personnel Workers," Personnel and Guidance Journal, Vol. 33, No. 9 (May, 1955), p. 537.

²²E. G. Williamson, "Professional Preparation of Student Personnel Workers," School and Society, Vol. 86, No. 2123 (January, 1958), p. 5.

²³Ibid., p. 3.

Cosby was concerned with the overemphasis of the place of psychology in student personnel training. Cosby stated, "One-to-one encounters, significant as they may be for those involved, touch too few in student bodies of thousands and can lead to too specific a focus for a generalist with responsibility for student life."²⁴ Correll concurred in his statement regarding the relationship of training to first job experiences. It was his finding that younger student personnel workers felt that, in their experience, training in what amounted to "some level of a counseling psychology training program" was of little practical use. They said, according to Correll, that managerial and administrative aspects, on the other hand, were not emphasized enough.²⁵

This conflict of roles which, according to Cosby and Correll, was created as a result of professional training's overemphasis on the counseling orientation, is disputed by Parker. Parker stated, "The education appropriate for counselors is an important part of the preparation of all student personnel workers."²⁶

²⁴Betty Cosby, "Professional Preparation for Student Personnel Work in Higher Education," Journal of the National Association of Women's Deans and Counselors, Vol. 29, No. 1 (Fall, 1965), p. 15.

²⁵Paul T. Correll, "Student Personnel Workers on the Spot," Journal of Counseling Psychology, Vol. 9, No. 8 (Fall, 1962), pp. 233-234.

²⁶Clyde A. Parker, "The Place of Counseling in the Preparation of Student Personnel Workers," Personnel and Guidance Journal, Vol. 45, No. 3 (November, 1966), p. 255.

"The skills essential to the counselor are skills essential to other specialties in student personnel work."²⁷

Penney provided the rebuttal to Parker. Penney contended that even though counseling skills might be applicable to all student personnel workers,

This is not to say, however, that they are uniquely valuable to student personnel workers. On the contrary, they would be invaluable to anyone who deals directly and professionally with human relationships. To conclude that education in counseling should be the basic preparation for student personnel work, therefore, is to say very little.²⁸

Penney, in another statement, observed three approaches to student personnel training. These were: (1) "guidance based" programs offering a "generalist" approach, (2) the "human relations" emphasis laying heavy stress on motivational psychology and group work, and (3) the counseling approach described by Parker. Penney concluded that there was not general agreement upon a basic core of subject matter.²⁹ Even though he found that virtually all programs included the study of counseling, there remained the centrality of the counseling function.

²⁷Ibid., p. 260.

²⁸James F. Penney, "Student Personnel Work: A Profession Stillborn," Personnel and Guidance Journal, Vol. 47, No. 10 (June, 1969), p. 961.

²⁹James F. Penney, "Student Personnel Work: Role Conflict and Campus Power," Journal of Education, Vol. 151, No. 3 (February, 1969), pp. 44-45.

Shoben maintained that psychology held an important place in the development of the student personnel profession. It was his historical view that, "There is a sense, then, in which psychology as a relatively young science was at least one of the midwives at the birth of student personnel work." Shoben's point was that "Psychological conceptions and psychological techniques on the one hand, and the assumptions and objectives of guidance and personnel service on the other, have long stood in a close, if not always easy, relationship to each other."³⁰

The debate on the place of counseling psychology remained a standoff. The professional organizations were also involved in an attempt to redefine professional training in light of the changes taking place in higher education in the early 1960's. Robinson, in an analysis of three documents, the Council of Student Personnel Associations in Higher Education (COSPA) statement in 1963, an interdivisional committee of the American Personnel and Guidance Association (APGA) statement in 1965, and the American College Personnel Association (ACPA) Commission XII-Professional Education of Student Personnel Workers statement in 1965, found that "There are at least 36 specific statements of what

³⁰Edward J. Shoben, "Psychology and Student Personnel Work," Journal of College Student Personnel, Vol. 8, No. 4 (July, 1967), pp. 240-241.

ought to be included in the formal academic and internship experiences of potential college personnel workers." The three documents were in agreement that training programs should include: (1) a grounding in the behavioral sciences with emphasis on psychology and sociology; (2) provision of an understanding of higher education principles, philosophy, and administration; (3) a basic understanding of human development, the college student, and college culture; (4) an understanding of college student personnel work both through formal course work, practicums, and internships; and (5) tool subjects such as counseling, testing, and research methodology.³¹ Recognizing that professional training had been debated for some time, Robinson, in an attempt to bring about some consensus among the professional organizations, suggested that it would be "extremely advantageous" if the profession were to agree on one statement.³² As a result of Robinson's critique, the ACPA and the APGA combined their proposals. The proposal presented a review of ten basic functions which "must be performed by the majority of student personnel workers regardless of area of specialization."

³¹Donald W. Robinson, "Analysis of Three Statements Relative to the Preparation of College Student Personnel Workers," The Journal of College Student Personnel, Vol. 7, No. 4 (July, 1966), p. 255.

³²Ibid., p. 256.

The functions were conceptualized as being represented by a three dimensional model. "The dimensions are (a) the processes used, (b) the objects worked with, and (c) the population from which the objects come."³³ The APGA proposal recommended that institutions developing graduate programs place emphasis on their particular strengths, but added,

An institution should not profess to offer a program of preparation unless it can provide graduate courses in each of the eight areas ...and has the professional resources available to provide the necessary practical and internship experiences.³⁴

The model for the development of such a program was recommended to contain the following:

1. "Professional Orientation to the Field"--an overview of the profession; history, philosophy, purposes, problems and issues, and professional ethics and standards;
2. "Multi-disciplinary Foundations for the Practice of Student Personnel Work"--broad and integrated foundations in theory; philosophy, social sciences, biological and natural sciences, and humanities.
3. "Human Development and the Nature and Needs of the College Student"--to understand the college student;

³³American Personnel and Guidance Association (APGA), Interdivisional Committee, "The Role and Preparation of Student Personnel Workers in Institutions of Higher Learning," Journal of College Student Personnel, Vol. 8, No. 1 (January, 1967), p. 63.

³⁴Ibid.

derived from psychology, sociology, philosophy, and anthropology.

4. "Content and Setting of Higher Education"--a thorough understanding of the institution; history, setting, and objectives.
5. "Methods and Techniques"--to achieve his objectives; individual and group counseling, group dynamics and human relations skills, and principles of administration and decision making.
6. "Substantive Areas"--for functioning in specific jobs; the traditional student services, legal and social issues, and organization of student personnel services.
7. "Integration of Knowledge and Skills"--seminars combined with internships and field work and research evaluation.³⁵
8. "Research and Evaluation"--to be intelligent consumers of relevant research, to be able to understand research, and to be able to initiate simple projects.

In summary, the APGA document presents a comprehensive program of graduate training designed to provide for both a common core of fundamental understanding and the preparation of specialists. All this is to be "provided within the confines of an extended master's degree program, probably two years."³⁶

³⁵Ibid., pp. 64-65.

³⁶Ibid., p. 64.

The 1960's brought many changes to higher education. Much of the disruption on college and university campuses was attributed indirectly or directly to the inability of the officials of these institutions to cope with rapid changes brought about by increased numbers of students and the shift of social attitudes. Brunson reflected the resulting frustration experienced by student personnel workers. She suggested, "Rather than turning to other fields of endeavor, as some are sorely tempted to do, some student personnel administrators are attempting to come to grips with reality; to accept the fact that higher education is changing."³⁷ With these changes came changes in many writers' views of what constituted appropriate professional training for student personnel workers. Hedlund proposed that the student personnel worker's basic role was that of "humanistic educator." He recommended that the core of graduate training be in humanistic education. The objectives of such training would require: (1) the study of existing humanistic education course and curriculum designs, (2) development of training skills, (3) construction of personal learning strategies, (4) understanding the theoretical bases of humanistic

³⁷ May A. Brunson, "Professional Development in a Time of Change," Journal of the National Association of Women's Deans and Counselors, Vol. 30, No. 4 (Summer, 1967), p. 151.

education and humanistic psychology, (5) understanding the design elements of experiential learning, (6) mastery of a variety of evaluation techniques, (7) learning basic consultation techniques, and (8) developing the capability of new program design.³⁸

Cosby, Dewey, and McDaniel offered a critical view of the counselor orientation and suggested a broader base in the study of higher education. Cosby recommended that "the student personnel curriculum be developed within the context of the study of higher education." She also recommended as "equally essential" the study of the sociology of undergraduate life. Cosby's main criticism rested on supervised practice which she termed as "a guild apprenticeship rather than professional study for professional admission."³⁹

Dewey presented the view that typical programs are just that, "typical programs." She stated,

One sees an awesome similarity of approach; one sees a recurring sameness in the periodic attempts to develop guidelines for professional preparation; one sees 'new' formulations developed that always seem to be based on surveys of existing practice; and one wonders if it is too simplistic to suggest that this approach tends to perpetuate the problem rather than solve it.⁴⁰

³⁸Dalva E. Hedlund, "Preparation for Student Personnel: Implications of Humanistic Education," Journal of College Student Personnel, Vol. 12, No. 5 (September, 1971), pp. 325-326.

³⁹Cosby, "Professional Preparation for Student Personnel Work in Higher Education," pp. 16-17.

⁴⁰Mary E. Dewey, "The Student Personnel Worker of 1980," Journal of the National Association of Women's Deans and Counselors, Vol. 35, No. 1 (Fall, 1971), p. 61.

Dewey recommended more emphasis on organizational theory, dynamics of institutional and societal change, American studies, futuristics, etc. "We have not educated professionals to see the institutional whole. Worse than that, we have not done a good job of educating people to see the field itself in its entirety, but have tended to look at counseling as the be-all and end-all."⁴¹ In summary, Dewey stated,

Thus we have a field in serious trouble, and the trouble has been of long standing. I have attempted to argue that professional preparation programs have contributed heavily to this condition by being too limited in design, too repetitive, too reluctant to question themselves, too unimaginative, too committed to fitting the field into psychology instead of vice versa.⁴²

McDaniel like Dewey presented an advocacy for a stronger focus on organizational theory. "Little attention is given by graduate students to the differing roles which they as administrators will be expected to play, or to the skills necessary to play these roles."⁴³ McDaniel recommended that training programs "give considerable attention" to the concept of managerial roles and the systems characteristics of institutions of higher education including the administrator's role as he relates within and across subsystems."⁴⁴

⁴¹Ibid., p. 61.

⁴²Ibid., p. 62.

⁴³Reuben R. McDaniel, Jr., "Organizational Theory and the Preparation of Student Personnel Workers," NASPA Journal, Vol. 10, No. 2 (October, 1972), p. 102.

⁴⁴Ibid., pp. 103-104.

Summary

This section has presented a historical sketch of professional training literature for the field of student personnel work in higher education. Early attempts to define a course of training were described to illustrate how the pioneer practitioners viewed their responsibilities in student personnel work. The involvement of the professional organizations in training recommendations in the late 1940's provided a detailed view of what was considered appropriate training at that time. The growing controversy over the role psychology was to play in professional training was explored to provide insight into the varied positions taken by members of the profession regarding appropriate training content. The efforts of the professional organizations in the mid 1960's were discussed, illustrating what critics of professional training literature described as "repetitive redefinition" of training recommendations. Finally, the views of the advocates of organizational theory, the "administrative orientation" to professional training, were discussed.

Statement of the Problem

In the preceding review of the literature, it was shown that throughout the history of the student personnel profession, little agreement exists on what should constitute an appropriate professional training program. A continual effort has produced a number of

statements and documents designed to fill the gaps. None have received general acceptance. This lack of general acceptance is reflected by the great variation in doctoral program emphases among training institutions. A primary concern among those writing on the subject is the question of what should constitute a core program for all students being trained in the profession regardless of their specialty interests. Some have perceived the problem to lie in the identification of functions performed in common by all student personnel workers. Others prescribe a broad, general training with specialization coming from on-the-job training.

The problem for this research is to determine what relationship exists, if any, between the professional role a recent doctoral recipient assumes upon completion of his training and the opinions of the appropriateness and effectiveness these recent recipients hold regarding their training program. Secondary questions to be studied relate to the description of recent recipients' attitudes regarding the process of job seeking upon completion of the doctorate.

