

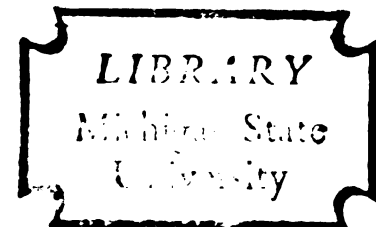
AN ANALYTICAL DESCRIPTION OF THE RELATIONSHIP
BETWEEN THE ACADEMIC TRAINING AND ASSISTANT-
SHIP EXPERIENCES OF MASTER'S DEGREE
PROGRAMS IN STUDENT PERSONNEL
ADMINISTRATION

Dissertation for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
ROBERT HUGO MINETTI
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This is to certify that the
thesis entitled
AN ANALYTICAL DESCRIPTION OF THE RELATIONSHIP
BETWEEN THE ACADEMIC TRAINING AND ASSISTANT-
SHIP EXPERIENCES OF MASTER'S DEGREE
PROGRAMS IN STUDENT PERSONNEL
ADMINISTRATION
presented by

Robert Hugo Minetti

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Department of
Administration and
Higher Education

Major professor

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ABSTRACT

AN ANALYTICAL DESCRIPTION OF THE RELATIONSHIP BETWEEN THE ACADEMIC TRAINING AND ASSISTANT- SHIP EXPERIENCES OF MASTER'S DEGREE PROGRAMS IN STUDENT PERSONNEL ADMINISTRATION

By

Robert Hugo Minetti

The Purpose

The purpose of this study was to determine where the locus of preparation should be for the competencies and areas of knowledge necessary for entry-level student personnel workers. The relationship between the formal academic training and paid assistantship experiences of master's degree students in selected student personnel preparation programs was the focus of the study.

The Procedure

From a thorough review of relevant and related research, a questionnaire was developed and administered to the research sample which included forty-seven competencies or areas of knowledge which are recommended by student personnel theorists, practitioners, and professional associations for entry-level student personnel workers. The questionnaire was administered to faculty,

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graduate students, assistantship supervisors, and recent graduates of the master's degree programs in College Student Personnel at Bowling Green State University, Michigan State University, and The University of Vermont. A total of 308 out of a possible 378 (82 percent) questionnaires were completed and returned to the researcher. Individual subject responses were transformed from the completed questionnaires to data processing cards and analyzed by the C.D.C. 6500 computer. Research hypotheses were developed, and the techniques of the Statistical Package for Social Sciences were used to test the hypotheses.

Findings

The importance of a paid assistantship was determined by this study. Of the forty-seven competencies, all but two ("appreciate the historical and philosophical underpinnings of higher education" and "understand the principles of statistical analysis") were seen as having a locus of preparation in both the formal academic process and the paid assistantship. Moreover, with only six exceptions, no significant differences were reported between each of the four positions at each of the three institutions under investigation as to the relative importance of the academic process and paid assistantship vis-a-vis each of the competencies or areas of knowledge.

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Faculty, students, assistantship supervisors, and recent graduates tend to view the paid assistantship as an important component of professional preparation. Furthermore, they report that graduates who held paid assistantships receive better professional preparation than those who do not (82 percent). These findings imply a partnership between faculty members and assistantship supervisors; a partnership which may not be as cohesive and collaborative as it should be since 42 percent of the assistantship supervisors surveyed reported that they do not meet with faculty to discuss their graduate assistant's professional growth and development. Of those that report that they meet with faculty, 69 percent do so only once or less than once a term/semester.

Other significant differences exist between students who hold and graduates who held paid assistantships, and students who do not hold and graduates who did not hold paid assistantships. When compared, the former are much more likely to suggest that specific competencies are learned through involvement in paid assistantship; whereas the latter subjects are more likely to suggest that specific competencies are learned through the formal academic process.

Differences in perceptions and expectations were not found between institutions or positions. Thus, even though each of three programs is somewhat different in

structure, organization, and requirements, the importance of both paid assistantships and formal academic preparation was supported by all schools under study. Given the high incidence of "equal" responses, the subjects in this study seem to be suggesting that to be effective, training for each of the competencies should include both academic and paid assistantship experiences.

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By

Robert Hugo Minetti

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1977

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ROBERT HUGO MINETTI
1977

To,

Claire and Hugo Minetti, my parents

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CHAPTER I

INTRODUCTION

The topic of professional preparation for student personnel administrators in higher education has received considerable attention in recent years from professional associations, theorists, and student personnel practitioners. Prior to the 1960s, "it was generally assumed that people who became guidance and personnel workers came chiefly from the ranks of the teaching profession."¹ If any formal training was received for student personnel positions, counselor education was the primary, if not only, component of the formal training.² Moreover, studies undertaken throughout the last decade reported that the majority of chief student personnel administrators surveyed were not formally trained in student personnel, nor

¹G. E. Hill and D. A. Green, "The Selection, Preparation and Professionalization of Guidance and Personnel Workers," Review of Educational Research 30 (April 1960): 115-30.

²Ibid.

did they work their way up through the lower student affairs ranks before attaining their current positions.³

However, in recent years it has been advocated that the practice of student personnel work shift its emphasis from a "student services administration" philosophy to a "student development" orientation.⁴ The expectation that student personnel workers become specialists in and practitioners of student development while concurrently administering the traditional student service functions has increased the importance of professional preparation.

In a recent publication, Crookston defines student development as

. . . the application of the philosophy and principles of human development in the educational setting.
 . . . Education for human development is the creation of a humane learning environment within which learners, teachers, and social systems interact and utilize developmental tasks for personal growth and societal betterment.⁵

³W. H. Grant and E. James, "Career Patterns of Student Personnel Administrators," Journal of the National Association of Student Personnel Administrators 10 (October 1972): 106-13; T. A. Emmet, "A Guide to Programs of Training for College and University Student Personnel Workers," No. 6, University of Detroit Studies in Higher Education for College and University Student Personnel Workers, Detroit, January 1965.

⁴B. B. Crookston, "Student Personnel--All Hail and Farewell!" Personnel and Guidance Journal 55 (September 1976): 26-29.

⁵Ibid.

To provide for a learning environment which allows and facilitates human/student development is the charge of the student personnel worker of this decade. However, since student affairs derives its legitimacy primarily from the service functions which student personnel workers perform (financial aids, housing, records, student discipline, admissions, activities, counseling) the profession will most probably have to continue with its administrative or service tasks, while at the same time implement student development programs. The mere act of behaving in a pleasant, humanistic way is not in itself facilitating student development. Rather, successful student development programs require educators knowledgeable in developmental philosophy, behavioral science, and learning theory; and administrators skilled in the arts of training, interrelating, programming, managing, budgeting, supervising, and evaluating progress, performance, and outcomes. Thus, the dilemma of how to prepare people to assume student personnel positions is exacerbated by the demands of the student development movement.

Because the topic of professional preparation for student personnel administrators in higher education is a vital one to faculty, graduate students, student personnel workers, and ultimately to the students served in our colleges and universities, it has received a good

deal of thought by theorists and professional associations. In 1973, the Council of Student Personnel Associations (COSPA) released a statement which proposed that

. . . the goal of professional programs is the preparation of persons who in addition to having obtained the high level of self-development have skills in collaborating with others in their self-development. They must be able to use competencies of assessment, goal setting, and change processes as appropriate in implementing the roles of consultant, administrator and instructor in relationships with individuals, groups and organizations.⁶

In working toward this very broadly stated goal, the professors of student personnel work, the administrators of student personnel services, and the graduate students in student personnel training programs should "continually relate as full collaborators throughout the program."⁷

It is generally agreed that a broad-based foundation of academic preparation for student personnel positions is essential.⁸ Moreover, within this

⁶Council of Student Personnel Associations (COSPA), 1973 statement, p. 6. (Mimeographed.)

⁷Ibid., p. 7.

⁸D. L. Trueblood, "The Educational Preparation of the College Student Personnel Leader of the Future," in College Student Personnel Work in the Years Ahead, ed. G. A. Klopff, ACPA Student Personnel Series No. 7 (Washington, D.C.: American Personnel and Guidance Association, 1966), pp. 77-84; D. P. Hoyt and J. J. Rhatigan, "Professional Preparation of Junior and Senior College Student Personnel Administrators," in College Student Personnel: Readings and Bibliographies, eds. L. E. Fitzgerald, et al., pp. 35-38; T. O'Banion, "Program Proposal for Preparing College Student Personnel Workers," Journal of College Student Personnel 10 (January 1973): 249-53; COSPA, 1973.

broad-based framework, several "cores" have widespread support among the authors and theorists of student personnel education. Generally, core areas of preparation include: study in psychology (specifically developmental psychology); culture and change (sociology, anthropology); philosophy, finance, planning, and curriculum in higher education; "skill" courses in counseling and testing and measurement; research; ethical responsibilities; and a supervised work experience.⁹

Purpose of the Study

Although the literature supports the areas of preparation which the COSPA Statement, Trueblood, and others propose, little is known with any degree of certainty how students of the student personnel profession gain the competencies and skills necessary to assume entry level positions within the field. It was the intention of this researcher to engage in an in-depth investigation of several selected master's degree programs which propose to prepare professionals to assume leadership positions within student personnel work in higher education.

The primary purpose of the study is to identify the locus of preparation for the entry-level competencies necessary for student personnel work. And, because it is

⁹Trueblood, pp. 82-83.

the assumption of many authors, students, academics, and practitioners that the two components of practical and academic learning are not collaborative processes, the relationship between the assistantships and the formal academic process is the focus of this research project.¹⁰ Further, due to the report of the lack of intentional cooperation between faculty members and assistantship supervisors, the specific responsibilities of faculty and supervisors are studied.¹¹

This study was not intended to validate existing studies which assess the importance of specific outcome competencies. Rather, the focus of the research project is the relationship between the formal academic training process and the paid assistantship experiences of master's degree candidates in college student personnel at Bowling Green State University, Michigan State University, and The University of Vermont. (A description of each program and a rationale for its inclusion in the study appear in Chapter III.) All three institutions in

¹⁰V. Kirkbride, "Practicum Experience in the Master's Degree Program for Personnel Work," Journal of the National Association of Women Deans, Administrators, and Counselors 34 (Winter 1972): 80-84; T. V. McGovern and Tinsley, "A Longitudinal Investigation of the Graduate Assistant Work-Training Experience," Journal of College Student Personnel 17 (March 1976): 130-33.

¹¹E. C. Wallenfeldt and G. S. Bigelow, "Status of the Internship in Student Personnel Studies," Journal of the National Association of Women Deans, Administrators, and Counselors 34 (Summer 1971): 180-84.

question make student personnel paid assistantships available on a part-time basis to graduate students. Although the majority of the paid assistantships are available in residence halls, a number of master's degree candidates hold paid assistantships in other student personnel service areas (student activities, volunteer programs, counseling center). For the purpose of this study, paid assistantships are limited to those work experiences separate and apart from academic requirements. The paid assistantships are in addition to practica required by graduate students in their academic programs.

Questions for Investigation

1. What competencies or areas of knowledge should be included as part of the academic process? The assistantship experience? Both the formal academic process and the assistantship?
2. Do faculty, students, assistantship supervisors, and recent graduates share similar expectations of the assistantship experience within the preparation program?
3. What, if any, differences in attitudes and expectations exist between the faculty, students, assistantship supervisors, and recent graduates at the same institution? Within groups at different institutions?

4. Do students who are employed in paid assistantships have similar expectations of the formal academic process as those students who are not employed in paid assistantships?
5. Do recent graduates of student personnel training programs who held paid assistantships have similar expectations of the formal academic process as those recent graduates who did not hold paid assistantships?
6. How importantly do faculty, students, assistantship supervisors, and recent graduates view the paid assistantship as part of a master's degree training program? Do these four groups perceive the importance of the assistantship similarly?
7. (a) To what extent do faculty and assistantship supervisors cooperate and collaborate in the training endeavor? (b) Is there a difference between the amount of collaboration in the program which requires a paid assistantship and in the two programs which make assistantships available but do not require them as part of the degree program?

Need for the Study

The call for practical experiences for graduate students is repeated throughout the literature.¹² Many assumptions are made about the importance of on-the-job experiences and the role that these experiences play in the professional development of higher level professional student personnel workers.¹³ Aside from the benefits derived from suggested practicum experiences,¹⁴ it is assumed that many graduate students accumulate significant practical experiences in paid assistantships. Since a large number of graduate students are engaged in these concurrent paid assistantship experiences, the effect of these simultaneous processes should be understood. To date, no research studies exist which examine the relationship between the experiences of paid assistantships and the curricular requirements of formal academic programs.

¹²Kirkbride; Wallenfeldt and Bigelow; COSPA, 1973.

¹³J. F. Penney, Perspective and Challenge in College Student Personnel Work (Springfield, Ill.: Charles C. Thomas, 1972); Hoyt and Rhatigan.