Significance of the Study

The recent call for accountability by the many publics of institutions of higher education provides strong justification for the significance of this study. As one of many sources of information regarding

the outputs of higher education, the views and reactions of alumni to their educational experience is of recognized value. Student personnel work is continually faced with the responsibility of adapting to changes in student and institutional demands. A review of the literature indicates that a vital aspect of professional adaptability is professional training for change. It was the intent of this study to provide insight into the appropriateness and effectiveness of doctoral training as viewed by recent doctoral degree recipients. The data generated by this study should prove helpful in providing a view of graduate training for student personnel workers not formerly available.

CHAPTER II

CONCEPTUAL FRAMEWORK AND HYPOTHESES

As indicated in the preceding chapter, much has been written about the professional training of student personnel workers. It has been shown that, while some common philosophical bases exist, little consensus exists as to what courses of study constitute an appropriate training program. In view of the lack of agreement within the profession and the limited number of research studies conducted in the area of professional training, the identification of a discrete body of theory is not possible. In lieu of a theoretical framework as the basis for this research, a statement of training recommendations was utilized as a conceptual basis. The statement, contained in the publication "Student Development Services in Higher Education" prepared by the Commission on Professional Development of the Council of Student Personnel Associations in Higher Education, represents a recent effort to describe the concepts appropriate to the professional preparation of student personnel workers.¹ Efforts to

¹Commission on Professional Development, Council of Student Personnel Associations in Higher Education, "Student Development Services in Higher Education," July, 1972, pp. 5-8. (Mimeographed.)

describe professional training empirically have also played a contributing role in the development of the conceptual framework for this investigation.

Related Research

A major study of graduate education in the United States was conducted by Berelson. This investigation involved, in part, a description of 2300 doctoral graduates' opinions of their satisfaction with their doctoral training in preparing them for later employment.² It was Berelson's finding that a majority of doctoral degree recipients considered their training quite satisfactory. In relation to training for their later employment, it was found that recent graduates felt graduate schools were doing a reasonably good job.³ Of particular interest for this study was Berelson's utilization of recent graduates' opinions in the evaluation of the effectiveness of doctoral training programs. Fifty-one percent of the recent graduates responded "very good" to Berelson's question, "As nearly as you can now tell, how good was your doctoral program in training you for the position you now hold?"⁴

²Bernard Berelson, Graduate Education in the United States (New York: McGraw-Hill Book Co., Inc., 1960), p. 4.

³Ibid., pp. 231-232.

⁴Ibid., p. 203.

Alciatore and Eckert utilized the follow-up technique in their study of recent graduates' satisfactions with doctoral training programs at the University of Minnesota.⁵ It was their contention that follow-up studies could potentially show the extent to which graduate programs were accomplishing their stated goals and objectives.⁶ Blackwell conducted a study very similar to that of Alciatore and Eckert. In his study of recent graduates' satisfaction with their training programs related to later career service, Blackwell found that over 85 percent rated their training as good or excellent.⁷ It was Blackwell's contention that "the lack of input from former students with regard to the programs' role in their preparation for their current careers would appear to make any proposal for change highly questionable."⁸

In a publication devoted to the identification, measurement, and evaluation of the outputs of higher

⁵Robert T. Alciatore and Ruth E. Eckert, Minnesota Ph.D.'s Evaluate Their Training (Minneapolis: University of Minnesota, October, 1968), p. 10.

⁶Ibid., pp. 4-5.

⁷Carl W. Blackwell, "An Evaluation of the Doctoral Programs of Florida State University: A Study of Attitudes and Opinions of Recipients of Doctoral Degrees Regarding the Adequacy and Appropriateness of their Graduate Training" (Unpublished doctoral dissertation, Florida State University, 1972), p. 94.

⁸Ibid., pp. 5-6.

education, Brown described the use of faculty and student testimony as a means of obtaining useful information for the evaluation of the effectiveness of educational programs.

By this is meant direct feedback by students on whether they think they're learning and by faculty on whether they think they're stimulating, producing, and/or enjoying. Trust in such measures involves a basic faith in human nature and self analysis. It is the confidence that customers are valid judges of the quality of merchandise they purchase, that professors can judge the effectiveness of a lecture, that students can accurately rate teaching effectiveness, etc. It is the confidence that when quantitative objective data are not available we are better served by a subjective qualitative measure (couched in quantative terms) than by no measure at all.⁹

Recent research on student personnel professional training programs and training recommendations has been conducted by Rhatigan and by Rockey. Another investigation, a study by Houtz, attempted to define appropriate elements of practical experience opportunities for graduate students in college student personnel work.

Rhatigan proposed to investigate the training recommendations of senior college chief student personnel administrators, junior college chief student personnel administrators, and faculty-trainers from graduate

⁹David G. Brown, "A Scheme For Measuring the Output of Higher Education," in Outputs of Higher Education: Their Identification, Measurement, and Evaluation, ed. by Ben Lawrence, George Weathers, and Virginia W. Patterson (Boulder: Western Interstate Commission for Higher Education, July, 1970), p. 31.

programs designed to prepare such administrators. For his study, Rhatigan sought to determine the degree of consensus the three groups displayed on the fundamental nature of 17 substantive areas of study. The substantive areas grouped by five types were: (1) background in basic disciplines--basic psychological principles, social-cultural influences, principles of education, dynamics of group processes, psychology of adjustment; (2) higher education--history and philosophy, the college student, junior colleges; (3) courses in college student personnel work--structure and objectives, counseling theories and techniques, appraisal of the individual, counseling practica, practica in other student personnel services; (4) business management--administrative theory, business management and finance; and (5) research--research methodology, practice in research.¹⁰ Concerning specific academic training recommendations, Rhatigan found there was widespread disagreement within all of the groups regarding the amount of time which should be spent by doctoral students in each subject area.¹¹ In summarizing the findings regarding relevance of training, he stated, "The

¹⁰James J. Rhatigan, "The Professional Preparation of Student Personnel Administrators as Perceived by Practitioners and Faculty-Trainers" (Unpublished doctoral dissertation, University of Iowa, 1966), p. 40.

¹¹Ibid., p. 58.

faculty-trainers and practicing administrators each had difficulty in agreeing within their own ranks about the relevance of academic training and on-the-job experience for performing several functions."¹² Regarding his findings on training recommendations, Rhatigan stated, "Both faculty-trainers and senior college deans were agreed within their own ranks on only 6 of the 17 training items."¹³ Rhatigan's research provides confirmation for previous assertions as to the lack of agreement among key members of the profession as to what should constitute an appropriate course of training for student personnel workers.

Rockey investigated the philosophical and curricular emphases of twenty selected doctoral level student personnel training programs. It was her finding that, of the twenty selected programs, seventeen (85 percent) had an original curricular emphasis in either counseling or educational psychology. Current curricular emphases, Rockey found, were: ten (50 percent) with an emphasis on the study of administration, eight (40 percent) with an emphasis on counseling related subjects, one with a research emphasis, and one with a student development emphasis.¹⁴ Rockey also found that the main objective

¹²Ibid., p. 80.

¹³Ibid., p. 64.

¹⁴Marybelle C. Rockey, "Doctoral Preparation Programs in College Student Personnel in Selected

for the preparation programs was the training of generalists as opposed to specialists and that "More of the programs embraced a pragmatic emphasis than a theoretical orientation."¹⁵

While both Rockey and Rhatigan were able to draw meaningful conclusions about training programs, their studies were limited to the collection of information from chief administrators and faculty-trainers. Houtz conducted an investigation of internship experiences utilizing information of internship experiences utilizing information from 276 recent graduates as well as from 12 active professionals.¹⁶ Houtz found that professional personnel workers were aware of the value of practical experiences for graduate students. Some discrepancy was found, however, to exist between the type of experiences deemed important by active professionals and what was actually offered in training programs.¹⁷ Houtz also found that graduate students and the active professionals were almost unanimous in

Universities in the United States" (Unpublished doctoral dissertation, Michigan State University, 1972), p. 58.

¹⁵Ibid., p. 116.

¹⁶Patricia Houtz, "Internships in Student Personnel Programs," in College Student Personnel: Readings and Bibliographies, ed. by Laurine E. Fitzgerald, Walter F. Johnson, and Willa Norris (Boston: Houghton Mifflin Company, 1970), pp. 42-48.

¹⁷Ibid., p. 44.

agreeing that internship experiences were beneficial training. A majority of both groups were in agreement that: (1) supervised experiences and course work should be concurrent, (2) experiences with responsibility should be in only one or two areas with a general orientation being the training for other areas, (3) decision-making should be included in internship experiences, (4) academic credit should be given for internships, and (5) supervised experiences should include time for professional reading and professional activities such as attendance at conventions.¹⁸

The review of the related research has provided the following:

1. Follow-up studies of recent doctoral degree recipients provide useful insights in the evaluation of the effectiveness of graduate level training programs.
2. Although the attainment of consensus among key members of the profession is difficult to achieve, some agreement on appropriate courses of study is possible.
3. Practical internship experiences are an essential element of graduate level student personnel training.

¹⁸Ibid., p. 46.

The COSPA Model

The document "Student Development Services in Higher Education" was presented by the COSPA Commission on Professional Development as its formulation of "a definitive statement for the profession."¹⁹ The statement includes major sections on the philosophy of student development services and professional training.

Of primary importance for this investigation is the COSPA definition of three proposed roles for student development specialists. The three roles and their definitions are:

Administrative Role--This role is based on the philosophy that order in human relationships is the best way to achieve self-direction. This order is gained through organization which emphasizes coordination, communication, supportive services, rules, and regulations. This organization is established and maintained through the personal competency of the leader whose commitment is primarily to the institution. Chief administrative concerns are for clear definitions of rights and responsibilities and for means of accountability.

Titles applicable to this role are vice president and director with staff members as associates or assistants.

In this role, achieving goals efficiently and effectively and the quality of 'doing' are valued as the bases for movement toward self-direction.

Instructor Role--This role utilizes knowledge as the primary means by which the student achieves self-direction. Knowledge is gained through investigation and research; it is organized into various disciplines; it is disseminated through various forms of teaching. The staff is selected

¹⁹COSPA, "Student Development Services in Higher Education," Introduction.

on the basis of academic competence which includes the ability to teach and to do research. The primary academic competency of the student development specialist is in the interdisciplinary and applied field of student development. Staff commitment is directed primarily to the discipline or field of study.

In this role, the quality of knowing oneself and one's environment is valued as the basis for movement toward self-direction.

Consultant Role--This role utilizes the acceptance of personal responsibility for one's own development as the primary means to self-direction. Major attention is given to relationships which respect achieved self-direction and encourage student initiative, involvement, and responsibility for further progress. The staff is selected on the basis of professional competence to counsel, consult, intervene, and collaborate with students and other educators in order to facilitate student self-direction.

Staff commitment centers primarily on the student. The consultant or counselor is always available for consultation. He may intervene directly with students who have primary responsibility for their own growth and with other educators who have responsibility for making available the necessary physical, social, and intellectual resources for student development.

In this role, the quality of 'being' as the essential source of personal satisfaction and fulfillment is basis for movement toward self-direction.²⁰

The COSPA Committee recognized that no formal program considered to be ideal or superior now existed. It was their contention that curricular innovation was necessary and that,

A critical need exists for professionals who can give aggressive leadership even in the face of changing job titles, excised organizations, declining budgets, diversifying student bodies, and often hostile public opinion, and at the

²⁰ COSPA, "Student Development Services in Higher Education," pp. 2-3.

same time be open, warm, optimistic human beings. Comfortable conformity to guidelines based on traditional patterns of graduate education will not suffice.²¹

Three competencies for student development specialists were stated which were thought to provide the process expertise necessary to accomplish the previously defined roles. The objectives of the proposed training program were categorized according to the three competencies: (1) goal setting, (2) assessing status, abilities, and progress, and (3) using principles of change to facilitate human development.²² These objectives were listed to illustrate the three roles of the student development specialists.

Program Objectives

I. Goal Setting

- A. Be able to apply various aspects of personnel management.
 - 1. Write Job descriptions.
 - 2. Administer salary schedule.
 - 3. Recruit professional staff.
 - 4. Evaluate staff.
 - 5. Administer in-service training.
- B. Draw up and justify a budget showing fiscal management that follows planning, programming, and budgeting principles.
- C. Be able to apply legal decisions and legal processes to the collegiate institution and to all of its constituents--faculty, students, administration, and non-professional staff.