¹⁴R. B. Caple, "Molar Model for the Training of Student Personnel Workers," Counselor Education and Supervision 12 (September 1972): 31-41; E. A. Greenleaf and R. H. Shaffer, "Evaluating the Intern and Practicum Experiences," UCEA Review 18 (September 1976): 24-25.

Summary of Related Literature

A review of the literature and related research supports the previously stated core areas of preparation. Penney, however, in an evaluation of student personnel as a profession, raises some serious questions regarding the generally accepted program for professional preparation. In short, he questions whether or not professional academic preparation is necessary at all,

. . . training in student personnel work is not universally recognized as an essential prerequisite for appointment to major student personnel posts. Many institutions, including some of the most prestigious universities, have in recent years chosen to ignore professional preparation in favor of selecting student personnel administrators from widely divergent backgrounds in other professions and occupations.¹⁵

Penney implies that the formal academic training is not as important as the ability to display various competencies in on-the-job situations. The results of a study by Donald Hoyt and James Rhatigan lends additional support to practical experience. Their study shows that "despite the fact that practitioners perceived academic training as generally relevant, they clearly believed that on-the-job training was more important" for the administrative tasks and program development responsibilities which student personnel workers are called upon to perform.¹⁶

¹⁵Penney, Perspective and Challenge, p. 27.

¹⁶Hoyt and Rhatigan, p. 40.

Ostroth, in a similar study, surveyed chief student personnel administrators to determine what they considered to be valuable for master's level student personnel professional training programs. The most frequent response called for supervised practice in student personnel work. "More specifically, 88.9 percent of the respondents indicated practical experience as being essential."¹⁷ And in a study of the status of internships in student personnel training programs, Wallenfeldt and Bigelow rate on-the-job experiences as more important than any course work students are required to complete.¹⁸

However, where Trueblood calls for supervised work experiences carried out by competent persons which must be "meaningfully related to course work and . . . significant (to) professional practice,"¹⁹ other authors support a more broad-based theoretical and philosophical foundation and propose work-study (paid assistantship) to a lesser degree. Miller, in a recent article, calls for preparation of "future leaders of professional calibre"

¹⁷D. D. Ostroth, "Master's Level Preparation for Student Personnel Work," Journal of College Student Personnel 16 (July 1974): 319-22.

¹⁸Wallenfeldt and Bigelow.

¹⁹Trueblood, p. 83.

rather than "technical-specialists."²⁰ Even though entry level work requires people to do technical-specialist work, Miller maintains that the formal academic training program is the means for developing such future leaders. Moreover, McGovern and Tinsley's recent research project at Southern Illinois University shows that work-study (paid assistantship) experiences tend to be limited to the local institution. Training done by most work-study supervisors is aimed at accomplishing locally defined tasks rather than at long-term professional development in collaboration with the classroom experiences of the students. While academic programs depend upon the on-the-job training experiences to relate the formal academic process to the responsibilities of the practitioner, McGovern and Tinsley propose that the formal academic process is not a concern of the professional practitioner who supervises the work of the paid assistant.²¹ Furthermore, even though the formal academic process may be a concern of the practitioner, it may not mesh with the immediate aspects of the job.

²⁰T. K. Miller, "College Student Personnel Preparation: Present Perspective and Future Directions," Journal of the National Association of Student Personnel Administrators 4 (April 1967): 171-76.

²¹McGovern and Tinsley.

Thus, the question of the relationship between the formal academic process and the paid assistantship experiences of graduate students in student personnel training programs is unresolved. Are work-study experiences concerned solely with local issues, or do they call for an application of the theories and philosophies that are presented in the classroom? Are the classroom activities concerned solely with theory and philosophy, or do they prepare students for the practical realities of the job and specialized skills required of professional student personnel workers? Although an extensive review of the related literature will follow, no significant studies or articles which directly relate to these questions were found. The literature supports the need for practical experience, yet the assumption that graduate students, in general, do receive this desired practical experience in paid assistantships is speculation.

Definitions

The following terms are defined by the researcher for use in this study:

Student Personnel.--The college or university program which is concerned with both the educational and personal development of students in primarily non-classroom activities and the administration of services which support and complement the formal academic learning process.

Student Personnel Worker/Practitioner.--Professional educators engaged in full-time employment in student personnel functions. They may be administrators, counselors, program facilitators, or consultants.

Assistantship.--On-going work experiences of a professional or paraprofessional nature which are undertaken by graduate students on a long-term, usually, but not always part-time basis. These experiences are supervised by professional student personnel workers. They are not an academic requirement, and students receive financial remuneration rather than academic credit for services performed.

Assistantship Supervisor.--The professional student personnel worker who directs and coordinates the activities of graduate assistants.

Practicum.--A part-time (six to twelve hours per week) practical work experience afforded to graduate students, usually of short duration (term or semester) and a degree requirement. Students receive academic credit as a result of their participation in these activities. Faculty cooperation, supervision, and evaluation are major components of a practicum.

Student.--Those individuals currently enrolled in a master's degree program in student personnel.

Recent Graduate.--Those individuals who are employed as full-time student personnel workers who received a master's degree in student personnel from June 1975 to December 1977.

Delimitations

The institutions included in the study were not selected randomly. Therefore, generalizations from the results presented in Chapter IV should be made only to the extent that individual graduate professional training programs in college student personnel closely resemble the programs reported.

Methodology

Selection of the Sample

1. Data were collected on assistantship supervisors, faculty, students, and recent graduates of master's degree programs at Bowling Green State University, Michigan State University, and The University of Vermont. These three institutions were included in the study because of their similarities--all have a master's degree program in college student personnel; all strongly encourage or require a paid assistantship for their student personnel majors; all have similar curricular requirements; and because of their differences--size, whether or not a paid assistantship is a degree requirement, presence or absence of a

doctoral program. Their similarities and differences allowed for both comparison and contrast between institutions.

2. The sample was nonrandom. The number of subjects in each group is not large enough to accommodate a random sample. At each institution all faculty, assistantship supervisors, students, and recent graduates were included in the sample.
3. Faculty assistance was solicited to identify respondents in all four categories at each institution.

Research Methods

1. The available and directly related literature was thoroughly reviewed. From the literature, forty-seven outcome competencies and areas of knowledge were extracted and organized into six general clusters of competency.
2. A questionnaire was developed and pilot tested. As a result of the pilot test, appropriate revisions were made. The questionnaire was then either mailed or hand delivered to the subjects of this study.

3. The researcher made personal visits to each institution to administer the questionnaire and to solicit the support of the chairperson of the department under study.
4. A follow-up postal card was sent to each person who was mailed a questionnaire reminding him/her to complete the questionnaire and return it to the researcher.

Methods Used To Report Findings

1. The questions for investigation which were suitable for statistical analysis were restated in research hypothesis form.

Hypothesis 1:

Faculty, students, assistantship supervisors, and recent graduates perceive no significant differences in expectations of the assistantship experience.

Hypothesis 2a:

Faculty, students, assistantship supervisors, and recent graduates within each institution perceive no significant differences in expectations of the assistantship experience.

Hypothesis 2b:

Faculty, students, assistantship supervisors, and recent graduates at different institutions perceive no significant differences in expectations of the assistantship experience.

Hypothesis 3:

There are no significant differences in expectations of the formal academic process between students who hold paid assistantships and students who do not hold paid assistantships.

Hypothesis 4:

There are no significant differences in expectations of the formal academic process between recent graduates who held paid assistantships and those graduates who did not hold paid assistantships.

Hypothesis 5:

Faculty, students, assistantship supervisors, and recent graduates report no significant differences in perceptions of the importance of a paid assistantship as part of the preparation process.

Hypothesis 6:

There are no significant differences in collaboration of the paid assistantship and the formal academic process between the program which requires a paid assistantship and those which do not require a paid assistantship.

2. Multivariate Analysis of Variance, Condescriptive, and Crosstabulation techniques were used to provide basic descriptive information about the data received from the questionnaire. The chi square test for independence and a multivariate analysis of variance procedure were employed to test the research hypotheses.

Organization of the Study

Chapter I presents the introduction, statement of the problem, definitions, and general overview of the study. Relevant and related literature and research dealing with student personnel professional preparation are presented in Chapter II. The design of the study is detailed in Chapter III. Chapter IV includes the results of the study. A discussion of the results, and recommendations and speculations based upon the findings of the study are articulated in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

F. R. Rudolph suggests that until the Civil War most institutions functioned with a president, a treasurer, and a part-time librarian. Subsequently an enlarged scope of college administration resulted in a splintering of administrative responsibilities:

First a secretary of the faculty, then a registrar, then in succession a vice-president, a dean, a dean of women, a chief business officer, an assistant dean, a dean of men, a director of admissions, and in time a corps of administrative assistants to the president who were in charge of anything and everything; public relations, church relations, civic relations, student relations and faculty relations.¹

Those services which eventually came to be assigned to student personnel departments resulted from the enlargement of administrative functions and responsibilities. Student personnel gradually developed an educational philosophy which supported the activities of practitioners in various capacities from discipline to counseling; from record keeping to student activities;

¹F. R. Rudolph, The American College and University: A History (New York: Vintage Books, 1962), pp. 434-35.

from recruitment to job placement. As the field evolved, so too did the need for professional training. The people who originally carried out student personnel responsibilities were faculty members whose training and interests were in their academic field. Gradually, individuals trained as counselors began to assume student service responsibilities.² With these increased responsibilities came the need for professional training.

To augment academic training, E. G. Williamson called for on-the-job learning experiences. In a speech before the American Personnel and Guidance Association in 1958, he indicated that:

. . . desirable competencies could be acquired through general experience or through formal training supplemental to professional preparations in one's specialty. Obviously, one does not acquire even minimum competence in all of these diverse areas of functioning at any one particular time in one professional career.³

Training for the specific task to be performed was seen as the result of experience complemented by in-service professional training.⁴ Student personnel was seen as a "point of view" rather than as an educational philosophy.

²Hill and Green.

³E. G. Williamson, "Professional Preparation of Student Personnel Workers," School and Society 86 (1958): 3-4.

⁴Ibid.

However, with the advent of the "student development" philosophy which began emerging in the late 1960s and early 70s, professional preparation became a topic of concern within the profession. The goals of student development call for a highly skilled professional educator; one skilled in the art of administration, knowledgeable in the realm of human behavior, and trained in methods of evaluation and research, and in spite of the criticism aimed at the profession, many academic programs exist to train individuals to assume entry level and leadership positions in student personnel. As was seen from the literature, a great deal of controversy exists relative to professional training programs. Whether or not these training programs make a difference has been articulated by a number of specialists in the field. In a summary of student personnel training programs, Emmet indicated his belief that "student personnel work on the college level has always been a learn-by-doing process."⁵ Similarly, in a more empirical study by Upcraft, the author concluded that "on the basis of the data, (there is) little connection between the way in which a chief student personnel administrator in a large university is trained and the way in which he perceives his role. In that sense, training did not make a

⁵Emmet, p. 3.

difference."⁶ Rhatigan, in a study of the perceptions of professional preparation of student personnel workers of faculty and practitioners, suggests that "professional preparation historically has been controversial."⁷

The following is a review of the related literature and research which focuses on the professional preparation of student personnel workers. Included are the objectives of professional preparation, suggested areas of study, the academic requirements, practice as part of training, and integration of the academic and practical components of training.

The Objectives of Professional Preparation

Professional Student Personnel Workers

In an attempt to place student personnel work within a philosophical framework, Walter Johnson proposed that:

. . . student personnel work is a creature produced in part by the school's philosophical position, and in part by its own indigeous qualities and characteristics. Basically, however, it is committed to the students and their welfare and

⁶M. L. Upcraft, "Does Training Make a Difference?" Journal of the National Association of Student Personnel Administrators 9 (October 1971): 137.

⁷J. J. Rhatigan, "Professional Preparation of Student Personnel Administrators as Perceived by Practitioners and Faculty," Journal of College Student Personnel 9 (January 1968): 17-23.

development both as individuals and as groups. Thus, although programs and practices in various institutions may differ in emphasis, the point of view and purposes of these endeavors are fundamentally held in agreement by both practitioners and theoreticians in the field.⁸

Mueller, while accounting for individual differences between institutions (religious orientation, state vs. public, coeducational vs. single sex) indicates that four primary objectives for student personnel remain consistent in higher education. They are: (1) preserving, transmitting, and enriching the culture; (2) developing all aspects of the culture; (3) training for citizenship; (4) training for leadership.⁹ Although these four objectives are broad and general, she argues that they are the primary goals of student personnel work. While administrators of student personnel programs perform a wide variety of tasks, they function within the boundaries of these four primary objectives. Admissions, registration and records, counseling, health service, housing and food service, student activities, financial aid, placement, discipline, special programs and services such as study skills, orientation, religious activities

⁸W. F. Johnson, "Student Personnel Work in Higher Education: Philosophy and Framework," in College Student Personnel: Readings and Bibliographies, eds. L. E. Fitzgerald, et al. (Boston: Houghton Mifflin Company, 1970), p. 8.

⁹K. H. Mueller, Student Personnel Work in Higher Education (Boston: Houghton Mifflin Company, 1961), pp. 65-66.

represent functions where the professional can act on these four primary professional objectives.¹⁰

Mueller's philosophy is consistent with a number of other theoreticians who view the student as the focal point of student personnel work rather than the specific function which the student personnel worker executes. Johnson summarizes the writing of several major theorists¹¹ by focusing on the similarities of their findings. In short, these theorists see students as individuals who must be treated as functioning integrated beings within an institution. Moreover, the institution must organize its educational efforts " . . . from where the individual student is, not from the point of development at which the institution would like to find the hypothetical average student."¹² This view is consistent with the position taken in 1949 by the Committee in College Personnel of the American Council on Education in a statement entitled "The Student Personnel Point of View":

The student personnel point of view encompasses the student as a whole. The concept of education is broadened to include attention to the students'

¹⁰Ibid., p. 57.

¹¹Mueller; R. R. McDaniel, "Organization Theory and the Preparation of Student Personnel Workers," Journal of the National Association of Student Personnel Administrators 10 (October 1972): 101-05; Williamson, "Professional Preparation"; Gilbert C. Wrenn, Student Personnel Work in College (New York: Ronald Press Co., 1951).

¹²Johnson, p. 9.

well-rounded development--physically, socially, emotionally, and spiritually, as well as intellectually! The student is thought of as a responsible participant in his own development and not as a passive recipient of an imprinted economic, political, or religious doctrine, or vocational skill. As a responsible participant in the societal process of our American democracy, his full and balanced maturity is seen as an end-goals of education.¹³

Shaffer and Martinson propose that "the student personnel point of view considers each student an individual with a unique constellation of traits to be treated as an indivisible personality functioning and reacting to his environment as a whole."¹⁴ Thus, the professional student personnel worker is seen as a person who is concerned about the student as a complex and multifaceted entity and who realizes that learning takes place in many ways and in many arenas. To function as an educator, Shaffer and Martinson propose the following goals for student personnel work:

- 1) To assist in providing a campus climate in student residences and campus affairs which is conducive to academic achievement while providing maximum intellectual stimulation . . .
- 2) To provide those services which will assist in the self-development of each student and promote the understanding of his own purpose for being in college . . .

¹³R. H. Shaffer and W. D. Martinson, Student Personnel Services in Higher Education (New York: The Center for Applied Research in Education, Inc., 1969), p. 2.

¹⁴Ibid.

- 3) To provide through student government and other activities an opportunity to practice democratic living with both its rights and responsibilities and to learn to work effectively with other . . .
- 4) To provide the opportunity for faculty-student contacts outside the classroom as a means for encouraging respect for learning and an understanding of the approach to life's problems . . .
- 5) To provide an opportunity for every worthy student to complete his education providing financial assistance, when necessary . . .
- 6) To help each student develop a sense of individual responsibility and self-discipline . . .
- 7) To interpret university objectives, policies, rules and administration to students, faculty, alumni, and citizens in general; and to communicate student attitudes, opinions and activities to the faculty and general public . . .
- 8) To help create an atmosphere of high morale and loyalty towards the institution.¹⁵

The way student personnel workers should operationalize this philosophy and these objectives is stated by the Council of Student Personnel Associations in a 1967 statement regarding the professional preparation of student personnel workers.

It is the college student personnel worker who: carries out a careful admissions process; orients students from all types of socio-economic backgrounds to the social system that is the college; tests their aptitudes, their achievements and their interests, and in cooperation with faculty colleagues advises them about curricular and courses as well as other experiences which the institution provides that will best implement their purposes. The student personnel worker guides students in relation to the many out-of-class resources the college affords, maximizes the rich educational potentialities of their life together in residence halls; works with group and individual standards of student behavior; provides informed and skilled help to students with special needs such as the foreign student, the physically handicapped, or

¹⁵Ibid., pp. 6-11.

students from a deprived economic or cultural background. Still others coordinate the increasingly vast programs of financial aid and counsel students regarding loans, work-study, and scholarship programs. Student personnel workers also are responsible for the development and management of these resources.¹⁶

The 1967 statement of the Council of Student Personnel Associations articulates the assortment of functions performed on American campuses to supplement educational programs. In short, these functions recruit students to the campus, orient them when they begin their studies, and provide services and activities which assist them to grow, develop, and succeed academically and socially.

While the philosophies presented focus on the student as the more important component of student personnel work, critics see the implementation of the theories in isolation of students. "To many practitioners the program of student personnel services was perceived as services to students or for students, and the students themselves were only minimally involved in planning, developing and executing the functions to be performed."¹⁷

Expanding this criticism, Crookston argues that "Student personnel work as historically defined is no longer a viable concept. . . . 'Student Affairs' should

¹⁶COSPA, 1967, p. 2.

¹⁷Johnson, p. 9.

be used to describe an area, sector, or administrative sub-division."¹⁸ Critics, like Crookston, of the traditional Student Personnel Point of View philosophy, which provides services to facilitate academic, social success among students, call for more student involvement and propose a different operational philosophy for student personnel workers. In Crookston's words, "'Student development' should be used to describe the underlying philosophy of the field and operating concepts therein."¹⁹ The major difference is that the student affairs concept functions as an adjunct to the formal educational process; "while the student development concept demands that the educational process be viewed as an integration of the formal, in-class learning and the extra-curricular educational process in which students are involved."²⁰

Supporting this distinction between student affairs and student development, Crookston defines student development as:

The application of the philosophy and principles of human development in the educational setting. Human development refers to the growth, development, and fulfillment of the individual throughout life a realized person and effective, productive citizen, and the growth and development of society.²¹

¹⁸Crookston, p. 26.

¹⁹Ibid.

²⁰Ibid., p. 27.

²¹Ibid., p. 28.

Crookston limits the application of the concept of human development by the word "student." "Student development by definition must imply a developmental process limited to an educational setting; it is, therefore, the more preferable term to describe our particular field."²²

In a study developed for the United States Federal Department of Health, Education and Welfare, Ayers, Tripp, and Russell conclude that "the great majority of colleges and universities now provide administrative leadership and delegate administrative responsibility to persons identified as student service officers."²³ Newton and Hellenga in a recent article assessing the learning objectives of student personnel training programs state that "Student personnel work in American institutions of higher learning has been characterized as a field that developed haphazardly as colleges felt a need for staff members to handle the auxiliary or outside class affairs of their students."²⁴ Thus, the

²²Ibid.

²³A. R. Ayers, P. Tripp, and J. Russell, Student Services Administration in Higher Education (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1966), p. 7.

²⁴F. B. Newton and G. Hellenga, "Assessment of Learning and Process Objectives in Student Personnel Training Programs," Journal of College Student Personnel 15 (November 1974): 492.

practice of student personnel work in today's higher education responds to both the Student Personnel Point of View philosophy and the more recent emphasis on Student Development.

Objectives of Professional Student
Personnel Preparation Programs

According to the 1973 statement of the Council of Student Personnel Associations, "a Master's Degree program (in college student personnel) should be directed toward the development of a beginning professional who has the basic values and competencies for facilitating student developments."²⁵ However, as Williamson was quick to point out as early as 1958:

. . . desirable competencies (can) be acquired through general experience or through formal training supplemental to professional preparation in one's specialty. Obviously, one does not acquire even minimum competence in all of (the) diverse areas of functioning at any one particular time in one professional career . . . and, while an administrator hopes to find many of these competencies at the time of initial employment, he does recognize that management must assume responsibility for continuous in-service professional training.²⁶

While all of the skills cannot be adequately assimilated prior to entry into the professional work world, J. R. Penn argues that it is the responsibility of professional

²⁵COSPA, 1973, p. 8.

²⁶Williamson, "Professional Preparation," pp. 3-4.

preparation programs "to supply institutions of higher education with an effective and well-prepared group of individuals who can meet the complexities of higher education."²⁷ Moreover, R. R. McDaniel states that student personnel training programs cannot "ignore the fact that a student personnel worker is part of an administrative structure and that the future success or failure of the trainee will largely be a function of his ability to contribute to the effectiveness of the organization."²⁸ He further argues that although training programs have a responsibility to teach theory in its ideal state, future administrators have to learn how to distinguish between the various and differing roles which they will have to play. And, although theory must be a part of any preparation program, students need to tolerate ambiguity and accept the fact that the ideal state will never be fully realized.²⁹

Since student personnel administrators are involved in such a vast array of differing professional responsibilities and specialties, the task of developing a preparation program is not an easy one. J. F.

²⁷J. R. Penn, "Professional Accreditation: A Key to Excellence," Journal of College Student Personnel 15 (July 1973): 257.

²⁸McDaniel, p. 110.

²⁹Ibid., pp. 102-03.

Cottingham has suggested three approaches to the problems of developing programs of professional preparation for student personnel workers: training programs must first try to find out what student personnel workers actually do; what their duties and responsibilities are; training programs need to discover the patterns, knowledge and skills, attitudes, interest and characteristics necessary for successful performance of these duties and responsibilities; and more pragmatically, training programs need to determine the types of courses, training, and experiences that are most effective in the developing of patterns of abilities necessary for success on the job.³⁰

It is the responsibility of the training programs to identify the best ways to prepare graduate students to assume leadership positions within higher education; to assimilate into and become effective members of administrative organizations; and to successfully execute the routines and responsibilities of the specialized functional areas within the student personnel profession. As Williamson, Penn, and Cottingham have indicated,³¹ not

³⁰J. F. Cottingham, "Roles, Functions and Training for College Personnel Workers," Personnel and Guidance Journal 33 (1955): 534-38.

³¹Williamson, "Professional Preparation"; Penn; Cottingham.

all areas can be included in an academic program. However, the COSPA (1967) statement states that:

In fulfilling the responsibilities (of the diverse specialties within the profession) there are some functions unique to each area of student personnel work. But, there are also basic functions which must be performed by the majority of student personnel workers regardless of area of specialization. These include:

- 1) Understanding the college student as a learner;
- 2) Accurately and effectively interpreting the values, goals, objectives, and actions of the student to the institution and others;
- 3) Interpreting the goals, values, objectives and actions of the institution to the student;
- 4) Understanding the significant political, cultural, and social forces operating within the college community as they affect both the individual and groups of students;
- 5) Counseling on a one-to-one basis at some level ranging from the relatively perfunctory to psychotherapy;
- 6) Group work ranging from advising student interest organizations and influencing student attitudes and behavior to group counseling;
- 7) Programming of educative experience which supplement classroom learning as well as the development of meaningful recreational opportunities;
- 8) The collection, organization and dissemination of information about students ranging from the simple descriptive to that needed for the study of student behavior;
- 9) The performance of administrative functions such as policy formulation and implementation, student development and budget making;
- 10) Research ranging from the demographic and evaluative to basic studies of psychological, social, and cultural forces influencing student performance and behavior.³²

In a later statement, the Council of Student Personnel Associations translates these ten areas of specific responsibility into three all-encompassing areas, or types,

³²COSPA, 1967, pp. 2-3.

of involvement: administration, instruction and consultation. The document expanded these areas and provided operational definitions of the terms. In identifying these areas of involvement, the Council embraced the concept of student development and called for preparation for student development specialists.

The field of student personnel is a diverse one. How, then, should people be prepared to assume leadership positions within the field? In a study of preparation programs, Emmet found that:

There seems to be more emphasis on the development of a person who is a generalist rather than a specialist in a particular field. This generalist is someone who is well versed in the liberal arts, and is able to grasp the whole field of student personnel work and to place his or her perspective in the discipline that pertains to the field of student personnel work.³³

Greenleaf and Lloyd-Jones in separate statements addressing the goals of training programs both underscore the needs for a generalist. As Greenleaf contends, "the student personnel worker, administrator must be a manager . . . be skilled in the art of communication . . . be sharp intellectually . . . be traveled . . . be a skilled administrator . . . be a generalist . . . be a catalyst

³³Emmet, p. 2.

. . . be able in dealing with students as individuals."³⁴
 Lloyd-Jones reflects a more general view when she says that a student personnel worker should "work with others using the resources and techniques of discussion, symposia, exposition, colloquia, dialogue, clarifying questions, literature, art, history, religion, philosophy, social fellowship, and sustained search."³⁵

Clearly, however, a master's degree training program cannot provide for all that Greenleaf and Lloyd-Jones suggest; nor does the literature contain an abundance of material which proposes learned outcomes for a master's training program. The few studies which do exist (Keller, Yates, Rhatigan, Hoyt and Rhatigan for doctoral programs, and Ostroth, Newton and Richardson, Newton and Hellenga for master's programs)³⁶ suggest

³⁴E. Greenleaf, "Who Should Educate the College Student Personnel Worker and To What End," Journal of the National Association of Student Personnel Administrators 6 (July 1968): 31-32.

³⁵E. Lloyd-Jones, "How To Prepare for the Unknown," Journal of the National Association of Student Personnel Administrators 6 (July 1968): 28.