²¹COSPA, "Student Development Services in Higher Education," p. 5.

²²Ibid., p. 2.

- D. Identify undergraduate students who are unprepared for higher education learning experiences.
 - 1. Describe elements of an academic-assistance program.
- E. Identify the characteristics of critical thinking and problem solving so they may be applied to improved self-understanding.
- F. Demonstrate how to assist students in developing comprehensive career planning and implementation.
- G. Demonstrate the ability to establish a productive counseling relationship with individuals or with groups.

II. Assessing Status, Abilities, and Progress

- A. Write a report describing the emerging style of governance on the campus and describe the political and social matrix: student, faculty, and administration.
- B. List and describe the opportunities so that student development may take advantage of the complete resources of a region.
- C. Construct and apply a model for measurement of the effectiveness of the student development program.
 - 1. Identify quantifiable outcomes of such functions as counseling, financial aids, residence halls, academic assistance, student activities.
- D. Be able to state the purposes, values, competencies, and roles of a student development specialist.
- E. Assess behavior of the college population using clinical and objective methods.
 - 1. Write a comparison of life styles, cultural differences of student sub-groups.
 - 2. State the principles of growth and development patterns of the student.
- F. Critique human behavior research studies in order to describe the application of the findings to the campus population.

- G. Complete a research project which tests a hypothesis related to student behavior or institutional characteristics.
- H. List the general characteristics of American higher education institutions and compare these with the specific characteristics of the local institution.

III. Using Principles and Techniques for Change to Facilitate Human Development

- A. Act in accordance with the list of values (based on professional assumptions) in dealing with students from diverse backgrounds.
- B. List strategies of conflict resolution on campus.
 - 1. Demonstrate conflict resolution in power models and the collaborative models of administration.
- C. Conduct personal growth seminars and discussion groups for improvement of self-understanding.
- D. Write out a program of requirements for use by architects.
 - 1. Describe student needs to the designer of specific educational facilities.
- E. Solve student-related problems, using fact-finding and critical analysis, given an attitude of serving as defender²³ and interpreter for student concerns.

The Committee further recommended that: (1) specific practice settings should be provided, (2) graduate students should be paid for professional services rendered during supervised experiences, (3) graduate programs should be organized to clearly identify themselves as student development training programs in their own right,

²³COSPA, "Student Development Services in Higher Education," pp. 6-7.

and (4) "To continually improve the program, feedback should be obtained from the field on the performance of graduates."²⁴

The review of the related research on professional training, the COSPA document, and a number of catalogs of universities offering doctoral study in student personnel work prompted the formulation of the following eight selected training elements for this investigation:

I. Specialized Training

- A. Courses and seminars in College Student Personnel Work--examples: The College and the Student; History and Philosophy of College Student Personnel Work; courses and seminars in college housing, admissions and records placement, financial aids, student activities; Organization and Administration of College Student Personnel Services; etc.
- B. Courses and seminars in Counselor Education --examples: Principles, Theories, and Techniques of Counseling; Appraisal of the Individual; Psychological Testing; Group Counseling; Occupations and Careers; etc. (Courses taught in the College or Department of Education only.)
- C. Courses and seminars in Administration and Organization--examples: Organization and Administration of Higher Education; Junior College Administration; Business Management and Finance; Legal Aspects of Higher Education; etc.

²⁴COSPA, "Student Development Services in Higher Education," p. 8.

- D. Courses and seminars in Instruction--examples: College Teaching; Curriculum in Higher Education; Principles and Problems of Instruction in Higher Education; The Academic Program, etc.

II. Related Training

- E. Courses and seminars in Research and Tool subjects--examples: Research Methods and Design; Statistical Methods; Computer Science; Historiography; Dissertation; etc.
- F. Courses and seminars in the Behavioral Sciences --examples: courses and seminars outside the College or Department of Education such as Psychology, Sociology, Political Science, Economics, etc.
- G. Courses and seminars in Higher Education--examples: History and Philosophy of Higher Education; Higher Education in the United States; The Community Junior College; Adult Education; etc.

III. Supervised Experiences

- H. Supervised experiences--examples: Clinical Studies; Internships; Practica in administration, counseling, instruction, college services, etc.

Research Questions and Hypotheses

Two aspects of recent doctoral degree recipients' training experiences are the focus for this investigation. The first is related to the formal training experience. The research questions are:

1. Is the major concentration of study for recent recipients' formal doctoral training associated with their current professional role? Are major field and professional role independent of each other or associated?

Hypothesis: There is no association between professional roles and major fields of study.

2. Do recent doctoral degree recipients, now performing a selected professional role, perceive their specialized training to be appropriate and effective? Is there a relationship among professional roles and role incumbents' opinions of the appropriateness and effectiveness of their specialized training?

Hypothesis: There are no differences among professional roles and recent doctoral graduates' opinions of specialized training.

3. Do recent doctoral degree recipients, now performing a selected professional role, perceive their related training to be appropriate and effective? Is there a relationship among professional roles and role incumbents' opinions of the appropriateness and effectiveness of their related training?

Hypothesis: There are no differences among professional roles and recent doctoral graduates' opinions of related training.

4. Do recent doctoral degree recipients, now performing a selected professional role, perceive their experiential training to be appropriate and effective? Is there a relationship among professional roles and role incumbents' opinions of the appropriateness and effectiveness of their experiential training?

Hypothesis: There are no differences among professional roles and recent doctoral graduates' opinions of experiential training.

5. What recommendations do recent doctoral graduates make regarding the improvement of the appropriateness and effectiveness of their doctoral training, and what additional training do they recommend?

The second aspect of recent doctoral degree recipients' experience is related to their job seeking activities upon completion of their doctorate and their present job satisfaction. The research questions are:

6. What primary sources of placement assistance do recent doctoral graduates list and are professional role and primary source of placement assistance independent of each other or associated?

Hypothesis: There is no association between professional roles and recent doctoral graduates' primary sources of placement assistance.

7. What sources of placement assistance did recent doctoral graduates utilize in their job seeking activities?

8. While seeking a position, did recent doctoral graduates feel it was necessary to accept whatever was offered with little or no opportunity to be selective, and are professional role and selectivity in placement independent of each other or associated?

Hypothesis: There is no association between professional roles and recent doctoral graduates' opportunities to be selective in accepting employment.

9. Are recent doctoral graduates satisfied with their present position and are professional role and satisfaction independent of each other or associated?

Hypothesis: There is no association between professional roles and recent doctoral graduates' satisfaction with present employment.

10. What comments do recent doctoral graduates have regarding their satisfaction with their present position?

Summary

This chapter has presented a discussion of the related research on professional training of student personnel workers and the recent position document by the COSPA Commission on Professional Development. It has been shown that previous research utilizing follow-up information from recent degree recipients has produced significant insights into the appropriateness and effectiveness of graduate training programs. Reviewing recent research on professional training of student personnel workers has illustrated the applicability of the use of selected training elements in the analysis of training programs. This chapter also includes a listing of the research questions and hypotheses which are the basis of this research.

CHAPTER III

RESEARCH DESIGN

Restatement of the Problem and Research Questions

The problem for this study was: Do recent doctoral degree recipients in student personnel view their formal training programs as appropriate to and effective preparation for the performance of their current professional roles? Formal course work was divided into three distinct elements of doctoral training specified as specialized training, related training, and experiential training. The three primary professional roles likely to be performed by student personnel workers were defined as administrative, instructional, and consultative. This study provides an analysis of the relationships which exist between professional roles and opinions of the appropriateness and effectiveness of selected elements of professional training at the doctoral level. Additional variables related to student personnel professional roles included in this research were recent graduates': (1) major field of study, (2) employment seeking upon completion of the doctorate, (3) satisfaction with current employment, and (4) recommendations for improving doctoral training programs.

Definition of the Variables

This research includes a study of the relationships between opinions, roles, and training; and an assessment of subjects' major field of study, employment seeking activities, and subsequent employment satisfaction.

The opinion variables include:

1. Appropriate Training--is that training intended to be suitable to a professional role and applicable to assigned responsibilities. It is training intended to provide correct skills and understandings. It covers topics considered proper for the accomplishment of assigned responsibilities.
2. Effective Training--is that training which is productive and results in valid skills and understandings. It is potent in that what was taught (content) has a telling effect on the performance of a job. It is consequential in producing the skills necessary for the successful accomplishment of assigned responsibilities.

The role variable includes:

1. Administrative Role--a professional student personnel position including responsibility to organize, communicate, support, write and enforce rules and regulations, be accountable, assume and protect rights and responsibilities, and emphasize staff relationships.
2. Instructional Role--a professional student personnel position including responsibility for both formal and informal instruction based upon one's knowledge of individuals, groups and organizations arrived at through investigation and research.

3. Consultant Role--a professional student personnel position including availability to clients' (student, faculty, etc.) collaboration in policy determination and problem solving that relates to client learning and environmental modification.

The training variable includes:

1. Specialized Training--courses and seminars taken during the doctoral program which are considered to be of primary importance in the preparation for student personnel professional roles.
2. Related Training--courses and seminars taken during the doctoral program which are considered to be elective in the preparation of student personnel professionals.
3. Supervised Experiences--clinical, practicum, and internship experiences included as part of the professional preparation of student personnel professionals.

The two variables, "major field of study" and employment satisfaction," were defined relative to subject's own descriptions. Employment seeking was described in an adaptation of items from Berelson's questionnaire for the Doctoral Training Opinion Survey (see Appendix B).

Description of the Sample

The subjects for this study comprised a nationwide sample of recent doctoral degree recipients in student personnel from forty-three universities providing professional training in student personnel. Bibliographies of doctoral dissertations in College Student Personnel prepared by the Commission XII, Professional Education of Student Personnel Workers in Higher Education of the

American College Personnel Association for the years 1970¹, 1971², and 1972³ were the sources of names for subjects. A letter (see Appendix A) listing the graduates for a particular institution was sent to the dissertation advisors for that institution requesting that they supply the current addresses for the subjects. The sample size was determined by the number of addresses received.

Description of the Instrument

The Doctoral Training Opinion Survey (see Appendix B) was developed by the writer with the advice of the writer's doctoral advisory committee for administration to recent doctoral recipients selected for this study.

The first part of the survey contains questions relative to the respondent's degree, major field of study, current job title, and role definition. The role definition alternatives were based upon the conceptual model derived from the statement prepared by the Commission on Professional Development of the Council of Student Personnel Associations in Higher Education.⁴

¹Thomas A. Leemon, A Bibliography of Doctoral Dissertations in the Field of College Student Personnel (New York: Commission XII, American College Student Personnel Association, 1970).

²Thomas A. Leemon, A Bibliography of Doctoral Dissertations in the Field of College Student Personnel (New York: Commission XII, American College Student Personnel Association, 1971).

³Roberta Christie, A Bibliography of Doctoral Dissertations in the Field of College Student Personnel Completed During 1972 (Chicago: Commission XII, American College Personnel Association, 1972).

⁴COSPA, Student Development Services in Higher Education.

The second part of the survey deals with respondent's opinions of the appropriateness and effectiveness of doctoral training. Definitions for the appropriate training and effective training factors were developed by the writer in consultation with members of the dissertation advisory committee. The basic training factors employed in the study were specialized training, related training, and supervised experience. These elements were expanded to eight sub-elements for the survey instrument in order to employ a wider range of training experience alternatives. The primary training elements and sub-elements to be rated by respondents were:

1. Specialized Training
 - a. Courses and seminars in College Student Personnel Work
 - b. Courses and seminars in Counselor Education
 - c. Courses and seminars in Administration and Organization
 - d. Courses and seminars in Instruction
2. Related Training
 - a. Courses and seminars in Research and tool subjects (statistics, historiography, etc.)
 - b. Courses and seminars in the behavioral sciences
 - c. Courses and seminars in Higher Education
3. Supervised Experiences
 - a. Clinical studies
 - b. Practica
 - c. Internships

The training sub-elements listed in the survey were rated on a four-point Likert-type scale. Pfeiffer and Heslin explained that "Researchers have moved away from the seven-point Likert scale because they

feel there is ambiguity in it. Others have moved away from the use of the middle 'uncertain' or 'unsure' category because it allows the respondent to avoid committing himself."⁵ Based upon these findings, a four-point scale, adapted from one proposed by Pfeiffer and Heslin was utilized following their rationale that

This acknowledges that a respondent may be unsure about his reactions, and at the same time it measures the intensity of his feelings. Even though his uncertainty is acknowledged, the respondent is asked to indicate which way he tips slightly. On the other hand, if he is sure of his reaction, he can indicate that his conviction is sure.⁶

The response options for the opinion variables were:

1. Appropriateness
 - a. Not appropriate
 - b. Of doubtful appropriateness
 - c. Possibly appropriate
 - d. Appropriate
2. Effectiveness
 - a. Not effective
 - b. Of doubtful effectiveness
 - c. Possibly effective
 - d. Effective
3. Not Applicable
To be marked if the training element was not included in the respondent's doctoral program.