³⁶L. I. Keller, "Evaluation of a Student Personnel Training Program Through the Opinions of Its Trainees" (Ph.D. dissertation, Indiana University, 1962); J. M. Yates, Mimeographed questionnaire currently being used for a doctoral dissertation (Memphis State University); J. J. Rhatigan, "The Professional Preparation of Student Personnel Administrators as Perceived by Practitioners and Faculty-Trainers" (Ph.D. dissertation, The University of Iowa, 1965); Hoyt and Rhatigan; Ostroth; F. B. Newton and R. L. Richardson, "Expected Entry-Level Competencies

similar outcome competencies for training programs. These similarities are best summarized by the results of Ostroth's study of sixty randomly selected institutions offering a master of arts degree in student personnel.³⁷ He found that the areas of competency clustered around five primary categories: counseling competencies, competencies in administration and management, understanding of the field of higher education, and competency in research and evaluation. One inherent problem with all of the studies cited is the generalities which they all employ. As stated previously, the student personnel profession is a conglomeration of many job responsibilities relying upon a wide range of demonstrable skills and defining needed competencies in clear and specific terms is an arduous task at best. Each study found in this review of the literature assumes that the terminology used is generally understood by the members of the profession and that the terminology is applied universally within the profession.

of Student Personnel Workers," Journal of College Student Personnel 17 (September 1976): 426-31; Newton and Hellenga.

³⁷Ostroth.

Professional Preparation

Suggested Areas of Study

Differing expectations of a master's degree program in student personnel compound the problem of professional preparation of student personnel workers.

Theodore Miller presents the dilemma rather succinctly by indicating that:

Master's programs, it is felt, should be organized in such a way that, by student option, they may be terminal for those interested in finding employment in subordinate personnel positions or as foundations for entrance into an advanced program of academic study. Further, completion of these programs should take a minimum of two years or four semesters of full-time study. Unless the student is given ample time and opportunity to assimilate and integrate the knowledge, skills, and attitudes necessary, he will, at best, become a technician in a field which needs more than technique. He should, of course, have a real grasp of the specialized substantive aspects within the field, but this is not enough. Let us not emphasize the production of technician-specialists; let us, instead, prepare future leaders of a professional caliber.³⁸

In order to provide for leadership in the field of student personnel, Trueblood proposes the following seven core areas for study: psychology (specifically developmental); the study of culture and change (sociology, anthropology, and other behavioral sciences); philosophy, finance, planning, and curriculum in higher education; "skill" courses in counseling and measurement; and supervised work experience; research; and ethical

³⁸Miller, p. 52.

responsibilities.³⁹ Further, Rhatigan and O'Banian found empirical evidence to support Trueblood's core areas. In a study of both student personnel administrators and faculty trainers at randomly selected institutions offering advanced degree programs in student personnel, Rhatigan found significant support for preparing future administrators in areas which he labeled: Background in Basic Disciplines (psychology, social-cultural influences on development . . .); Higher Education (philosophy, history, the college student, specialty courses about junior colleges); Specialty Courses in Student Personnel Work (structure, function, counseling, internship in student service areas); Administration and Management; Research.⁴⁰ O'Banian in a study of thirty student personnel workers also found support for the core areas proposed by Trueblood. He reported that his findings:

Suggest that the core of experiences which should be common to all college and university student personnel work includes:

- 1) Psychology, including social psychology, developmental psychology, personality theory, learning theory, and development and characteristics of young adults;
- 2) Counseling Principles and Techniques--theory and case study;

³⁹Trueblood, pp. 77-78.

⁴⁰Rhatigan.

- 3) Practicum in Student Personnel Work--an opportunity to observe and obtain supervised practice in ongoing programs of student personnel work;
- 4) An overview of student personnel work in higher education . . . ,
- 5) The Study of the College Student--nature, characteristics, needs, differing life patterns of men and women;
- 6) Sociology and Anthropology, including processes of social and cultural change, urban society, sociometrics, social institutions, populations, uses of leisure, and assessment of cultural mores and folkways;
- 7) Higher Education--history, setting, objectives, curriculum, organization, administration, finance.⁴¹

In a more theoretical proposal, Cosby states that the student personnel worker's primary responsibility is to:

. . . teach the university . . . (and) in order to teach the university, one must have studied the university. This requires that the student personnel curriculum be developed within the context of the study of higher education, the development of a college as a socio-cultural institution.⁴²

Cosby proposes a study of the university which includes five primary categories: the university as a socio-cultural institution; the sociology of undergraduate life; group processes, peer group entrance, assimilation, influence, intergroup tensions; jurisdictional areas of

⁴¹O'Banion, p. 25.

⁴²B. Cosby, "Professional Preparation for Student Personnel Work in Higher Education," Journal of the National Association of Women Deans, Administrators and Counselors 29 (Fall 1965): 16-17.

student personnel work; learning by doing which she calls an "essential element in the professional education of student personnel workers."⁴³

Finally, a more recent study, undertaken by Newton and Richardson, cited the outcome competencies of master's training programs desired by a sample of student personnel workers. These competencies (skills in human relations, leadership, administration) support the need for the core training areas cited above.⁴⁴ Although word usage may differ from study to study, the research tends to support the seven core areas proposed by Trueblood in 1966.

Academic Requirements

The suggestions in the literature regarding academic preparation are quite consistent with the findings previously cited. There is strong support for foundations in the liberal arts. Greenleaf theorizes that "the broader the multi-disciplinary approach, the broader base the young personnel worker has to challenge students as individuals and to understand the institutional structure and functions."⁴⁵ Robinson, in an analysis of statements relative to preparation programs, indicates

⁴³Ibid., p. 17.

⁴⁴Newton and Richardson.

⁴⁵Greenleaf, p. 32.

that "the student personnel worker must have a grounding in the behavioral sciences with emphasis on psychology and sociology; . . . an understanding of higher education principles philosophy, and administration is necessary, as is basic understanding of human development, the college student and college culture."⁴⁶ Schreck feels that the nature of campus organizations is one of change, and he proposes that "training in group work, sensitivity, perception and group dynamics have increased in importance."⁴⁷ Clyde Parker supports Schreck when he indicates that "the education appropriate for counselors is an important part of the preparation for all student personnel workers."⁴⁸ However, Emmet, fearing that student personnel as a discipline is not one which prepares an individual to teach at the college level, maintains that "it would seem desirable in terms of employability that persons entering this field do graduate work of enough

⁴⁶D. W. Robinson, "Analysis of Three Statements Relative to the Preparation of College Student Personnel Workers," Journal of College Student Personnel 7 (July 1966): 255.

⁴⁷T. C. Schreck and R. H. Shaffer, "Implications of the Campus Organization Power Structure for Student Personnel Administrators," Journal of the National Association of Student Personnel Administrators 5 (April 1968): 355.

⁴⁸C. A. Parker, "The Place of Counseling in the Preparation of Student Personnel Work," Personnel and Guidance Journal 45 (November 1966): 260.

depth in an academic discipline so as to be able to teach this discipline at at least the freshman-sophomore level."⁴⁹

In summary, the areas of study suggested by Trueblood, Rhatigan, O'Banian, Cosby and Miller are supported in the literature. Although specific emphases vary from author to author, the literature discloses that philosophy and history of higher education, developmental psychology and counseling, leadership, management, decision-making, planning and financial management, sociology and anthropology should be presented in the academic component of graduate programs in College Student Personnel.

Practice as Part of Training

The importance of a practical component as part of a master's degree preparation program in student personnel is well documented in the literature. Moreover, the importance of practical experience is supported both in theory and in empirical investigations. The theoretical support is best articulated by R. B. Caple's "Molar Model for Training Student Personnel Workers." In his model, Caple proposes that "the formal training program is made up of the following elements: didactic instruction, self-exploration, supervision and practice."⁵⁰

⁴⁹Emmet, p. 3.

⁵⁰Caple, p. 32.

His support of the practical component is obvious when he suggests that "the central experience in an effective training program is supervised work."⁵¹ Caple's point of view is reinforced by the American Personnel and Guidance Association position that a practical component in the form of laboratory, practicum, and internship experience is recommended for any student personnel training program. Moreover, in a report on the status of internships in student personnel preparation programs, Wallenfeldt and Bigelow state that "on-the-job learning experiences are important, perhaps more important than any course work students are required to complete."⁵² These authors underscore their belief in the practical component by proposing that "the internship is valuable, perhaps the most valuable portion of graduate education in student personnel."⁵³

Furthermore, in a summary of recommendations regarding the practicum experience in master's degree programs in personnel work for the National Association of Women Deans, Administrators and Counselors, Virginia Kirkbride stated that the "primary purpose of the practicum experience should be to provide opportunities to integrate

⁵¹Ibid., p. 34.

⁵²Wallenfeldt and Bigelow, p. 183.

⁵³Ibid., p. 184.

knowledge and skills, theory and practice, and not to provide an overview or introduction to the field."⁵⁴ She further contended that "The practicum should be of significant duration to offer extensive involvement of the student with the professional staff."⁵⁵ Moreover, when Trueblood expands upon his core areas, he calls for practical experience which "must be meaningfully related to the content of course work and its significance in professional practice. Early work experiences in personnel related tasks are important in helping solidify the neophyte's career decision."⁵⁶

Other statements by the Council of Student Personnel Associations, the American College Personnel Association, and theorists like Houtz, Miller, and McDaniel have, in recent years, underscored the importance of a practical component to a training program in student personnel work.⁵⁷ The importance of practical experience has also been clearly demonstrated in several research findings which are reported in the professional

⁵⁴Kirkbride, p. 82.

⁵⁵Ibid., p. 84.

⁵⁶Trueblood, p. 83.

⁵⁷COSPA, 1973; American College Personnel Association, "The Role and Preparation of Student Personnel Workers in Institutions of Higher Learning," Journal of College Student Personnel 8 (January 1967): 62-65; P. Houtz, "Internships in Student Personnel Programs," in

literature. O'Banion's study of selected student personnel workers led him to conclude that a practicum in student personnel work is "necessary to allow the student an opportunity to try out his theory."⁵⁸ Newton and Hellenga's recent study indicated a "need for extended practical experiences."⁵⁹ Their study, as well as a similar survey by Tracy, called for extended practical experiences. Tracy cited institutions which plan changes in their programs that include "longer practical experiences . . . development of programs which will offer paid internships . . . more relevant internships . . . change the requirements of a master's thesis to an internship."⁶⁰

Moreover, attempts to survey attitudes of professional student personnel administrators have yielded a common result in that there is agreement that the importance of a practical component in a student personnel training program is crucial. Hoyt and Rhatigan indicate that "despite the fact that practitioners perceived academic training as generally relevant, they clearly

College Student Personnel: Readings and Bibliographies,
eds. L. E. Fitzgerald, W. Johnson, and W. Norris (Boston:
Houghton Mifflin Company, 1970); Miller; McDaniel.

⁵⁸O'Banion, p. 251.

⁵⁹Newton and Hellenga, p. 495.

⁶⁰J. L. Tracy, "The Current Status of Master's Programs in College Student Personnel," Journal of the National Association of Student Personnel Administrators 9 (October 1971): 107.

believed that on-the-job training was more important."⁶¹ In a nation-wide survey of chief student personnel administrators, Ostroth found that 88.9 percent of the respondents indicated that supervised practice in student personnel work was essential to a training program.⁶² These findings are also supported by survey research undertaken by Emmet and a recent study by McGovern and Tinsley at Southern Illinois University.⁶³ McGovern and Tinsley studied student perceptions and found that "the graduate assistant work-training experience is usually seen as an opportunity for . . . more intensified professional development . . . the students appeared to value the experiential form of learning and saw it as critical in terms of their career objectives."⁶⁴

Thus, the importance of practical, on-the-job experience is well documented as a critical component of the preparation necessary for student personnel work. And, as Tracy, Kirkbirde, Caple, and Newton and Hellenga conclude, the role of practice is increasing in

⁶¹Hoyt and Rhatigan, p. 40.

⁶²Ostroth, p. 321.

⁶³Emmet; McGovern and Tinsley.

⁶⁴McGovern and Tinsley, pp. 132-33.

importance.⁶⁵ Extended practical experiences, where the student is able to integrate theory and practice by actually testing his behavior in a real work experience, is being perceived as a critical, if not the most valuable, component of the training program.

Integrating the Academic and Practical Components

In a recent article on field-based learning activities at Texas A & M University, G. G. Gordon cites Dene-mark's proposition that:

There is no magic in field experience. It is not meaningful simply because it is "out there." Rather it is meaningful as it is carefully planned, structured, interpreted, and limited with theoretical or foundational studies, contact with reality without the perspective of theory fosters adjustment to what is rather than stimulating realization of what could be.⁶⁶

Gordon proposed planning and integration of the theoretical and practical experiences of graduate students. Additionally, in a study of internships in student personnel programs, Patricia Houtz indicates that graduate students and professionals agreed that "organized internship programs would be beneficial for workers in student personnel. The majority of both groups agreed that practical and

⁶⁵Tracy; Kirkbride; Caple; Newton and Hellenga.

⁶⁶G. G. Gordon, "FLAGS: Field Based Learning Activities for Graduate Students," Phi Kappa Phi Journal 56 (Summer 1976): 25.

content courses should be concurrent. . . ." ⁶⁷ Robinson, in an analysis of statements regarding training programs and practicums, stated that "understanding of college student personnel work both through formal course work, practicums, and internships are necessary. . . ." ⁶⁸ Further, McGovern and Tinsley underscore the necessity of an integrated program. ⁶⁹

Thus, these studies lend support to the contentions made by the Council of Student Personnel Associations, American Personnel and Guidance Association and the American College Personnel Association which call for practical experiences as a necessary component of professional preparation programs. ⁷⁰ However, the common theme expressed by these researchers, professional organizations, and practitioners is that the practical and theoretical experiences should be concurrent and integrated. Cosby theorized that work-study and academic experiences which are not integrated can limit the learning of the student by placing him in a subordinate position where he is

⁶⁷Houtz, p. 46.

⁶⁸Robinson, p. 255.

⁶⁹McGovern and Tinsley.

⁷⁰COSPA, 1973; ACPA; American Personnel and Guidance Association, "Guidelines for Graduate Programs in the Preparation of Student Personnel Workers in Higher Education," Personnel and Guidance Journal 47 (1969): 493-98.

expected to follow without questioning the instructions of the supervisor. In short, she indicates that the balance of the academic program and practical experience is critical.

Too much emphasis on the practice of student personnel work while one is still a student suggests a guild apprenticeship rather than professional study for professional admission. Certain of these practices could be ameliorated if the practicum would be viewed as a place for the practice of theory.⁷¹

Goldstein in a more recent article echoes Cosby's concerns and cautions that

. . . all is not peaceful in the world of academic internships. A conflict (can emerge) pitting professor against practitioner and forcing the student to decide whether to take part in an internship program on grounds that are related to academic, intellectual needs.⁷²

Cosby and Goldstein imply that the academic and assistantship experiences should be integrated to enable the student to see each experience as an extension of the other. Academic preparation alone is inadequate for training future student personnel workers. However, paid assistantships which do not relate theory to practice are also inadequate since they force the student to separate experiences which should be collaborative.

⁷¹Cosby, p. 17.

⁷²M. B. Goldstein, "Academic Internships: Can Cash and Credit Coexist?" Synergist 5 (Spring 1976): 27.

Thus, while the literature supports the need for work experiences in student personnel training programs, the call is for field experiences which are coordinated with the formal academic program.⁷³

Summary

An intensive review of the literature discloses no evidence which describes the relationship between paid assistantships in student personnel and formal academic training programs. Practical experiences are almost universally prescribed as a component of the academic program along with recommended core areas of study (psychology, educational foundations, administrative skills, research and evaluation skills, group dynamics, student personnel courses). In addition to these prescribed components, the importance of professional preparation for entry level student personnel workers is supported in the literature. Entry level professionals are expected to perform specific tasks and employers have a right to expect proficiency in these tasks.⁷⁴ The literature also discloses consistent expectations regarding the competencies and areas of knowledge which graduates of training programs should have. Although publications which suggest specific outcomes differ somewhat from

⁷³Caple; Wallenfeldt and Bigelow.

⁷⁴Wallenfeldt and Bigelow.

author to author, the competencies (which are presented in Chapter III) can be clustered into the following six categories: counseling human relations and interpersonal skills; theory and practice of administration and management; research, testing, and measurement; historical, philosophical, and social foundations of higher education; meeting student needs; and professional purpose and role identity.

Finally, every author who prescribes content for master's degree training programs calls for a practical component to be included in the program. Although it can be assumed that graduate students obtain practical experiences in paid assistantships, no studies are currently reported in the literature which describe how the practical and academic components should be coordinated and integrated in this context. Although emphasis is placed upon the assistantship (and many programs are recommending that these practical experiences be of longer duration), no study attempts to show how these two learning experiences should be effectively combined. Wallenfeldt and Bigelow describe the lack of collaboration between faculty and assistantship supervisors. The apparent result is that the student is left with the task of making the transition from the general theory to the specific demands of the job.

CHAPTER III

RESEARCH METHODOLOGY AND THE DESIGN OF THE STUDY

The competencies and areas of knowledge necessary for entry level student personnel workers have been defined and articulated by the theoretical propositions and empirical studies reported in Chapter II. The purpose of this research was to define where the locus of preparation should be relative to the formal academic process and the paid assistantship experiences of three student personnel preparation programs. The perceptions of the faculty, students, assistantship supervisors, and recent graduates of the master's degree programs in college student personnel were studied at Bowling Green State University, Michigan State University, and The University of Vermont.

This chapter describes the hypotheses tested, the population sampled, the instrument utilized, the administration of the instrument, and the statistical methods used to test the hypotheses.

Hypotheses

The hypotheses were presented in Chapter I. They are restated in this chapter for the convenience of the reader.

Hypothesis 1:

Faculty, students, assistantship supervisors, and recent graduates perceive no significant differences in expectations of the assistantship experience.

Hypothesis 2a:

Faculty, students, assistantship supervisors, and recent graduates within each institution perceive no significant differences in expectations of the assistantship experience.

Hypothesis 2b:

Faculty, students, assistantship supervisors, and recent graduates at different institutions perceive no significant differences in expectations of the assistantship experience.

Hypothesis 3:

There are no significant differences in expectations of the formal academic process between students who hold paid assistantships and students who do not hold paid assistantships.

Hypothesis 4:

There are no significant differences in expectations of the formal academic process between recent graduates who held paid assistantships and those graduates who did not hold paid assistantships.

Hypothesis 5:

Faculty, students, assistantship supervisors, and recent graduates report no significant differences in perceptions of the importance of a paid assistantship as part of the preparation process.

Hypothesis 6:

There are no significant differences in collaboration of the paid assistantship and the formal academic process between the program which requires a paid assistantship and those which do not require a paid assistantship.

The Sample

No studies are reported in the literature which investigated the perceptions of faculty, students, assistantship supervisors, and recent graduates toward paid assistantship and formal academic experiences. Instead, the studies surveyed either faculty trainers or student personnel practitioners. Also, the group of practitioners most often studied was restricted to chief student personnel administrators. Therefore, in order to obtain a more thorough understanding of the relationship between paid assistantships and the formal academic process, this study involved populations in the training process which were either overlooked or neglected in previous research. Each population's expectations of the training being provided in master's programs at Bowling Green State University, Michigan State University, and The University of Vermont were investigated.

Another deficiency in the literature is the absence of studies which compare various types of training programs. While several researchers report the perceptions of training needs on a nation-wide sample, no investigations attempted to compare, contrast, or identify significant differences between types of programs or institutions offering master's degrees in college student personnel. Thus, while studying perceptions of various groups involved in professional preparation, it was deemed worthwhile to investigate several different institutions, each possessing commonly prescribed courses and practica experiences while at the same time appearing to be somewhat different than each other.

Descriptions of Individual Training Programs

Bowling Green State University, Michigan State University, and The University of Vermont were selected for this study. All three institutions offer master's degrees in college student personnel. Each of the institutions requires practica experiences as part of the curriculum. Furthermore, each of the institutions studied has several faculty members specifically assigned to instruction in student personnel. In addition, each institution's program also relies upon adjunct faculty or faculty assigned to other departments or specialized areas to teach both core and elective courses to the student personnel majors.

Thus, each institution in question shares several basic and fundamental characteristics. Their curricula follow the prescriptions of the professional organizations thus providing courses in student personnel work, counseling, research and evaluation, testing, educational foundations (history, philosophy), and administrative theory. However, differences between the programs are also evident. In order to portray the similarities and differences, the individual descriptions focus on: the size of the program, the commitment of the program to paid assistantships offered; practica requirements, length of time required to complete the degree program, and specific institutional differences (characteristics which might be considered unique to each institution).

Bowling Green State University

While all three institutions make assistantships available to master's degree candidates, Bowling Green requires that all students without previous employment in a professional student personnel position spend an academic year involved in a paid assistantship experience. Unlike Michigan State University and The University of Vermont, paid assistantships offered by Bowling Green are available at a number of other institutions in a wide variety of work settings. Although it is uncommon, students may undertake a number of different assistantships during their degree programs.

Bowling Green students are required to begin course work prior to becoming involved in their assistantships. They enroll in summer classes at the start of their program and begin either full or part-time supervised work experiences in the fall. Since students are often involved in assistantships at other institutions, they complete a significant amount of course work in summer sessions and enroll for a minimum number of courses during the regular academic year. It is common for a student involved in an off-campus assistantship to return to the Bowling Green campus only one day per week. To accommodate the demands of this regimen, the courses offered to master's candidates in student personnel are all scheduled on the same day. After completing nine months of on-the-job training, the students usually enroll in an additional fifteen hours of summer session course work. A total of fifty-two quarter hours of course work is required by the program. In addition to the course work, a minimum of three practica are required of graduate students. A student may complete all of the degree requirements in one year although faculty members generally advise a two-year experience.

To insure a productive and worthwhile experience for the students, the assistantship supervisors meet en masse with the faculty once during the year to discuss the goals of the assistantship experience and the academic

program. As needs arise, supplemental contacts occur between supervisors and faculty members.

Among the three institutions under study, Bowling Green offers the widest variety of assistantships and has graduated the largest number of entry level professional student personnel workers within the last two years. The institution also offers a doctoral degree in student personnel, but the doctoral program is much smaller than the master's program.

Michigan State University

While it does not require paid assistantships, Michigan State University's program makes assistantship experiences available to graduate students, strongly encourages students to be so employed, and the vast majority of student personnel master's degree candidates are involved in one or more during the process of completing their degree requirements. All of Michigan State's assistantships are located on the East Lansing campus and all but a few are related to residence halls. At Michigan State, students are more likely to be supervised by individuals who are also part-time master's or doctoral students than at either of the other two institutions included in this study because of the presence of a rather large doctoral program which attracts advanced graduate students to the campus.

For the purposes of this study, these graduate students are identified as assistantship supervisors since their primary responsibility to the institution is to their employment rather than to their academic programs.

The master's degree program requires a minimum of three supervised practica experiences. The program also requires a cognate, or minor, area in a non student personnel but related academic discipline such as one of behavioral sciences, management, etc. The program requires sixty quarter hours of course work and in almost all cases, the degree program takes two years to complete. The size of the program is intentionally maintained consistent and currently enrolls approximately fifty students in the first and second year of their programs.

The University of Vermont

Like Michigan State, The University of Vermont's master's program in college student personnel makes available, but does not require, a paid assistantship experience. Moreover, the Vermont assistantships are primarily available in residence halls and a few are offered which provide part-time experiences in student activities, academic advising, and volunteer programs.

Faculty members in this program boast of a close relationship with the students and articulate the perception that since they do not have a doctoral program the master's degree candidates receive a good deal of

personalized attention from the faculty and supervisors. Vermont's is also the smallest program under study, and the number of actively enrolled candidates is held constant at approximately thirty students. Vermont also requires several practica experiences (three are suggested) and makes available one-credit courses or "modules" in topical areas which neither necessitate nor accommodate a regular three-credit course (writing behavioral objectives, basic budgeting techniques). The degree program requires thirty semester hours of course work and students are encouraged to take two years to complete the degree requirements.

Thus, all three institutions included appear to be similar enough to permit comparison, yet different enough to provide contrast. All three institutions report casual, informal relationships between faculty members and assistantship supervisors, but only Bowling Green regularly schedules opportunities for supervisors and faculty to discuss the experiences which they either require of or provide for the graduate students involved in professional student personnel preparation.

The Instrument

As a result of an extensive review of the literature, a selected list of competencies and areas of knowledge necessary for entry-level student personnel workers was developed. This list was compiled from

competencies included in the Yates, Rhatigan, Keller, Newton and Hellenga, and Newton and Richardson studies,¹ as well as prescribed by the COSPA and APGA documents.² A questionnaire listing these competencies and areas of knowledge was developed and was pilot tested at Michigan State among faculty, students, selected graduates, assistantship supervisors, and selected student personnel workers who would not be included in the study. The pilot test questionnaire asked the respondents to rate the importance of each of the competencies to assure the inclusion of only relevant competencies. All of the competencies were judged to be important by the pilot test respondents. One hundred percent of the pilot test group returned the original questionnaire. As a result of the pilot test and extensive evaluation and critique by members of the faculty, face validity was claimed for the instrument.

The competencies were deductively grouped into six major categories. The composition of each category was reviewed and approved by members of the student personnel faculty at Michigan State University.

¹Yates, Rhatigan, Keller, Newton and Hellenga, and Newton and Richardson.

²COSPA, ACPA.