Training element scores were computed for each individual by computing mean element scores. The response option values for each opinion scale were recorded, summed, and divided by the number of sub-element

⁵J. William Pfeiffer and Richard Heslin, Instrumentation in Human Relations Training (Iowa City: University Associates, 1973), p. 34.

⁶Ibid.

responses. "Not Applicable" responses were eliminated from the averaging procedure to maintain consistent mean scores.

Part three of the survey concerns respondents' employment seeking activities upon completion of their doctorates. The questions of part three were adapted from questions in an instrument developed by Berelson for his study of doctoral recipients' opinions of their training programs.⁷ Part three of the survey was intended to gather data providing insight into degree recipients' opinions of the employment seeking process for graduates. Two questions requested information related to respondents' utilization of several sources of job placement assistance. One question asked respondents about the amount of selectivity they were able to exercise in obtaining their present positions. The last question in part three asked respondents whether they were satisfied with their current positions.

The fourth part of the survey is an open-ended question intended to provide respondents with an opportunity to comment on their recommendations for improving the appropriateness and effectiveness of doctoral programs and to recommend courses and areas of study they felt were needed in addition to their doctoral training.

⁷Berelson, Graduate Education in the United States, p. 329.

Procedures for Collecting Data

The procedure for collecting the data involved two steps. Names of the subjects were obtained from the ACPA Commission XII bibliographies and grouped according to degree granting institutions. A letter (see Appendix A) was sent to subjects' dissertation advisers requesting current addresses for the subjects. Current address lists were received for forty-three graduate institutions offering doctoral training in student personnel fields. A total of 475 current addresses for recent doctoral degree recipients was received.

The second phase of data collection was the mailing of the Doctoral Training Opinion Survey to subjects. A cover letter (see Appendix A) including instructions for completing the Survey and the return deadline was enclosed with the mailing. The first mailing was made early in January, 1974; January 25, 1974 was the stated deadline. A follow-up letter (see Appendix A) and a second copy of the Survey were mailed to non-respondents on February 1, 1974 with the final return deadline of February 16, 1974. Usable surveys were returned by 358 recent doctoral graduates.

Treatment of the Data

The purpose of this investigation was to determine whether or not statistically significant differences exist among self-assigned professional roles on the variables: (1) major fields of study, (2) opinions of

selected training elements, (3) primary sources of post-doctoral placement assistance, (4) opportunity to be selective in accepting employment, and (5) current job satisfaction. Two statistical techniques were used to test the hypotheses for this study. For hypotheses one, five, six, and seven, the chi square test was applied to data obtained from the administration of the Doctoral Training Opinion Survey entered in bivariate frequency tables.

Such tables are analogous to correlation tables. They are used to study the independence or association of the two variables. Tables of this kind are spoken of as contingency tables. With such tables, chi square provides an appropriate test of independence.⁸

According to Ferguson, the expected cell frequencies for the chi square contingency table are derived from the data. The expected frequencies are those one expects to observe if the two variables are independent of each other. "Chi square provides a measure of the discrepancy between the cell frequencies and those expected on the basis of independence."⁹ The formula used for computing chi square in this study is:

$$X^2 = \sum \frac{(O-E)^2}{E} \quad \text{Where } O = \text{an observed frequency} \quad E = \text{an expected frequency}^{10}$$

⁸George A. Ferguson, Statistical Analysis in Psychology and Education (3rd ed.; New York: McGraw-Hill Book Company, 1971), p. 182.

⁹Ibid., p. 183.

¹⁰Ibid., p. 174.

This procedure was used to determine the relationships between professional student personnel roles and: (a) recent doctoral graduates' major fields of study, (b) primary sources of placement assistance listed by recent doctoral graduates, (c) recent doctoral graduates' ability to be selective in accepting positions, and (d) recent doctoral graduates' satisfaction with their current jobs.

A one way classification MANOVA was used to test the null hypothesis of no statistical significant difference for hypotheses two, three, and four. The use of the multivariate analysis of variance (MANOVA) was based upon the multivariate nature of the dependent variable for this research. "The distinctive multivariate nature of manova designs is that the dependent variable is a vector variable."¹¹ Regarding the use of MANOVA in testing hypotheses, Cooley and Lohnes stated, "The null hypothesis for each test asserts that the sample statistics arose from two or more samplings of a single population, or a single swarm of points in the multivariate space."¹² The University of North Carolina Multiple Analysis of Variance Program¹³ was

¹¹William W. Cooley and Paul R. Lohnes, Multivariate Data Analysis (New York: John Wiley and Sons, Inc., 1971), p. 224.

¹²Ibid., p. 12.

¹³Elliot Cramer and L. L. Thurstone, The University of North Carolina MANOVA Program (Chapel Hill, North Carolina: Psychometric Laboratory, University of North Carolina), Unpublished.

used on the University of Oklahoma (Merrick Computing Center) IBM 360 Model 50 computer for the computations for hypotheses two, three, and four.

Data obtained from the administration of the Doctoral Training Opinion Survey in the form of comments, listing of professional organizations, and recommendations regarding training programs are also a part of this study. Respondents were asked to list professional organization placement services used in their job seeking activities. A frequency table listing organizations was utilized to present these data. Respondents were requested to list "other sources" of placement assistance other than the alternatives named in the Survey. These sources were grouped within selected categories and listed in a frequency table. Comments regarding subjects' satisfaction with their present positions were summarized and listed. Recent doctoral graduates' recommendations regarding professional training were summarized, grouped within selected categories, and listed in a frequency table.

Summary

This chapter has presented a description of the design for this research.

The Doctoral Training Opinion Survey was administered to a nationwide sample of student personnel workers completing their doctoral degrees in 1970, 1971, and 1972. The current addresses for recent doctoral

graduates included in the sample were obtained from their doctoral advisers. Copies of the Survey were mailed to 475 recent graduates with more than eighty-seven percent responding. Usable responses were received from eighty-five percent of the respondents.

The recent doctoral graduates were compared by professional role with: (a) their major field of study, (b) their opinions of three selected elements of formal doctoral training, (c) primary source of placement assistance, (d) placement selectivity, and (e) satisfaction with their current job.

A chi square test of independence was employed to compute the statistical significance for hypotheses one, five, six, and seven.

A one way classification multiple analysis of variance was computed, utilizing the University of North Carolina MANOVA Program, to determine the statistical significance for hypotheses two, three, and four.

Finally, data in the form of comments, listings of professional organizations, and recommendations were summarized, grouped within selected categories, and listed in frequency tables.

CHAPTER IV

ANALYSIS OF THE DATA

The data providing the basis for the statistical analysis and findings presented in this chapter were obtained from the administration of the Doctoral Training Opinion Survey to a nationwide sample of doctoral degree recipients for the years 1970, 1971, and 1972. The chapter is divided into two parts; the first presenting findings and analyses related to doctoral training, the second presenting findings and analyses related to post-doctoral job seeking activities and current job satisfaction. The .05 level of significance was employed for rejection of the null hypotheses, however all significance levels were reported. The data presentation will be organized according to the order of the research questions stated in Chapter II.

Formal Doctoral Training

The first question was: Is the major concentration of study for recent recipients' formal doctoral training associated with their current professional role? The null hypothesis was: There is no association among professional roles and major fields of study. The many different majors listed for each professional role required

the grouping of related major fields into three categories (see Appendix D for a complete list of major fields). A chi square test of independence was computed for these data. The chi square for four degrees of freedom was 30.06. The association among administrators, instructors, and consultants for major fields of study was significant at less than the .001 level; thus the null hypothesis was rejected. Table 1 presents the chi square contingency table for the above.

TABLE 1
CONTINGENCY TABLE OF ASSOCIATION
BETWEEN PROFESSIONAL ROLES AND MAJOR FIELD OF STUDY

PROFESSIONAL ROLE	MAJOR FIELD OF STUDY			TOTAL
	COUNSELING RELATED	STUDENT PERSONNEL RELATED	HIGHER EDUCATION/ ADMINISTRATION RELATED	
ADMINISTRATORS	60 (80.55) *	85 (82.90)	67 (48.55)	212
INSTRUCTORS	36 (27.73)	26 (28.54)	11 (16.73)	73
CONSULTANTS	40 (27.73)	29 (28.54)	4 (16.73)	73
TOTAL	136	140	82	358

*Expected cell frequencies shown in parentheses

The variables professional role and major field of study were found to be significantly associated. Specific cells having the greatest discrepancy between the expected

frequency and the observed frequency were: (1) Administrator Role--Counseling Related Majors, (2) Administrator Role--Higher Education/Administration Related Majors, (3) Instructor Role--Counseling Related Majors, (4) Consultant Role--Counseling Related Majors, and (5) Consultant Role--Higher Education Related Majors.

The second question was: Is there a difference among professional roles and role incumbents' opinions of the appropriateness and effectiveness of their specialized training? The null hypothesis was: There are no differences between professional role and recent doctoral graduates' opinions of specialized training. This hypothesis was tested utilizing the approximate F test for multiple analysis of variance. No statistically significant difference was found to exist between professional role and specialized training across opinions. Therefore, the null hypothesis was not rejected. The results of the approximate F test for multiple analysis of variance is presented in Table 2. Means and standard deviations of these variables are presented in Table 5, along with those of hypotheses three and four.

TABLE 2
APPROXIMATE F TEST FOR MANOVA
ON OPINION SCALES
OF SPECIALIZED TRAINING AMONG ROLES

F	DF Hyp	DF ERROR	PROBABILITY LESS THAN
1.146	4	664	.334

The third question was: Is there a difference between professional roles and role incumbents' opinions of the appropriateness and effectiveness of their related training? The null hypothesis was: There are no differences between professional role and recent doctoral graduates' opinions of related training. This hypothesis was tested utilizing the approximate F test for multiple analysis of variance. No statistically significant differences were found to exist between professional role and related training across opinions. Therefore, the null hypothesis was not rejected. The results of the approximate F test for multiple analysis of variance is presented in Table 3.

TABLE 3
APPROXIMATE F TEST FOR MANOVA
ON OPINION SCALES
OF RELATED TRAINING AMONG ROLES

F	DF Hyp	DF ERROR	PROBABILITY LESS THAN
1.274	4	664	.279

The fourth question was: Is there a difference between professional roles and role incumbents' opinions of the appropriateness and effectiveness of their experiential training? The null hypothesis was: There are no differences between professional role and recent doctoral graduates' opinions of experiential training. This

hypothesis was tested utilizing the approximate F test for multiple analysis of variance. No statistically significant differences were found to exist between professional role and experiential training across opinions. Therefore, the null hypothesis was not rejected. The results of the approximate F test for multiple analysis of variance is presented in Table 4.

TABLE 4
APPROXIMATE F TEST FOR MANOVA
ON OPINION SCALES
OF EXPERIENTIAL TRAINING AMONG ROLES

F	DF Hyp	DF ERROR	PROBABILITY LESS THAN
.306	4	664	.874

In addition to the multivariate analysis of variance tests computed for hypotheses two, three, and four, an analysis of variance test was computed for each opinion of the selected training elements by professional roles. No differences were found to exist at the predetermined level of significance. The range of mean opinion scale scores was from 2.801 for Consultants on the effectiveness of specialized training to 3.833 for Instructors on the appropriateness of experiential training. The scale values of three and four on the Doctoral Training Opinion Survey represent opinions of possibly appropriate/effective

and appropriate/effective respectively. Table 5 represents the mean opinion scale score and univariate F ratio for each opinion scale of each selected training element for the three professional roles.

TABLE 5
ANALYSIS OF VARIANCE, MEAN OPINION SCORES,
AND STANDARD DEVIATIONS OF SELECTED TRAINING ELEMENTS
FOR THREE PROFESSIONAL ROLES

PROFESSIONAL ROLE	OPINION OF SELECTED TRAINING ELEMENTS					
	Specialized		Related		Experiential	
	A ^a	E ^b	A	E	A	E
ADMINISTRATORS SD ^c	3.495 .536	2.984 .614	3.515 .499	3.132 .574	3.781 .555	3.490 .779
INSTRUCTORS SD	3.412 .728	2.917 .749	3.556 .455	3.162 .660	3.833 .444	3.583 .666
CONSULTANTS SD	3.412 .594	2.801 .715	3.414 .544	2.962 .710	3.764 .544	3.458 .821
F RATIO (3,333)	.804	1.987	1.582	2.358	.352	.548
PROBABILITY LESS THAN ^d	.448	.139	.207	.096	.703	.579

^aA=Appropriate

^bE=Effective

^cSD=Standard Deviation

^dNot Significant

The fifth question was: What recommendation do recent doctoral graduates make regarding the improvement of the appropriateness and effectiveness of their doctoral training, and what additional training do they

recommend? Tables providing a detailed listing of recommendations for each professional role can be found in Appendix E. Table 6 represents a summary of categories for all roles.

TABLE 6

SUMMARY OF TRAINING RECOMMENDATIONS
FOR THREE PROFESSIONAL ROLES

RECOMMENDATION	NUMBER
1. Additional courses and study in areas of business administration; finance, budgeting, accounting, office management, etc.	133
2. Internships, practica, field experiences: more opportunities, more meaningful responsible experiences, better supervision.	74
3. Additional courses and opportunity to study in student development, personality development, learning theory, social psychology, therapeutic skills.	34
4. Programs with less emphasis on theory; more emphasis on "real world" practical training; more generalist--pragmatic focus.	33
5. Additional opportunity for study of human relations, interpersonal relations, group processes, Organizational Development (OD), Transactional Analysis, value clarification, consulting.	33
6. Additional training in computer science, data processing, planning systems.	22
7. Additional training in research design and methods, statistical methods.	22
8. Additional training in legal aspects of higher education and student personnel, school law.	18

The summary categories listed for Table 6 represent responses from 283 (79 percent) of subjects returning usable surveys. Many respondents wrote more than a page of recommendations. The categories listed represent a distillation of salient points mentioned by a number of respondents as opposed to a complete listing of each explicit comment. Some comments, mainly regarding subjects' dissertation experiences, were not printable.

The sixth question was: What primary sources of placement assistance do recent doctoral graduates list and are professional role and primary source of placement assistance independent of each other or associated? The null hypothesis was: There are no associations among professional roles and primary sources of placement assistance. A chi square test of independence was computed in testing this hypothesis. The statistical probability for the resulting chi square of 6.43 with six degrees of freedom was greater than the .30 level of significance. Therefore, the data do not support rejection of the null hypothesis. Table 7 presents the chi square contingency table for the fifth null hypothesis.

The five professional organization placement services listed as primary sources of placement assistance are listed in Table 8. A complete listing of professional organizations listed by respondents as sources of placement assistance is found in Appendix C.

TABLE 7

CONTINGENCY TABLE FOR THE ASSOCIATION
BETWEEN PROFESSIONAL ROLES AND PRIMARY SOURCE OF PLACEMENT ASSISTANCE

PROFESSIONAL ROLE	Primary Source of Placement Assistance ^a				TOTAL
	A	B	C	D	
ADMINISTRATORS	60 (56.1) ^b	96 (97.7)	16 (20.8)	24 (21.4)	196
INSTRUCTORS	14 (18.8)	34 (32.8)	10 (7.1)	8 (7.3)	66
CONSULTANTS	20 (19.1)	34 (33.5)	9 (7.1)	4 (7.3)	67
TOTAL	94	164	35	36	329

^aSources of assistance

^bExpected cell frequencies shown in
parentheses

A--Had job prior to receiving doctorate

B--Primarily on my own

C--Primarily major professor

D--Other (See Table 8)

TABLE 8

PROFESSIONAL ORGANIZATIONS LISTED
AS A PRIMARY SOURCE OF PLACEMENT ASSISTANCE
(item F on Table 7)

ORGANIZATION	PROFESSIONAL ROLE		
	ADMINISTRATORS	INSTRUCTORS	CONSULTANTS
NAWADC	1	-	-
NASPA	1	-	-
APGA	-	2	1
APA	-	1	-
ACPA	-	-	1

The primary sources of placement assistance specified by respondents as "other," item D of Table 7, are listed in Table 9.

TABLE 9

PRIMARY SOURCES OF PLACEMENT ASSISTANCE
SPECIFIED BY RESPONDENTS AS "OTHER," ITEM D, TABLE 7

CATEGORIES OF "OTHER"	PROFESSIONAL ROLE		
	ADMINISTRATORS	INSTRUCTORS	CONSULTANTS
FRIENDS, COLLEAGUES, PERSONAL CONTACTS	25	10	6
PROMOTION	8	1	-
RECRUITED, PERSONAL INVITATION	6	1	-
PERSONAL RECOMMENDA- TION, REFERRAL	6	1	1

The seventh question was: What sources of placement assistance did recent doctoral graduates utilize in their job-seeking activities? Table 10 represents the frequency of response for the three roles on each of the four alternatives listed in the Doctoral Training Opinion Survey.

TABLE 10
SOURCES OF PLACEMENT ASSISTANCE
USED IN JOB-SEEKING ACTIVITIES

PROFESSIONAL ROLE	SOURCES OF PLACEMENT ASSISTANCE ^a				
	A	B	C	D	NO RESPONSE
ADMINISTRATORS	110	75	117	82	54
INSTRUCTORS	44	35	50	31	11
CONSULTANTS	46	31	45	30	14
TOTAL ^b	200	141	212	144	79

^aA = Major Professor

B = Major Department

C = Placement Service of Institution

D = Professional Organization Placement Service

^bTotal exceeds sample size due to multiple responses.

The eighth question was: While seeking a position, did recent doctoral graduates feel it was necessary to accept whatever was offered with little or no opportunity to be selective, and are professional role and selectivity in placement independent of each other or associated?

The null hypothesis was: There is no association between professional roles and opportunities to be selective in accepting employment. A chi square test of independence was computed to analyze the data for this hypothesis. The statistical probability for the resulting chi square value of 1.54 with two degrees of freedom was greater than the .30 level of significance. The chi square statistic provided no evidence to support rejection of the null hypothesis. Table 11 reports this finding.

TABLE 11
CONTINGENCY TABLE FOR THE ASSOCIATION
BETWEEN PROFESSIONAL ROLES AND OPPORTUNITIES
TO BE SELECTIVE IN ACCEPTING EMPLOYMENT

PROFESSIONAL ROLE	NECESSARY TO ACCEPT WHATEVER WAS OFFERED		TOTAL
	YES	NO	
ADMINISTRATORS	35 (36.38) *	161 (159.61)	196
INSTRUCTORS	11 (12.99)	59 (57.00)	70
CONSULTANTS	16 (12.62)	52 (55.37)	68
TOTAL	62	272	334

*Expected cell frequencies shown in parentheses

The ninth question was: Are recent doctoral graduates satisfied with their present position and are professional roles and satisfaction independent of each

other or associated? The null hypothesis was: There is no association between professional roles and satisfaction with present employment. The chi square test of independence was applied to the data for this hypothesis. The probability for the resulting chi square value of 20.36 with two degrees of freedom was less than the .001 level of significance. The null hypothesis of independence of the two variables, professional role and job satisfaction, was rejected. Table 12 presents this finding.

TABLE 12
CONTINGENCY TABLE FOR THE ASSOCIATION
BETWEEN PROFESSIONAL ROLES AND JOB SATISFACTION

PROFESSIONAL ROLES	JOB SATISFACTORY		TOTAL
	YES	NO	
ADMINISTRATORS	191 (177.79) *	18 (31.20)	209
INSTRUCTORS	60 (62.10)	13 (10.89)	73
CONSULTANTS	51 (62.10)	22 (10.89)	73
TOTAL	302	53	355

*Expected cell frequencies shown in parentheses

Specific cells having the greatest discrepancy between the expected frequency and the observed frequency were: (1) Administrators--Yes and No, and (2) Consultants --Yes and No.

The tenth question was: What comments do recent doctoral graduates have regarding their satisfaction with their present position? Respondents were offered the opportunity to comment upon their reasons for their satisfaction and/or dissatisfaction with their present employment. Comments of satisfaction receiving the greatest stress were those related to enjoyable and rewarding work, varied and challenging experiences, and opportunities for personal and professional growth. Other comments were: good pay, desired location, freedom to operate, and a feeling of having an impact upon the institution's environment.

Comments of dissatisfaction receiving the greatest stress were those related to inadequate salary, a lack of job security, and a need for greater responsibility. Other comments were: preferred to be in another student personnel role, felt over-qualified for present role, wrong geographical location, and had the wrong training for current role.

Summary

This chapter has presented the findings and analyses of the data collected through the administration of the Doctoral Opinion Training Survey to a nationwide sample of recent doctoral degree recipients. The data were analyzed utilizing the procedures described in Chapter III. Ten research questions, seven in the form of null hypotheses, were the basis for the organization of the data presentation.

Five hypotheses were concerned with questions related to professional training for student personnel workers. One of the five hypotheses was found to be significant at less than the .05 level. Hypothesis one, concerning the association of professional roles and major fields of study, was rejected with a statistical probability of less than .001. Hypotheses two, three, and four concerning the relationship between professional roles and opinions of specialized, related, and experiential training were not rejected.

Three hypotheses were concerned with questions related to professional student personnel worker's post-doctoral job-seeking activities and current job satisfaction. One of the three hypotheses was found to be significant at less than the .05 level. Hypothesis seven, concerning the association of professional role and current job satisfaction, was found to be significant at less than the .001 level. Therefore, hypothesis seven was rejected. Hypothesis five, concerning the association of professional roles and primary sources of placement assistance, and hypothesis six, concerning association of professional roles and employment selectivity, were not rejected.

Data for research questions five, seven, and ten were summarized, categorized, and presented in summary tables indicating frequencies of occurrence of each category for the three professional roles.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The professional training of student personnel workers for colleges and universities has been a topic of considerable interest to members of the profession for a number of years. After a review of the literature, it was clear that many of the issues were not resolved regarding the curricular content for such training. This study grew out of the investigator's concern for the absence of input into training program evaluation by recent recipients of the doctoral degree in student personnel. Of primary interest for this investigation were recent doctoral graduates' opinions of their training as it related to their current employment and the utilization of sources of placement assistance available to recent graduates. Prior research directed toward resolving the question of the appropriate curricular content for professional training was found to be inconclusive.

In keeping with the design of this report, the summary is presented in the order of the research questions studied and the hypotheses tested. Ten research questions, seven in the form of null hypotheses, are

presented in two parts: the first related to doctoral training programs, and the second related to post-doctoral job seeking activities and current job satisfaction.

Doctoral Training Programs

The first null hypothesis was: there is no relationship among professional roles and major fields of study. This hypothesis was found to be significant at less than the .001 level. Therefore, the hypothesis of independence was rejected. The alternative hypothesis, that the two variables professional role and major field of study are associated, was therefore accepted. The greatest discrepancy between observed and expected frequencies existed in the contingency table cell containing Consultants majoring in Higher Education/Administration Related Fields. For this cell, the number of Consultants was less than expected. The second greatest discrepancy between observed and expected frequencies was found in the cell containing Administrators majoring in Higher Education/Administration Related fields. The number of Administrators was higher than expected for this cell. The third greatest discrepancy between observed and expected frequencies was found in the cell containing Consultants majoring in Counseling Related fields. The number of Consultants was higher than expected for this cell. The fourth greatest discrepancy between the observed and expected frequencies was found

in the cell containing Administrators majoring in Counseling Related fields. The number of Administrators was less than expected for this cell.