COMPETENCIES AND AREAS OF KNOWLEDGE NECESSARY FOR
ENTRY LEVEL POSITIONS:

Counseling, Human Relations, and Interpersonal Skills

- 1 cite and interpret theories of personality development
- 2 counsel and advise students involved in career choice and career development
- 3 mediate conflicts between individuals and groups
- 4 recognize and evaluate group dynamics
- 5 manifest well-developed interpersonal relations and communications skills
- 6 advise groups
- 7 display competence in individual and group counseling

Theory and Practice of Administration and Management

- 8 formulate and monitor a budget
- 9 administer salaries
- 10 select and evaluate staff
- 11 train and supervise staff
- 12 engage in systematic planning
- 13 evaluate programs
- 14 formulate and interpret policy
- 15 recognize legal implications, understand state and federal legislation affecting the administration of student personnel and education programs
- 16 appreciate the computer as a management tool
- 17 manage physical resources and facilities
- 18 distinguish between theory and practice
- 19 engage in effective decision-making
- 20 display leadership skills

Research, Testing, and Measurement

- 21 conduct independent research
- 22 understand the principles of statistical analysis
- 23 interpret research as reported in professional literature
- 24 interpret personality tests and measurements
- 25 administer personality tests and measurements

Historical, Philosophical, and Social Foundations

- 26 articulate the social and cultural foundations of higher education
- 27 appreciate the historical and philosophical underpinnings of higher education
- 28 recognize and analyze political processes in higher educational organizations
- 29 understand the financing of higher education

Meeting Student Needs

- 30 tolerate and appreciate differing life styles
- 31 recognize and interpret the special needs of ethnic and racial minorities
- 32 articulate the characteristics of the American college student
- 33 represent student concerns to other campus populations
- 34 interpret the concerns, goals, problems of the other campus populations to students
- 35 work effectively with a wide range of individuals
- 36 assess student needs and interests
- 37 perform fair and effective discipline of student misconduct
- 38 work cooperatively with others
- 39 meet student needs through co-curricular programs and activities
- 40 identify the developmental stages of college students
- 41 use strategies and purposeful programs to facilitate student development

Professional Purpose and Role Identity

- 42 appreciate and understand the specialized functions of student personnel work
- 43 appreciate and internalize professional standards and ethics
- 44 articulate and interpret the goals of student personnel work to the wider population (on and off campus)
- 45 cite and describe issues and trends in student personnel work
- 46 display familiarity with the professional literature
- 47 distinguish between and use the resources of the professional organizations

The questionnaire appears in Appendix A to this study. Subjects were asked to respond to questions regarding their position, institution, the importance of a paid assistantship, the impact of a paid assistantship, the impact of a paid assistantship on professional preparation. Faculty were asked how often they met with assistantship supervisors; assistantship supervisors

were asked whether or not they supervised practicum students, taught on a part-time basis, or if they were also part or full-time students. Students and graduates were asked if they were or had been involved in a paid assistantship. For each of the competencies, the subjects were asked to respond to the following statement:

Please indicate where you believe the locus of preparation should be for each of the competencies or areas of knowledge.

The respondents were asked to circle the number which best expressed their opinion. Their choices were:

- 5 = Entirely in the academic program
- 4 = Mostly in the academic program
- 3 = Equally in the academic program and paid assistantship
- 2 = Mostly in the paid assistantship
- 1 = Entirely in the paid assistantship

Administration of the Instrument

A faculty contact was established at each program and they provided the researcher with names and addresses of each faculty member, student, assistantship supervisor, and recent graduate. Through the chairperson of the department or unit of college student personnel at each institution, additional faculty, staff, and student support was solicited. Personal visits were made by the researcher to the individual campuses during the month of February 1977. The campus contacts provided the researcher with the opportunity to hand deliver the questionnaire to many of the subjects. During the third

week of February the questionnaire was mailed to those individuals who were not available for a personal contact. Cover letters introducing the study, defining the specific terms used in the investigation, and requesting that the recipient complete and return the questionnaire by self-addressed, pre-paid postage envelope were sent with the questionnaire. Each cover letter included the name of a faculty sponsor from the specific institution (see Appendix B). To insure a viable rate of return from the respondents who were solicited by mail, a follow-up post card urging their participation was sent two weeks after the original mailing (first week of March). This request asked that the questionnaires be returned by March 21, 1977. Results received after April 1, 1977 were not included in the analysis of data.³

Treatment of the Data

All of the statistical techniques applied to the data are procedures programmed by the Statistical Package

³Only those recent graduates who had received master's degrees in college student personnel from June 1975 to December 1976, and who were also employed in a student personnel position, were included in this study. The faculty contact at each institution identified these persons for the researcher.

TABLE 3.1
COMPOSITION OF THE SAMPLE

Institution	Level	N	Returned	Percentage
Bowling Green	Student	50	39	78
	Supervisor	33	33	100
	Graduate	90	62	69
	Faculty	4	4	100
	Total	177	138	78
Michigan State	Student	53	44	83
	Supervisor	30	26	87
	Graduate	43	33	77
	Faculty	4	4	100
	Total	130	107	82
University of Vermont	Student	28	26	93
	Supervisor	8	6	75
	Graduate	30	26	87
	Faculty	5	5	100
	Total	71	63	90
Cumulative Total		378	308	82

Note. All faculty, students, assistantship supervisors, and recent graduates from Bowling Green State University, Michigan State University, and The University of Vermont were included in the study.

for Social Sciences (SPSS).⁴ A Multivariate Analysis of Variance (MANOVA) was completed on each of the categories for Interaction Effects between Institutions (Bowling Green, Michigan State, and Vermont) and Positions (faculty, student, assistantship supervisor, and recent graduate), and the Main Effects of Position and Institution by each of the competencies and areas of knowledge in each category. If significant differences were suggested by the multivariate analysis, one-way analyses of variance were applied to the variable and competency which indicated difference. For the purpose of making pair-wise comparisons the Scheffé Post-Hoc technique was used.

To test each of the specific hypotheses, SPSS Condescriptives and Crosstabulations were applied to the specific variables under investigation. These procedures yielded measures of central tendency and F-distribution statistics. The specific F-distributions yielded chi square scores which measure independence between variables. Crosstabulations were done by collapsing the cells (5 and 4 responses = 2, 2 and 1 responses = 1) and omitting the "equal" (or 3) response. This disclosed difference between respondents who selected a locus of preparation in either the academic or paid assistantship arena. Hypotheses 1, 2a, 2b, 3, and 4 were tested against each

⁴N. H. Nie, D. H. Bent, and C. H. Hull, Statistical Package for the Social Sciences (New York: McGraw-Hill Book Co., 1970).

competency. Hypotheses 5 and 6 were tested independently of the competencies since these hypotheses do not apply specifically to the competencies and areas of knowledge.

Delimitations

Although F-tests for analysis of variance do not require equal numbers of subjects (N) in each sub-population, a major assumption of F-statistics is that Ns are approximately the same size. Furthermore, F-statistics assume that the Ns are normally distributed. The power of F-tests depends, in part, upon a rather large sample size. A major limitation of these research findings is the radical inequality in cell sizes; especially critical is the small number of faculty (13 out of 308). While the return from the faculty represents 100 percent of the population, it is still too small to meet a major assumption of F-statistics.⁵ However, this disproportionate number of subjects was unavoidable given the small faculty group in each school. Had other schools been added to the population to increase the number of faculty, the other three sub-groups would have increased at a proportional rate. Thus, findings must be interpreted with this limitation in mind.

⁵W. L. Hays, Statistics for the Social Sciences (New York: Holt, Rinehart and Winston, Inc., 1973), pp. 442-43.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The data presented herein are the results of survey research undertaken with faculty, graduate students, assistantship supervisors, and recent graduates of the master's degree programs in College Student Personnel at Bowling Green State University, Michigan State University, and The University of Vermont. From a thorough review of relevant and related research, a questionnaire was developed and administered to the research sample which included forty-seven competencies or areas of knowledge which are recommended by student personnel theorists, practitioners, and professional associations for entry-level student personnel workers. The purpose of the research was to determine where the locus of preparation should be for the competencies and areas of knowledge suggested by the literature and as presented and measured by the questionnaire. More specifically, the questionnaire was developed to identify those competencies which should be acquired through

in-service training programs for graduate students who hold paid assistantships, and those competencies which should be the responsibilities of the faculty and acquired through the formal academic process. The subjects selected for the sample were asked to respond to the following statement:

Please indicate where you believe the locus of preparation should be for each of the competencies or areas of knowledge.

The respondents were asked to circle the number which best expressed their opinion. Their choices were:

- 5 = Entirely in the academic program,
- 4 = Mostly in the academic program,
- 3 = Equally in the academic program and paid assistantship,
- 2 = Mostly in the paid assistantship,
- 1 = Entirely in the paid assistantship.

A total of 308 out of a possible 378 (82 percent) questionnaires were completed and returned to the researcher. The responses were transposed to data processing cards to accommodate analysis by the CDC 6500 computer. The competencies were clustered into six categories on each questionnaire, and the data were analyzed by focusing on each of the six categories and on individual items.

Hypotheses

For the purpose of this research project, the following hypotheses were developed.

Hypothesis 1:

Faculty, students, assistantship supervisors, and recent graduates perceive no significant differences in expectations of the paid assistantship experience.

Hypothesis 2a:

Faculty, students, assistantship supervisors, and recent graduates within each institution perceive no significant differences in expectations of the assistantship experience.

Hypothesis 2b:

Faculty, students, assistantship supervisors, and recent graduates at different institutions perceive no significant differences in expectations of the paid assistantship experience.

Hypothesis 3:

There are no significant differences in expectations of the formal academic process between students who hold paid assistantships and students who do not hold paid assistantships.

Hypothesis 4:

There are no significant differences in expectations of the formal academic process between recent graduates who held paid assistantships and those recent graduates who did not hold paid assistantships.

Hypothesis 5:

Faculty, students, assistantship supervisors, and recent graduates report no significant differences in perceptions of the importance of a paid assistantship as part of the preparation process.

Hypothesis 6:

There are no significant differences in cooperation and collaboration between faculty and assistantship supervisors between the program which requires a paid assistantship, and those which do not require a paid assistantship.

Treatment of the Data

Individual subject responses were transformed from the completed questionnaires to data processing cards. Techniques of the Statistical Package for Social Sciences (SPSS) were used to test the hypotheses.

Data were treated in several ways. To ascertain basic descriptive information, the condcriptive technique was employed. This procedure provided measures of central tendency (mean scores, standard deviations). Contingency tables which provided frequency and percentage scores were also acquired through the SPSS condcriptive procedures. To determine whether or not differences between institutions and positions were reported, a multivariate analysis of variance (MANOVA) was applied to each of the six categories of competencies and areas of knowledge. To test the research hypotheses, crosstabulations yielding Chi Square scores were done using selected variables on all of the forty-seven competencies. The variables tested were: position, institution, whether or not a student was involved in a paid

assistantship, whether or not a recent graduate had held a paid assistantship while working on his master's degree.

The null hypotheses were rejected if the MANOVA or Chi Square scores were significant at the .05 level. One of the assumptions underlying the F-test is that samples under comparison are approximately the same size. Since this assumption was not met by the relative sizes of the four positions and three institutions under investigation in this study, the researcher chose a level of significance which would prohibit rejecting a true null hypothesis and simultaneously allow for the identification of trends and differences. The .05 level was chosen for these reasons. Although the decision to set a significance level at a certain value is arbitrary, the .05 level is small enough to keep from making a Type 1 error which Hays defines as the error "made when the tested hypothesis is falsely rejected,"¹ yet it is flexible enough to identify differences between populations.

Summary of Responses to the General Questions

All Respondents:

A paid assistantship is a very important component of master's degree professional preparation for college student personnel work.

¹Hays, p. 367.

Strongly Agree	71.9%
Agree	20.0
Neither Agree nor Disagree	5.5
Disagree	1.9
Strongly Disagree	.3
No Opinion	.3

Graduate students who hold paid assistantships receive better professional preparation than those who do not.

Strongly Agree	58.7%
Agree	23.2
Neither Agree nor Disagree	11.9
Disagree	4.2
Strongly Disagree	.6
No Opinion	1.0

Students Only:

Are you currently involved in a paid assistantship?

Yes	77.1%
No	22.9

If "yes," in what area? (If more than one, check as many as appropriate).

Activities	9.4%
Residence Halls	70.5
Resource Center	2.4
Teaching	1.2
Volunteer Programs	1.2
Other	15.3

If "no," have you ever held a paid assistantship?

Yes	4.3%
No	95.7

Have you ever been a full-time staff member on a professional student personnel staff?

Yes	25.7%
No	74.3

Did you begin graduate study directly after college graduation?

Yes	45.4%
No	54.6

Faculty Members Only:

Do you ever meet with professional staff members who supervise graduate assistants to discuss your student's academic and professional growth?

Yes	92.3%
No	7.7

If "yes," how often do you meet with the professional staff members to discuss your student's growth and development?

Once a term/semester	41.7%
Twice a term/semester	41.7
Weekly	0
Less than once a term/semester	16.7

Assistantship Supervisors Only:

In addition to supervising graduate students involved in paid assistantships, do you also supervise practicum students?

Yes	58.1%
No	74.6

If "yes," how often?