The review of literature on professional training indicated differences of opinion regarding curricular emphases. Two essentially specialist-oriented views were presented concerning the counseling orientation and the administrative orientation, while a third view provided a generalist's view of student personnel work. The data for the relationship between professional roles and major fields of study provides some support for the conclusion that, in terms of a major field of study suitable for all three roles, Student Personnel Related fields most readily satisfy the expected proportional distribution of individuals among the three roles. The more specialized majors in Counseling Related fields and Higher Education/Administration Related fields tended to be concentrated in roles related to those specialties. Left unanswered is the question of whether a high degree of specialization and a resulting restriction to one professional role is the most appropriate training mode. Considering the current employment conditions existent for the student personnel profession, one must wonder if a high degree of specialization might restrict one's ability to obtain training related employment.

Hypotheses two, three, and four were concerned with the differences between role incumbents' opinions of

specialized, related, and experiential professional training elements. These hypotheses were not found to be significant at the .05 level and consequently were not rejected. These findings indicate that recent student personnel doctoral degree recipients' opinions of the appropriateness and effectiveness of their formal training are not significantly related. An examination of the mean opinion scale scores for the selected training elements indicates the response pattern for all roles on all training elements to range in or very near the possibly appropriate/effective and appropriate/effective alternatives.

Although no significant differences exist between professional roles and opinions of doctoral training, the relative position of the mean opinion scale scores to the appropriate/effective response alternative scale values would indicate a generally consistent response pattern for the three professional roles. This finding would appear to contradict the conclusions made for the first hypothesis regarding a discrepancy between the opinions expressed in the literature and the proportional distribution of roles among major fields of study. In other words, although the Student Personnel Related fields represent the most consistent proportional distribution expected for each role, role incumbents perceived their training in all

fields of study for their current professional roles to be more appropriate and effective than not.

The fifth question was: what recommendations do recent doctoral graduates make regarding the appropriateness and effectiveness of their doctoral training, and what additional training do they recommend? Generally, comments regarding the appropriateness and effectiveness of training were in regard to placing more emphasis on practical experiences. The concerns expressed were that (1) there needed to be a greater variety of experience opportunities, (2) the work assignments needed to allow for greater responsibility and less routine, and (3) more supervision of students' work activities was needed. Another category of recommendation receiving considerable attention was the emphasis on theory in formal training. These recommendations stressed placing less program emphasis on theory and more emphasis on "real world" practical training. The need for a more generalist-pragmatic focus was often mentioned.

The most frequent recommendation for additional study was in the area of business administration including courses in finance, fiscal management, office management, and accounting. The next most frequently recommended areas of study were in: (1) human development, including study in student development, personality development, learning theory, social psychology and therapeutic skills;

and (2) human relations, including study in interpersonal relations, group processes, organizational development, transactional analysis, value clarification, and consulting. Other areas receiving recommendations for additional study were computer science, research design and statistical methods, and legal aspects of higher education and student personnel.

In view of many recent doctoral graduates' expressed need for additional and more varied experiential training and the expressed concern for a more generalist-pragmatic focus for training programs, it would appear that highly specialized theoretical training was not considered appropriate for many recent graduates' present employment. This conclusion does not necessarily contradict the previous conclusion regarding the general appropriate and effective responses to recent graduates' training. It does, however, indicate a need for a more broadly based curriculum reflected in the respondents' expressed needs for additional study coupled with their indicated opinion that the training they had experienced was appropriate.

Post-Doctoral Placement and Job Satisfaction

The sixth hypothesis was: there is no relationship among professional roles and primary source of placement assistance. This hypothesis was not found to be statistically significant at the .05 level and therefore was not rejected. The most frequently selected primary

placement source alternative was, "Primarily on my own." The second most frequently chosen response indicated that twenty-six percent of the subjects held their current position prior to completing the doctorate. Of special interest to the investigator were responses to the alternative indicating placement services of professional organizations. Although 144 respondents indicated professional organizations as a source of placement assistance, only seven respondents listed a total of five professional organizations as primary sources of placement assistance. The most frequently listed sources of placement assistance other than the alternatives specified in the survey instrument were personal contacts, friends, and colleagues.

The seventh question was: what sources of placement assistance did recent doctoral graduates utilize in their job seeking activities? The most frequently selected alternative was the placement service of the graduate institution. The next most frequently selected alternative was respondents' major professor. The placement services of professional organizations and respondents' major department were the next most frequently selected alternatives respectively.

The eighth hypothesis was: there is no statistically significant association among professional roles and opportunity to be selective in accepting employment. This hypothesis was not found to be statistically

significant at the .05 level; therefore, the null hypothesis was not rejected. More than eighty-one percent of subjects responding to this item indicated that they did not feel it was necessary to accept whatever employment was offered. The majority of subjects felt they were able to be selective in choosing a job.

The ninth hypothesis was: there is no association among professional roles and satisfaction with present employment. This hypothesis was found to be statistically significant at less than the .001 level; therefore, the null hypothesis was rejected. Professional roles and job satisfaction were found to be significantly associated. The greatest discrepancy between the expected frequency of response and the observed frequency was for Consultants indicating they were not satisfied with their current employment. The observed number of "NO" responses by Consultants was more than would be expected. The second greatest discrepancy between the expected and observed response was for Administrators indicating they were not satisfied with their current employment. The observed number of "NO" responses by Administrators was fewer than would be expected. The third greatest discrepancy between the expected and observed responses was for Consultants indicating they were satisfied with their current employment. The observed number of "YES" responses was fewer than would be expected. The fourth greatest discrepancy between the expected and observed

responses was for Administrators indicating they were satisfied with their current employment. The observed number of "YES" responses for Administrators was more than would be expected. Briefly, the data illustrated that more Administrators are satisfied with their current employment than would be expected and fewer Consultants are satisfied with their current employment than would be expected.

The tenth question was: what comments do recent doctoral graduates have regarding their satisfaction with their present position? Predominant comments of satisfaction were those related to enjoyable and rewarding work, varied and challenging experiences, and professional and personal growth. Predominant comments of dissatisfaction were those related to inadequate salary, lack of job security, and need for greater responsibility.

Conclusions

1. The findings of this study indicate that there is significant association between professional student personnel roles and major fields of study. The number of Administrators majoring in Higher Education/Administration related fields was found to be greater than expected. The number of Consultants majoring in Counseling related fields was also found to be greater than expected. Conversely, fewer Administrators than expected majored in Counseling related fields and fewer Consultants than

expected majored in Higher Education/Administration related fields. These findings would indicate that training for the professional roles of Consultant and Administrator be focused in role related fields of study.

2. The findings of this study failed to support the conclusion that the members of three professional roles differ in their opinions of the appropriateness and effectiveness of selected training elements. An examination of the mean opinion scale scores indicated that recent graduates in student personnel felt their training was either "possibly appropriate" and "possibly effective," or "appropriate" and "effective." This finding would appear to contradict the views of the critics of professional training who have expressed the belief that (1) there is a greater need for an administrative orientation (Dewey and McDaniel, for examples), and (2) there is a greater need for a counseling orientation (Parker and Shoben, for examples).

3. The findings of this study indicate that, although there was a general opinion among members of the three roles that professional training was mainly appropriate and effective as indicated by the mean opinion scale scores, it may be concluded from recent graduates' recommendations that there are additional areas of study which should be included in professional training programs. It may possibly be concluded from

the findings that, due to the variety of recommended additional areas of study and the existing variety of areas of study currently employed in professional training, only a broad eclectic program of study is indicated. In combining the course work listed for the Doctoral Training Opinion Survey and the additional areas of study recommended by the recent graduates, specialization in a narrow area of study does not appear to be indicated.

4. The findings regarding primary sources of placement assistance indicate that there is no significant association between professional role and primary source of assistance. A majority of recent graduates (seventy-two percent) indicated that they were either employed in their present position prior to receiving the doctorate or obtained their present position "Primarily on my own." Even though the majority of recent graduates did not list placement services as a primary source of placement assistance, 212 indicated that the placement service of their graduate institution and 144 indicated that professional organization placement services were utilized as sources of placement assistance. In the case of professional organization placement services, only seven recent graduates listed this as a primary source; although 144 listed professional organizations as a utilized source of assistance. It may be concluded from these findings that even though a great

deal of effort and emphasis is placed on placement service activities by professional organizations, recent graduates did not find the services to be a primary source of placement.

5. The findings of this study indicate that professional roles and recent graduates' opportunities to be selective in accepting employment are not associated. A high proportion of recent graduates (over eighty-one percent) indicated "NO" to the question, While seeking a position, did you feel it was necessary to accept whatever was offered with little or no opportunity to be selective? From these findings it may be concluded that recent doctoral graduates were able to be selective in choosing their current employment.

6. The findings of this study support the conclusion that professional role and present job satisfaction are significantly associated. Administrators showed the highest positive discrepancy between observed and expected "satisfied" responses and Counselors showed the highest negative discrepancy between expected and observed "dissatisfied" responses.

Recommendations for Further Study

This investigation has been primarily heuristic in nature and thus has provided a basis by which more refined investigations of the impact of professional training upon future employment may evolve. Since the

professional literature on professional education for student personnel workers and the responses of the subjects for this investigation tend to view formal graduate programs as training experiences directed toward a specific field of endeavor, it is recommended that this perspective be maintained in future investigations. Graduate programs at the doctoral level appear to be perceived both in the literature and by recent graduates to be training as opposed to some other philosophical mode.

1. Studies similar to this research should be conducted for individual doctoral training institutions in order to provide input from recent doctoral graduates for training program evaluation.

2. The Doctoral Training Opinion Survey should be refined to eliminate extraneous items and the training elements utilized should be continually revised to coincide with current curricular patterns.

3. The opinion scales of the Doctoral Training Opinion Survey should be refined and replicated in order to generate sufficient data to establish reliability and validity values for each scale.

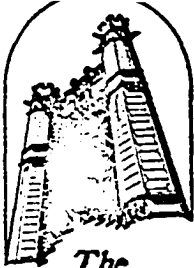
4. Since no significant differences in opinions were detected among administrators, instructors, and consultants, it may not be necessary to require this differentiation of roles in future studies of this nature.

5. Future research on professional training should focus more closely on the interrelationships of opinions of training appropriateness and effectiveness among groups such as experienced practitioners, student personnel training faculty, and recent doctoral degree recipients.

6. Additional study of the factors involved relating professional training and subsequent job satisfaction is indicated in light of the association of roles and satisfaction found in this study.

7. Above all, the wide discrepancies found in the literature and found to a lesser degree in this investigation indicate that the profession of college student personnel must continually strive to empirically define an appropriate and effective training program to meet the needs of the many diversified functional activities embodied in the profession.

APPENDIX A
SPECIMEN LETTERS



**The
University of Oklahoma**

601 Elm, Room 520 Norman, Oklahoma 73069

Center for
Studies in Higher Education
College of Education

I am a doctoral candidate at the University of Oklahoma preparing to conduct a study of recent doctoral degree recipients. My plan is to survey the graduates of 1970-1972 on their opinions of their graduate training programs in relation to their current employment status. I am using bibliographies of dissertations compiled by Commission XII of the ACPA as my source of names of degree recipients.

My request to you is to aid me in locating these subjects. The enclosed form lists names of graduates of your department completing their dissertations during the period January 1970 through December 1972. May I ask that you supply their current addresses? Should my list be incomplete, please add whomever is missing.

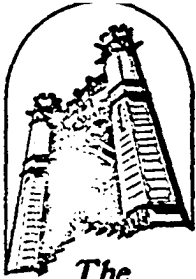
As I'm sure you're aware, the collection of data in survey research is a major difficulty in dissertation projects. Please extend a small amount of empathy and return the enclosed form in the enclosed stamped return envelope. Your assistance is sincerely appreciated.

Very truly yours,

Chris R. Bolton
Chris R. Bolton
Doctoral Candidate

Dorothy A. Truex
Dr. Dorothy A. Truex
Dissertation Advisor

Enclosure



The
University of Oklahoma

601 Elm, Room 520 Norman, Oklahoma 73069

Center for
Studies in Higher Education
College of Education

The enclosed Doctoral Training Opinion Survey is concerned with your opinions of your doctoral training in preparing you for your present job. The study, my doctoral dissertation, is concerned with recent doctoral degree recipients' opinions of the appropriateness and effectiveness of their training experiences.

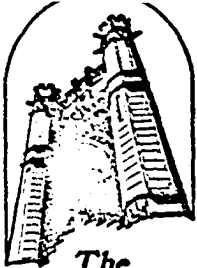
As I'm sure you are aware, response percentages for survey research must be quite high for the results of the study to be useful. May I encourage you to reflect on your own recent research experience and ask you to complete and return this survey. I have established a January 25, 1974 deadline for the return of the survey. It shouldn't take more than ten or fifteen minutes to complete. A stamped return envelope is enclosed.

Many thanks for your assistance. Best wishes for a happy new year.

Very truly yours,

Chris R. Bolton

Enclosure



The
University of Oklahoma

601 Elm, Room 520 Norman, Oklahoma 73069

Center for
Studies in Higher Education
College of Education

Two weeks ago I mailed to you a copy of a survey questionnaire which I am utilizing for my doctoral dissertation. If you have returned the survey please accept my thanks; you may discard the enclosed form. If you have not, may I renew my request that you complete the survey? It should take about 10 or 15 minutes of your time and by receiving your returned survey the results of my study will be greatly enhanced. Should you have misplaced the original copy of the Doctoral Training Opinion Survey, I am enclosing another. Please discard the original (green) and return the enclosed form as this will aid me in my accounting procedures.

I will sincerely appreciate your prompt return of the enclosed survey. Best wishes for a successful new year.

Sincerely,

Christopher R. Bolton

Encl.

APPENDIX B
DOCTORAL TRAINING OPINION SURVEY

DOCTORAL TRAINING OPINION SURVEY

PART I

1. Please list your present position. _____

2. Please list your degree and major field. (Example:
Ph. D. College Student Personnel Work) Degree _____
Major _____

3. Please indicate the one role description most applicable
to your present professional responsibilities by marking
it with an X. PLEASE DO NOT OMIT THIS RESPONSE.

- A. ADMINISTRATIVE -- Organize, coordinate, communicate,
support, write and enforce rules and regulations, be
accountable, assume and protect rights and responsibil-
ities, emphasize staff relationships. ADMINISTERING.
- B. INSTRUCTIONAL -- Know individuals, groups, and organiza-
tions through investigational research. TEACHING.
- C. CONSULTATIVE -- Be available for collaboration for policy
determination and problem solving that relates to client
learning and environment modification. COUNSELING.

PART II

1. APPROPRIATE TRAINING is that training intended to be SUIT-
ABLE to one's professional role and APPLICABLE to one's
responsibilities. It is training intended to provide
CORRECT skills and understandings. It covers topics
considered PROPER for the accomplishment of one's assigned
responsibilities. (suitable, applicable, correct, proper)
2. EFFECTIVE TRAINING is PRODUCTIVE. It results in VALID
skills and understandings. It is CONSEQUENTIAL. It is
POTENT in that what was taught (content) has a TELLING
affect on one's performance on the job. It produces the
skills necessary for the successful accomplishment of
one's assigned responsibilities. (productive, valid,
potent, telling)

Utilize the following scales for responding to the
appropriateness and effectiveness for each training element
listed.

APPROPRIATENESS: use 1 for "not appropriate"; 2 for "of doubt-
ful appropriateness"; 3 for "possibly appropriate"; and
4 for "appropriate".

EFFECTIVENESS: use 1 for "not effective"; 2 for "of doubtful
effectiveness"; 3 for "possibly effective"; and 4 for
"effective".

NOT APPLICABLE: mark if training element was not included as
part of your doctoral program.

SAMPLE ITEM: Z. Courses and seminars in Urban Geography.

Appropriateness 1___ 2___ 3___ 4 X

Effectiveness 1 X 2___ 3___ 4___

Not Applicable _____

The responses to the sample item indicate that the
training element was appropriate but not effective.

- A. Courses and Seminars in College Student Personnel Work -- examples: The College and the Student; History and Philosophy of College Student Personnel Work; courses and seminars in college housing, admissions and records, placement financial aids, student activities; Organization and Administration of College Student Personnel; etc.

Appropriateness 1__ 2__ 3__ 4__

Effectiveness 1__ 2__ 3__ 4__

Not Applicable ____

- B. Supervised Experiences -- examples: clinical studies; internships, practica in administration, counseling, instruction, college services, etc.

Appropriateness 1__ 2__ 3__ 4__

Effectiveness 1__ 2__ 3__ 4__

Not Applicable ____

- C. Courses and Seminars in Research and Tool Subjects -- examples: Research Methods and Design; Statistical Methods; Computer Science; Historiography; Dissertation; etc.

Appropriateness 1__ 2__ 3__ 4__

Effectiveness 1__ 2__ 3__ 4__

Not Applicable ____

- D. Courses and Seminars in the Behavioral Sciences -- examples; courses and seminars outside the Department or College of Education, such as psychology, sociology, political science, economics, etc.

Appropriateness 1__ 2__ 3__ 4__

Effectiveness 1__ 2__ 3__ 4__

Not Applicable ____

- E. Courses and Seminars in Counselor Education -- examples: Principles, Theories, and Techniques of Counseling; Appraisal of the Individual; Psychological Testing; Group Counseling; Occupations and Careers; etc. NOTE - Courses taught in Department or College of Education only.

Appropriateness 1___ 2___ 3___ 4___

Effectiveness 1___ 2___ 3___ 4___

Not Applicable _____

- F. Courses and Seminars in Administration and Organization -- examples: Organization and Administration of Higher Education; Junior College Administration; Business Management and Finance; Legal Aspects of Higher Education; etc.

Appropriateness 1___ 2___ 3___ 4___

Effectiveness 1___ 2___ 3___ 4___

Not Applicable _____

- G. Courses and Seminars in Instruction -- examples: College Teaching; Curriculum in Higher Education; Principles and Problems of Instruction in Higher Education; The Academic Program; etc.

Appropriateness 1___ 2___ 3___ 4___

Effectiveness 1___ 2___ 3___ 4___

Not Applicable _____

- H. Courses and Seminars in Higher Education -- examples: History and Philosophy of Higher Education; Higher Education in the U. S.; The Community Junior College; Adult Education; etc.

Appropriateness 1___ 2___ 3___ 4___

Effectiveness 1___ 2___ 3___ 4___

Not Applicable _____

PART III

1. How did you get your present job?
☐ a) Had it before I received the doctorate.
☐ b) Primarily on my own.
☐ c) Primarily through my major professor.
☐ d) Primarily through the department.
☐ e) Primarily through the placement office of the institution.
☐ f) Primarily through the placement service of a professional organization.
Which organization? _____
☐ g) Primarily through a commercial agency.
☐ h) Other. (please specify) _____
2. Of the listed sources of job information, how many did you utilize in attempting to learn of position vacancies?
☐ a) Major professor.
☐ b) Department.
☐ c) Placement service of the institution.
☐ d) Placement service of professional organizations.
Which ones? _____
3. While seeking a position, did you feel it was necessary to accept whatever was offered with little or no opportunity to be selective? YES___ NO___
4. Are you satisfied with your present position? YES___ NO___
Please explain. _____

PART IV

Would you please comment on your recommendations for improving the appropriateness and effectiveness of doctoral training programs in College Student Personnel Work. Also, if you feel a need for additional training, what courses or areas of study would you recommend? (Please use back of this page.)

APPENDIX C
UNIVERSITIES GRANTING DOCTORAL DEGREES
IN STUDENT PERSONNEL
REPRESENTED BY RESPONDENTS FOR THIS INVESTIGATION
AND
SIXTEEN PROFESSIONAL ORGANIZATIONS
LISTED AS SOURCES OF PLACEMENT ASSISTANCE
FOR THREE STUDENT PERSONNEL ROLES

UNIVERSITIES GRANTING DOCTORAL DEGREES
IN STUDENT PERSONNEL
REPRESENTED BY RESPONDENTS FOR THIS INVESTIGATION

University of Alabama
Arizona State University
University of Arkansas
Case Western Reserve University
University of Colorado
Columbia University
University of Connecticut
University of Denver
East Texas State University
Florida State University
University of Georgia
University of Illinois
Indiana University
Indiana State University
University of Iowa
Kansas State University
Kent State University
Loyola University of Chicago
University of Maryland
Memphis State University
Michigan State University
University of Mississippi
University of Missouri
University of Northern Colorado

UNIVERSITIES GRANTING DOCTORAL DEGREES
IN STUDENT PERSONNEL
REPRESENTED BY RESPONDENTS FOR THIS INVESTIGATION

Continued

University of North Carolina

Ohio State University

University of Oregon

Oregon State University

University of Pennsylvania

Pennsylvania State University

Purdue University

University of Rochester

Rutgers University

Southern Illinois University

State University of New York - Albany

Syracuse University

University of Tennessee

University of Toledo

Washington State University

Western Michigan University

University of Wisconsin

University of Wyoming

SIXTEEN PROFESSIONAL ORGANIZATIONS
LISTED AS SOURCES OF PLACEMENT ASSISTANCE
FOR THREE STUDENT PERSONNEL ROLES

ORGANIZATIONS		ADMIN	INSTR	CONSL
1.	National Association of Student Personnel Administrators (NASPA)	41	5	9
2.	American College Personnel Association (ACPA)	21	2	9
3.	National Association of Women Administrators, Deans, and Counselors (NAWADC)	4	1	1
4.	American Personnel and Guidance Association (APGA)	20	13	11
5.	American Association of Higher Education (AAHE)	11	2	1
6.	American Psychological Association (APA)	4	-	-
7.	Association of College and University Housing Officers (ACUHO)	4	-	-
8.	American Educational Research Association (AERA)	1	3	1
9.	National Association of Foreign Student Affairs (NAFSA)	2	1	-
10.	American Association of Collegiate Registrars and Admissions Officers (AACRAO)	2	1	-
11.	National Association of Student Financial Aids Administrators (NASFAA)	2	-	-
12.	Association of College Unions-International (ACU-I)	2	-	-
13.	American Association of Community and Junior Colleges (AACJC)	1	-	-
14.	American Association of University Professors (AAUP)	1	-	-
15.	American School Counselors Association (ASCA)	-	1	-
16.	American Association for Teacher Education (AATE)	-	1	-

APPENDIX D
MAJOR FIELDS OF STUDY LISTED BY RECENT
DOCTORAL GRADUATES IN STUDENT PERSONNEL

MAJOR FIELDS OF STUDY LISTED BY RECENT
DOCTORAL GRADUATES IN STUDENT PERSONNEL

ADMINISTRATORS

<u>College Student:</u> Personnel Work, Personnel Services, Personnel, Personnel Administration, Personnel Work and Counseling, Personnel and Psychology, Counseling	68
<u>Higher Education and:</u> Administration, Student Personnel Services	62
<u>Counseling and:</u> Guidance, Personnel Services, Student Personnel, Psychological Services, College Student Personnel, Educational Psychology, Student Personnel Administration	36
<u>Student Personnel:</u> Work, Administration, Services, Administration and Higher Education, and Guidance and Counseling	24
Administration and Higher Education	4
Counseling Psychology	4
<u>Counselor Education:</u> and Student Personnel	3
<u>Measurement and Evaluation:</u> and Guidance and Counseling	2
Rehabilitation Counseling	1
Educational Leadership	1
Student Development	1
Educational Psychology and College Student Personnel	1
Psychological Services	1
University Administration-Sociology	1
Business-Higher Education	1
Organizational Development in Higher Education	1
Psychology	1

MAJOR FIELDS OF STUDY LISTED BY RECENT
DOCTORAL GRADUATES IN STUDENT PERSONNEL

INSTRUCTORS

<u>College Student Personnel: Administration, and Guidance, and Counseling, and Educational Psychology</u>	15
Counseling Psychology	14
<u>Guidance and: Counseling, Counseling Psychology, Psychological Services</u>	13
<u>Higher Education and: Administration, Student Personnel Work, History, Student Personnel</u>	12
<u>Counseling and: Personnel Services, Student Personnel Administration, Guidance Services</u>	7
<u>Counselor Education and: Personnel Work, Counseling Psychology</u>	5
Counseling	2
<u>Educational Administration: and Foundations</u>	2
Tests and Measurement	1
Educational Research and Statistics in Higher Education	1
Educational Psychology	1