Frequently, nearly every term/semester	43.8%
From time to time	18.8
Seldom	37.5

Do you ever meet with faculty members to discuss your graduate assistants' academic growth and professional development?

Yes	58.1%
No	41.9

If "yes," how often?

Once a term/semester	44.4
Twice a term/semester	25.0
Weekly	5.6
Less than once a term/semester	25.0

Do you teach on a part-time basis?

Yes	21.3%
No	78.7

Are you currently a full or part-time student?

Yes	40.3%
No	59.7

Recent Graduates Only:

While a graduate student, did you hold a paid assistantship at any time?

Yes	86.0%
No	14

If "yes," in what area?

Activities	6.9%
Residence Halls	72.5
Resource Center	1.0
Teaching	0
Volunteer Programs	1.0
Other	18.6

If "yes," were your assistantship responsibilities in the same student personnel functional area as your present responsibilities?

Yes	69.9%
No	30.1

Summary of Responses to Individual Competencies

Of the forty-seven competencies, twenty-two were found to have a mean score which was greater than 3.0, or a score which fell into the "formal academic" response range (see Table 4.1). Twenty-four competencies were reported to have a mean score of less than 3.0, or a score which fell into the "paid assistantship" range. Only two competencies had a mean score greater than 4.0

TABLE 4.1
MEANS, STANDARD DEVIATIONS, SIGNIFICANT CHI SQUARE, AND VARIABLE EFFECTS OF ALL
COMPETENCIES AND AREAS OF KNOWLEDGE

Competency	M	S.D.	Chi Square Significance Found at .05 Level	Significant Variables
1. Theories of person- ality development	3.808	.709	No	
2. Counsel and advise students in career	2.906	.662	Yes	Institution
3. Mediate conflicts	2.481	.682	Yes	Position Whether or not a graduate held a paid assistantship
4. Recognize and eval- uate group dynamics	3.036	.531	No	
5. Manifest well- developed inter- personal relation	2.752	.614	Yes	Whether or not a graduate held a paid assistantship
6. Advise groups	2.156	.772	Yes	Whether or not a student held a paid assistantship
7. Competence in counseling	2.815	.762	Yes	Whether or not a student held a paid assistantship
8. Budget formu- lation	3.065	.891	Yes	Institution
9. Administer salaries	2.973	1.110	Yes	Institution
10. Select and evaluate staff	2.422	.807	Yes	Student and graduate and whether or not they held assistantship
11. Train and supervise staff	2.379	.838	Yes	Whether or not student held a paid assistantship

TABLE 4.1--Continued

Competency	M	S.D.	Chi Square Significance Found at .05 Level	Significant Variables
12. Systematic planning	2.932	.592	No	
13. Evaluate programs	2.851	.644	Yes	Whether or not graduate held paid assistantship
14. Form, and interpret policy	2.637	.742	No	
15. Legal, federal, state implications	3.494	.746	Yes	Position
16. Computer as management tool	3.604	.797	No	
17. Manage resources and facilities	2.425	.807	No	
18. Theory vs. practice	2.896	.607	Yes	Institution
19. Decision making	2.620	.696	Yes	Whether or not graduate held paid assistantship
20. Leadership skills	2.484	.710	Yes	Whether or not graduate held paid assistantship
21. Conduct independent research	3.687	.667	No	
22. Principles of statistical analysis	4.088	.732	Yes	Position
23. Interpret research literature	3.818	.736	No	
24. Interpret tests and measurements	3.746	.797	Yes	Institution
25. Administer tests and measurements	3.453	.911	No	

TABLE 4.1--Continued

Competency	M	S.D.	Chi Square Significance Found at .05 Level	Significant Variables
26. Social and cultural foundations	3.903	.742	Yes	Institution
27. Historical and philosophical underpinnings	4.091	.702	No	
28. Political processes	3.484	.776	No	
29. Financing	3.427	.743	Yes	Institution
30. Appreciate differing life-styles	2.521	.683	No	
31. Needs of minorities	2.721	.625	Yes	Position (faculty)
32. Characteristics of American college student	3.188	.697	No	
33. Represent concerns to campus	2.516	.734	Yes	Whether or not graduate held assistantship
34. Interpret concern to students	2.554	.741	No	(sig. MANOVA - see text)
35. Work effectively with range of individuals	2.416	.724	No	
36. Assess students' needs and interests	2.633	.698	Yes	Position (faculty)
37. Discipline	2.153	.758	No	(sig. MANOVA - see text)
38. Work cooperatively with others	2.523	.750	No	

TABLE 4.1--Continued

Competency	M	S.D.	Chi Square Significance Found at .05 Level	Significant Variables
39. Co-curricular programs and activities	2.282	.754	Yes	Institution Whether or not student held assistantship
40. Identify developmental stages	3.358	.663	No	
41. Program to facilitate development	2.683	.683	No	
42. Understand specialized functions of student personnel work	3.358	.668	No	
43. Professional standards and ethics	3.124	.708	Yes	Position (faculty)
44. Articulate goals of student personnel	3.065	.742	No	
45. Issues and trends of student personnel work	3.567	.665	No	
46. Familiarity with professional literature	3.733	.723	No	
47. Professional organizations	3.420	.738	No	

("appreciate the historical and philosophical underpinnings of higher education," and "understand the principles of statistical analysis"). Moreover, only one competency was reported with a standard deviation greater than 1.0, indicating that the overwhelming majority of responses were in the middle range.

Analysis of Individual Categories

Counseling, Human Relations, and Interpersonal Skills

A multivariate analysis of variance on all of the competencies in this category (items 1-7) revealed little significance between variables. There was found to be no interaction effect between position and institution; nor was there a main effect of institution. There was, however, one competency which was effected by position ("mediate conflicts between individuals and groups").

TABLE 4.2
MULTIVARIATE ANALYSIS, ITEMS 1-7

MANOVA Effect	F	Significance of F	Implications
Interaction	1.16788	.26665	No sig. diff.
Position	2.13757	.00220	Significant
Institution	1.60777	.08927	No sig. diff.

TABLE 4.3
MAIN EFFECT OF POSITION BY ITEMS 1-7

Main Effect-Position	F	Significance of F	Implications
Cite theories of per- sonality dev.	1.24863	.29242	No sig. diff.
Counsel and advise . . . career choice	1.28325	.28029	No sig. diff.
Mediate conflicts	4.66848	.00334	Significant
Recognize and evalu- ate group dynamics	1.18621	.31521	No sig. diff.
Manifest well- developed inter- personal relation	.74248	.52748	No sig. diff.
Advise groups	1.52236	.20880	No sig. diff.
Competence in counseling	1.08888	.35409	No sig. diff.

TABLE 4.4
GROUP MEANS--POSITION BY "MEDIATE CONFLICTS"

Assistantship Supervisors	Recent Graduates	Students	Faculty
2.2769	2.5164	2.5185	2.8462

The Scheffé post-hoc comparison procedure revealed that faculty and assistantship supervisor responses were significantly different. Faculty were more likely to suggest that students should learn how to mediate conflicts between individuals and groups in the classroom, whereas assistantship supervisors were more likely to suggest a paid assistantship as the locus of preparation for this competency.

Table 4.5 presents the results of the crosstabulations which were completed on the first category of competencies and areas of knowledge. Each competency was analyzed in relationship with the following independent variables: position (faculty, student, assistantship supervisor, and recent graduate), institution, student involvement in a paid assistantship (whether or not he held one), and recent graduate involvement in a paid assistantship (whether or not he held one during his graduate study).

Within this first category of competencies, the null hypotheses were not rejected except for the following cases where significant differences were found:

(2) Michigan State University respondents were more likely to indicate that the academic process should prepare graduates to counsel and advise students involved in career choice and career development than the respondents from Bowling Green and Vermont.

TABLE 4.5
CROSSTABULATIONS, ITEMS 1-7

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 1</u>					
<u>Cite and Interpret Theories of Personality Development</u>					
Supervisor	96.2	3.8			
Student	95.7	4.3			
Faculty	100	0	.87922	3	.8304
Graduate	97.7	2.3			
BGSU	95.7	4.3			
MSU	97.5	2.5	.64760	2	.7234
UVT	87.8	2.2			
Stu. Ass't.	94.4	5.6			
Stu. No Ass't.	100	0	.06812	2	.7941
Grad. Ass't.	97.3	2.7			
Grad. No Ass't.	100	0	.16292	1	.6865
<u>Item 2</u>					
<u>Counsel and Advise Students Involved in Career Choice and Career Development</u>					
Supervisor	29.6	70.4			
Student	46.8	53.2			
Faculty	60	40	3.8040	3	.2834
Graduate	32	87.6			
BGSU	22.9	77.1			
MSU	58.5	41.5	11.861	2	.0027
UVT	37.0	63.0			
Stu. Ass't.	38.9	61.1			
Stu. No Ass't.	72.7	27.3	2.634	2	.1045
Grad. Ass't.	26.7	73.3			
Grad. No Ass't.	57.1	42.9	1.216	1	.2702

TABLE 4.5--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
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Item 3Mediate Conflicts Between Individuals and Groups

Supervisor	0	100			
Student	11.7	88.3			
Faculty	25	75	6.2116	3	.1018
Graduate	9	91			
BGSU	6.7	93.3			
MSU	7.7	92.3	.76296	2	.6829
UVT	11.1	88.9			
Stu. Ass't.	6.5	93.5			
Stu. No Ass't.	28.6	71.4	3.1501	1	.0759
Grad. Ass't	5.2	94.8			
Grad. No Ass't.	33.3	66.7	4.5176	1	.0335

Item 4Recognize and Evaluate Group Dynamics

Supervisor	35.7	64.3			
Student	56.0	44.0			
Faculty	0	100	3.7917	3	.2848
Graduate	37.1	62.9			
BGSU	54.5	45.5			
MSU	65.2	34.8	1.3958	2	.4976
UVT	47.4	52.6			
Stu. Ass't.	44.4	55.6			
Stu. No Ass't.	14.3	85.7	2.01022	1	.1562
Grad. Ass't.	55.2	44.8			
Grad. No Ass't	100	0	2.57433	1	.1986

TABLE 4.5--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 5</u>					
<u>Manifest Well-Developed Interpersonal Relations and Communications Skills</u>					
Supervisor	13.3	86.7			
Student	11.1	88.9			
Faculty	25	75	.98604	3	.8046
Graduate	17.4	82.6			
BGSU	11.9	88.1			
MSU	21.2	78.8	1.56983	2	.4562
UVT	11.5	88.5			
Stu. Ass't.	3.8	96.2			
Stu. No Ass't.	30	70	2.70433	1	.1001
Grad. Ass't.	10.5	89.5			
Grad. No Ass't.	50	50	4.68332	1	.0305
<u>Item 6</u>					
<u>Advise Groups</u>					
Supervisor	1.9	98.1			
Student	7	93			
Faculty	0	100			
Graduate	5.1	94.9	2.20380	3	.5312
BGSU	2.8	97.2			
MSU	6.8	93.2	1.68333	2	.4310
UVT	6.0	94			
Stu. Ass't.	1.8	98.2			
Stu. No Ass't.	25	75	6.94163	1	.0084
Grad. Ass't.	3.5	96.5			
Grad. No Ass't.	16.7	83.3	1.51128	1	.2189

TABLE 4.5--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 7</u>					
<u>Display Competence in Individual and Group Counseling</u>					
Supervisor	46.4	53.6			
Student	20.5	79.5			
Faculty	20	80	5.7537	3	.1242
Graduate	32.7	67.3			
BGSU	22.2	77.8			
MSU	41.7	58.3	4.3920	2	.1112
UVT	27.3	72.7			
Stu. Ass't.	11.4	88.6			
Stu. No Ass't.	55.6	44.4	6.0702	1	.0138
Grad. Ass't.	26.3	73.7			
Grad. No Ass't.	50	50	1.1115	1	.2917

(3) Bowling Green respondents were more likely to indicate that the paid assistantship should prepare graduates to mediate conflicts between individuals and groups than the respondents at the other two institutions. Recent graduates who held paid assistantships indicated more often than those who did not that this competency is best prepared for in the paid assistantship.

(5) Graduates who were not involved in paid assistantships were more likely to suggest that well-developed interpersonal relations and communications skills are best learned in the formal academic process than those graduates who did hold a paid assistantship.

(6 and 7) Students who did not hold a paid assistantship were more likely to perceive that advising groups and counseling is best prepared for in the formal academic process than those students who held a paid assistantship. The latter group chose a "paid assistantship" response more frequently than the former.

Theory and Practice of Administration and Management

A multivariate analysis of variance on all of the competencies in this category (8-20) revealed an interaction effect between institution and position. This interaction resulted in significant differences in the main effects of position and institution. However, as shown by Table 4.5 (p. 85), the position causing the

TABLE 4.6
CELL MEANS BY INSTITUTION AND POSITION
FOR COMPETENCY 14

Institution	Supervisor	Students	Faculty	Graduates
Bowling Green	2.6667	2.63158	3.00000	2.77586
Michigan State	2.3600	2.7857	2.22500	2.61765
Vermont	1.8333	2.36000	3.40000	2.65385

TABLE 4.7
MULTIVARIATE ANALYSIS, ITEMS 8-20

MANOVA Effect	F	Significance of F	Implications
Interaction	1.30448	.04394	Sig. diff.
Position	1.51983	.02316	Sig. diff.
Institution	2.35751	.00021	Sig. diff.