MAJOR FIELDS OF STUDY LISTED BY RECENT
DOCTORAL GRADUATES IN STUDENT PERSONNEL

CONSULTANTS

<u>College Student Personnel:</u> and Counseling Psychology, and Counselor Education, Administra- tion	18
Counseling Psychology	14
<u>Counseling and:</u> Educational Psychology, Guidance, Personnel Services, Student Person- nel, Personnel Guidance, College Student Personnel, Psychotherapy	11
<u>Higher Education and:</u> Student Personnel Services, Administration, College Student Personnel, Community College Student Personnel, Counseling Psychology	10
Counseling	5
Guidance and Psychological Services	3
<u>Educational:</u> Guidance and Counseling, Administration	3
Counselor Education	2
College Counseling	2
Personnel and Guidance	2
Counseling Psychology and Guidance	1
Clinical Psychology	1
Psychology	1

APPENDIX E

SUMMARY OF RECOMMENDATIONS

FOR ADDITIONAL TRAINING AND IMPROVEMENT OF PROGRAMS

SUMMARY OF RECOMMENDATIONS
FOR ADDITIONAL TRAINING AND IMPROVEMENT OF PROGRAMS

ADMINISTRATORS

1. More emphasis on finance--budget preparation, fiscal management, accounting, economics	38
2. More emphasis on personnel management, office administration	36
3. Additional internship and practicum opportunities--more meaningful supervised experiences, practica internships, field work, etc.	32
4. Less emphasis on theory, more on pragmatic-generalist focus--more practical "real-world" training	18
5. More emphasis on legal aspects of higher education and student personnel work, school law	15
6. Additional training in computer science, data processing	13
7. More emphasis on human relations training, group dynamics, group processes, interpersonal relations training	14
8. Additional course work in higher education, governance, and organization	12
9. More emphasis on Management by Objectives (MBO), Organizational Development (OD), Planned Program Budgeting Systems (PPBS)	12
10. More research and statistical methods and design	12
11. More emphasis on college student development, personality development, learning theory, and behavioral science	9
12. More emphasis on planning systems, long range planning	7
13. Fewer professors out of touch with practitioners in the field	6
14. Required long-term on-the-job training	6
15. Required prior work experience	5

SUMMARY OF RECOMMENDATIONS
FOR ADDITIONAL TRAINING AND IMPROVEMENT OF PROGRAMS

ADMINISTRATORS

continued

16.	More curriculum development and instruction	4
17.	Less emphasis on counseling and educational psychology	4
18.	Screening of candidates prior to entry into the doctoral program	3
19.	More emphasis on theory	3
20.	More emphasis on community college, junior college	3
21.	More emphasis on behavioral objective, accountability	3

SUMMARY OF RECOMMENDATIONS
FOR ADDITIONAL TRAINING AND IMPROVEMENT OF PROGRAMS

INSTRUCTORS

1. More practical, responsible, better supervised, more varied internships, field experiences, etc.	11
2. More courses in research methods	7
3. More opportunity to study administration	6
4. More emphasis on human relations training, group processes and consultation	6
5. More psychology courses	5
6. More practical, pragmatic experience	4
7. More emphasis on higher education	3
8. More scholarly rigor	3
9. More emphasis on legal aspects of higher education	2
10. Specialization in an academic field to prepare for a teaching role	2
11. More sociology course work	2
12. "College student personnel is not a legitimate major field of study."	2
13. More emphasis on instructional methods	2
14. Too much overlapping of courses	1
15. More depth in psychology and therapy	1
16. More emphasis on institutional politics	1
17. More emphasis on supervision skills	1
18. Competency-based program	1
19. Less educational psychology	1

SUMMARY OF RECOMMENDATIONS
FOR ADDITIONAL TRAINING AND IMPROVEMENT OF PROGRAMS

CONSULTANTS

1. More practical, responsible, better supervised, more varied practical experiences	20
2. Less theory--more flexible, pragmatic emphasis	11
3. More courses in psychology and counseling	7
4. More emphasis on finance--budgeting, business management and principles	7
5. More emphasis on human relations training, group dynamics, Organizational Development	7
6. More social psychology, humanistic psychology, community psychology	7
7. More emphasis on psychotherapy, treatment emphasis	5
8. Elimination of doctoral programs in college stu- dent personnel	3
9. More scholarly rigor	3
10. Specialization in an academic field to prepare for a teaching role	3
11. Competency-based program	3
12. More research training	3
13. More emphasis on organizational behavior	2
14. More emphasis on sensitivity training	2
15. More emphasis on computer science	2
16. More emphasis on consulting	2
17. More emphasis on transactional analysis, value clarification	2
18. Minimizing of therapy emphasis	1
19. More emphasis on legal aspects of higher education	1
20. More emphasis on administration	1
21. Improvement of education courses	1
22. Better understanding of institutional politics	1

BIBLIOGRAPHY

BIBLIOGRAPHY

- Alciatore, Robert T., and Eckert, Ruth E. Minnesota Ph.D.'s Evaluate Their Training. Minneapolis: University of Minnesota, October, 1968.
- American Personnel and Guidance Association (APGA), Interdivisional Committee. "The Role and Preparation of Student Personnel Workers in Institutions of Higher Learning." Journal of College Student Personnel, Vol. 8, No. 1 (January, 1967), pp. 62-65.
- Anderson, Gordon V. "Professional Standards and Training for College Personnel Workers." Educational and Psychological Measurement, Vol. 8, No. 3 (Autumn, 1948), pp. 451-459.
- Berelson, Bernard. Graduate Education in the United States. New York: McGraw-Hill Book Co., Inc., 1960.
- Blackwell, Carl W. "An Evaluation of the Doctoral Programs of Florida State University: A Study of Attitudes and Opinions of Recipients of Doctoral Degrees Regarding the Adequacy and Appropriateness of their Graduate Training." Unpublished doctoral dissertation, Florida State University, 1972.
- Blaesser, W. W., and Froehlich, Clifford P. "Major Issues and Trends in the Graduate Training of College Personnel Workers." Educational and Psychological Measurement, Vol. 10, No. 3, Part II (Autumn, 1950), pp. 588-595.
- Brown, David G. "A Scheme for Measuring the Output of Higher Education." Outputs of Higher Education: Their Identification, Measurement, and Evaluation. Edited by Ben Lawrence, George Weathers, and Virginia W. Patterson. Boulder: Western Interstate Commission for Higher Education, July 1970.
- Brunson, May A. "Professional Development in a Time of Change." Journal of the National Association of Women's Deans and Counselors, Vol. 30, No. 4 (Summer, 1967), pp. 151-154.

- Christie, Roberta. A Bibliography of Doctoral Dissertations in the Field of College Student Personnel Completed During 1972. Chicago: Commission XII, American College Personnel Association, 1972.
- Commission on Professional Development, Council of Student Personnel Associations in Higher Education. "Student Development Services in Higher Education." July, 1972. (Mimeographed.)
- Cooley, William W., and Lohnes, Paul R. Multivariate Data Analysis. New York: John Wiley and Sons, Inc., 1971.
- Correll, Paul T. "Student Personnel Workers on the Spot." Journal of Counseling Psychology, Vol. 9, No. 8 (Fall, 1962), pp. 232-237.
- Cosby, Betty. "Professional Preparation for Student Personnel Work in Higher Education." Journal of the National Association of Women's Deans and Counselors, Vol. 29, No. 1 (Fall, 1965), pp. 14-18.
- Cottingham, Harold F. "Roles, Functions, and Training Levels for College Personnel Workers." Personnel and Guidance Journal, Vol. 33, No. 9 (May, 1955), pp. 534-538.
- Cowley, W. H. "The Disappearing Dean of Men." Occupations, Vol. 16, No. 2 (November, 1937), pp. 147-154.
- _____. "Reflections of a Troublesome but Hopeful Rip van Winkle." College Student Personnel: Readings and Bibliographies. Edited by Laurine E. Fitzgerald, Walter F. Johnson, and Willa Norris. Boston: Houghton Mifflin Company, 1970.
- Cramer, Elliot, and Thurstone, L. L. University of North Carolina MANOVA Program. Chapel Hill, North Carolina: Psychometric Laboratory, University of North Carolina. Unpublished.
- Dewey, Mary E. "The Student Personnel Worker of 1980." Journal of the National Association of Women's Deans and Counselors, Vol. 35, No. 1 (Fall, 1971), pp. 59-64.
- Ewing, John C., and Stickler, W. Hugh. "Progress in the Development of Higher Education as a Field of Professional Graduate Study and Research." The Journal of Teacher Education, Vol. 15, No. 4 (December, 1964), pp. 397-403.

- Ferguson, George A. Statistical Analysis in Psychology and Education. 3rd Edition. New York: McGraw-Hill Book Company, 1971.
- Hedlund, Dalva E. "Preparation for Student Personnel: Implications of Humanistic Education." Journal of College Student Personnel, Vol. 12, No. 5 (September, 1971), pp. 324-328.
- Houston, Clifford G. "A Limited Survey of Professional Standards and Training of College Personnel Workers." Educational and Psychological Measurement, Vol. 9 (Autumn, 1949), pp. 445-456.
- Houtz, Patricia. "Internships in Student Personnel Programs." College Student Personnel: Readings and Bibliographies. Edited by Laurine E. Fitzgerald, Walter F. Johnson, and Willa Norris. Boston: Houghton Mifflin Company, 1970.
- Howard, Delton T. "The Personnel Department." Higher Education in America. Edited by R. A. Kent. Boston: Ginn and Company, 1930.
- Leemon, Thomas A. A Bibliography of Doctoral Dissertations in the Field of College Student Personnel. New York: Commission XII, American College Student Personnel Association, 1970.
- _____. A Bibliography of Doctoral Dissertations in the Field of College Student Personnel. New York: Commission XII, American College Student Personnel Association, 1971.
- McDaniel, Reuben R., Jr. "Organizational Theory and the Preparation of Student Personnel Workers." NASPA Journal, Vol. 10, No. 2 (October, 1972), pp. 101-105.
- Mueller, Kate H. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Company, 1961.
- Parker, Clyde A. "The Place of Counseling in the Preparation of Student Personnel Workers." Personnel and Guidance Journal, Vol. 45, No. 3 (November, 1966), pp. 254-261.
- Penney, James F. "Student Personnel Work: A Profession Stillborn." Personnel and Guidance Journal, Vol. 47, No. 10 (June, 1969), pp. 958-962.

- Penney, James F. "Student Personnel Work: Role Conflict and Campus Power." Journal of Education, Vol. 151, No. 3 (February, 1969), pp. 42-52.
- Pfeiffer, J. William, and Heslin, Richard. Instrumentation in Human Relations Training. Iowa City: University Associates, 1973.
- Rhatigan, James J. "The Professional Preparation of Student Personnel Administrators as Perceived by Practitioners and Faculty-Trainers." Unpublished doctoral dissertation, University of Iowa, 1966.
- Rienow, Robert. "Preparation for the Work of Dean of Men." Secretarial Notes for the Thirteenth Annual Conference of the National Association of Deans and Advisers of Men. Urbana, Illinois: NADAM, 1931, pp. 110-113.
- Robinson, Donald W. "Analysis of Three Statements Relative to the Preparation of College Student Personnel Workers." The Journal of College Student Personnel, Vol. 7, No. 4 (July, 1966), pp. 254-256.
- Rockey, Marybelle C. "Doctoral Preparation Programs in College Student Personnel in Selected Universities in the United States." Unpublished doctoral dissertation, Michigan State University, 1972.
- Shoben, Edward J. "Psychology and Student Personnel Work." Journal of College Student Personnel, Vol. 7, No. 4 (July, 1967), pp. 239-245.
- Sturtevant, Sarah M. "The Qualifications and Preparation of Deans of Women." Eleventh Yearbook: National Association of Deans of Women. Washington, D.C.: National Educational Association, 1924, pp. 117-123.
- Sturtevant, Sarah M. "What is a Professional Course for Deans of Women?" School and Society, Vol. 28, No. 714 (September, 1928), pp. 259-262.
- Williamson, E. G. "Professional Preparation of Student Personnel Workers." School and Society, Vol. 86, No. 2123 (January, 1958), pp. 3-5.
- Wren, C. Gilbert. "The Greatest Tragedy in College Personnel Work." Educational and Psychological Measurement, Vol. 8, No. 3 (Autumn, 1948), pp. 412-429.