TABLE 4.8

INTERACTION EFFECT OF INSTITUTION BY POSITION FOR
ITEMS 8-20

Interaction Effect of Institution by Position		F	Significance of F	Implications
8	Formulate and monitor a budget	.71439	.63828	No sig. diff.
9	Administer salaries	1.29813	.25795	No sig. diff.
10	Select and evaluate staff	1.79408	.10018	No sig. diff.
11	Train and supervise staff	1.99359	.06662	No sig. diff.
12	Systematic planning	.65324	.68751	No sig. diff.
13	Evaluate programs	.99437	.46354	No sig. diff.
14	Formulate and interpret policies	2.51592	.02178	Significant
15	Legal impli- cation	1.35064	.23472	No sig. diff.
16	Computer as mgt. tool	1.41626	.20816	No sig. diff.
17	Manage resources	.32192	.92527	No sig. diff.
18	Theory and practice	.61342	.71955	No sig. diff.
19	Decision making	1.39759	.21544	No sig. diff.
20	Leadership skills	1.81652	.09575	No sig. diff.

interaction is the faculty position on item 14, "Formulate and Interpret Policy."

Thus, the University of Vermont reports the greatest difference in perceptions between faculty and assistantship supervisors. Also, the faculty report the highest mean scores of all four groups. Again, it is important to remind the reader that these results are open to question since the number of faculty in the sample is much smaller than the numbers of subjects in the three other subgroups.

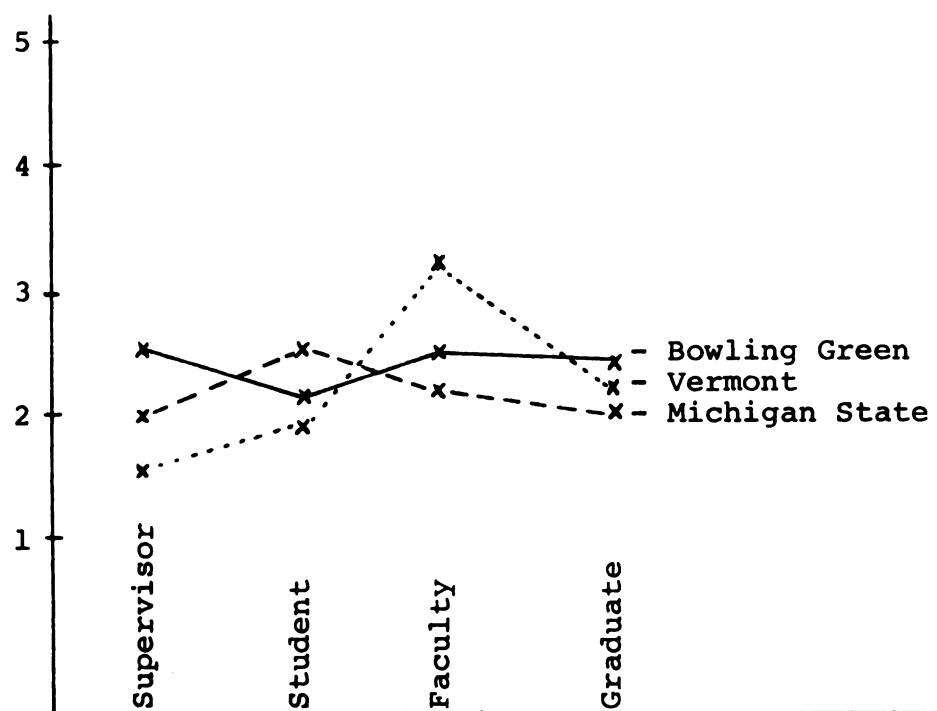


Fig. 4.1. Graph of cell means by institution and position for Competency 14.

Table 4.9 presents the results of the crosstabulations which were completed on the second category of competencies and areas of knowledge. Each competency was analyzed in relationship with the same variables as the preceding competencies.

As a result of the individual Chi Square tests for independence applied to each competency, the null hypotheses were not rejected except for the following cases where significant differences were found:

(8) Michigan State University respondents were more likely to suggest that graduate students should learn how to formulate and monitor a budget in the paid assistantship experience, whereas the subjects from Bowling Green and Vermont were more likely to choose a "formal academic process" response.

(9) Bowling Green and Vermont subjects indicated that salary administration is a preparation responsibility of the academic process. On the other hand, Michigan State respondents chose "paid assistantship" 62 percent of the time.

(10) Both students who currently hold, and recent graduates who held paid assistantships, indicated that staff selection and evaluation were learned in paid assistantships (93 percent and 91 percent respectively). Those students not holding paid assistantships, and graduates who did not hold an assistantship, disagreed

TABLE 4.9
CROSSTABULATIONS, ITEMS 8-20

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 8</u>					
<u>Formulate and Monitor a Budget</u>					
Supervisor	59.0	41.0	1.4498	3	.6939
Student	57.8	42.2			
Faculty	33.3	66.7			
Graduate	56.5	43.5			
BGSU	41.9	58.1	19.524	2	.0001
MSU	77.6	22.4			
UVT	48.6	51.4			
Stu. Ass't.	52.9	47.1	1.5585	1	.2119
Stu. No Ass't.	76.9	23.1			
Grad. Ass't.	54.8	45.2	.01603	1	.8992
Grad. No Ass't.	66.7	33.3			
<u>Item 9</u>					
<u>Administer Salaries</u>					
Supervisor	51.0	49.0	3.0975	3	.3768
Student	51.3	48.7			
Faculty	22.2	77.8			
Graduate	52.9	47.1			
BGSU	48.5	51.2	8.5501	2	.0139
MSU	62.0	38.0			
UVT	34.7	65.1			
Stu. Ass't.	51.6	48.4	.03495	1	.8517
Stu. No Ass't.	50	50			
Grad. Ass't.	53.3	46.7	.02735	1	.8687
Grad. No Ass't.	54.5	45.5			

TABLE 4.9--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 10</u>					
<u>Select and Evaluate Staff</u>					
Supervisor	9.5	90.5			
Student	11.6	88.4			
Faculty	14.3	85.7	.59422	3	.8978
Graduate	14.1	85.9			
BGSU	14.3	85.7			
MSU	12.7	87.3	1.2644	2	.5314
UVT	7.3	92.7			
Stu. Ass't.	7	93			
Stu. No Ass't.	66.6	33.3	4.37622	1	.0364
Grad. Ass't.	9.0	91.0			
Grad. No Ass't.	45.5	54.5	7.59633	1	.0059
<u>Item 11</u>					
<u>Train and Supervise Staff</u>					
Supervisor	11.4	88.6			
Student	11.3	88.7			
Faculty	0	100	1.37931	3	.7104
Graduate	13.2	86.8			
BGSU	12	88			
MSU	11.8	88.2	.15576	2	.9251
UVT	9.8	90.2			
Stu. Ass't.	5.2	94.8			
Stu. No Ass't.	38.5	61.5	8.67663	1	.0032
Grad. Ass't.	10.4	89.6			
Grad. No Ass't.	33.3	66.6	1.90964	1	.1670

TABLE 4.9--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 12</u>					
<u>Engage in Systematic Planning</u>					
Supervisor	31.6	68.4			
Student	40.7	59.3			
Faculty	0	100	2.59954	3	.4576
Graduate	47.1	52.9			
BGSU	33.3	66.6			
MSU	43.3	56.7			
UVT	47.4	52.6	1.17543	2	.5556
Stu. Ass't.	42.9	51.1			
Stu. No Ass't.	33.3	66.7	.00274	1	.9583
Grad. Ass't.	42.9	57.1			
Grad. No Ass't.	66.6	33.3	.37173	1	.5421
<u>Item 13</u>					
<u>Evaluate Programs</u>					
Supervisor	36.8	63.2			
Student	16.1	83.9			
Faculty	25	75	4.19970	3	.2407
Graduate	37.1	62.9			
BGSU	23.3	76.7			
MSU	37.9	62.1			
UVT	29.4	70.6	1.80412	2	.4057
Stu. Ass't.	12	88			
Stu. No Ass't.	33.3	66.7	.43281	1	.5106
Grad. Ass't.	24.1	75.9			
Grad. No Ass't.	100	0	9.22070	1	.0024

TABLE 4.9--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 14</u>					
<u>Formulate and Interpret Policy</u>					
Supervisor	8.8	91.2			
Student	16.7	83.3			
Faculty	40	60	3.9312	3	.2690
Graduate	20.3	79.7			
BGSU	18.0	82.0			
MSU	17.5	82.5	.11726	2	.9431
UVT	15.4	84.6			
Stu. Ass't.	5.4	94.6			
Stu. No Ass't.	54.5	45.5	11.416	1	.0007
Grad. Ass't.	14.9	85.1			
Grad. No Ass't.	41.7	58.3	2.738	1	.0980
<u>Item 15</u>					
<u>Legal . . . Implications</u>					
Supervisor	88.9	11.1			
Student	83.6	16.4			
Faculty	100	0	4.4676	3	.2152
Graduate	93.6	6.4			
BGSU	91	9.0			
MSU	91.2	8.8	1.1450	2	.5641
UVT	84.8	15.2			
Stu. Ass't.	87.2	12.8			
Stu. No Ass't.	75	25	.50080	1	.4792
Grad. Ass't.	94.1	5.9			
Grad. No Ass't.	88.9	11.1	.01477	1	.9033

TABLE 4.9--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 16</u>					
<u>Appreciate the Computer as a Management Tool</u>					
Supervisor	97.7	2.3			
Student	92.2	7.8			
Faculty	100	0	2.5583	3	.4648
Graduate	91.2	8.8			
BGSU	94.4	5.6			
MSU	97.1	2.9	7.9846	2	.0185
UVT	82.9	17.1			
Stu. Ass't.	92.7	7.3			
Stu. No Ass't.	88.9	11.1	.07407	1	.7588
Grad. Ass't.	92.9	7.1			
Grad. No Ass't.	77.8	22.2	.76638	1	.3813
<u>Item 17</u>					
<u>Manage Physical Resources and Facilities</u>					
Supervisor	9.1	90.9			
Student	16.9	83.1			
Faculty	0	100	2.70684	3	.4391
Graduate	12.3	87.7			
BGSU	9.3	90.7			
MSU	20.6	79.4	5.36117	2	.0685
UVT	8.5	91.5			
Stu. Ass't.	14.3	85.7			
Stu. No Ass't.	28.6	71.4	.80337	1	.3701
Grad. Ass't.	9.7	90.3			
Grad. No Ass't.	27.3	72.7	1.29565	1	.2550

TABLE 4.9--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 18</u>					
<u>Distinguish Between Theory and Practice</u>					
Supervisor	13.3	86.7	7.0081	3	.0716
Student	34.8	65.2			
Faculty	100	0			
Graduate	37.8	62.2			
BGSU	36.6	63.4	5.24697	2	.0725
MSU	17.4	82.6			
UVT	53.8	46.2			
Stu. Ass't.	29.4	70.6	.11695	1	.6805
Stu. No Ass't.	50	50			
Grad. Ass't.	33.3	66.7	.54293	1	.4612
Grad. No Ass't.	57.1	42.9			
<u>Item 19</u>					
<u>Engage in Effective Decision-Making</u>					
Supervisor	6.3	93.8	3.85226	3	.2779
Student	10.3	89.7			
Faculty	33.3	66.7			
Graduate	11.9	88.1			
BGSU	7.3	92.7	1.35935	2	.5068
MSU	13	87			
UVT	14.3	85.7			
Stu. Ass't.	6.7	93.3	.52232	1	.4699
Stu. No Ass't.	22.2	77.8			
Grad. Ass't.	7.7	92.3	5.52433	1	.0188
Grad. No Ass't.	50	50			

TABLE 4.9--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 20</u>					
<u>Display Leadership Skills</u>					
Supervisor	0	100			
Student	4.3	95.7			
Faculty	14.3	85.7	4.8765	3	.1811
Graduate	9.5	90.5			
BGSU	2.6	97.4			
MSU	6.7	93.3	4.0319	2	.1332
UVT	12.5	87.5			
Stu. Ass't.	0	100			
Stu. No Ass't.	14.3	85.7	2.0417	1	.1530
Grad. Ass't.	5.5	94.5			
Grad. No Ass't.	42.9	47.1	6.1199	1	.0134

with those who held assistantships and responded that this competency is learned in the academic process.

(11) Regarding staff training, students involved in paid assistantships indicated that this competency should be learned through the paid assistantship. The students who do not hold assistantships disagreed by choosing an "academic process" response. Parallel findings exist between graduates who held assistantships and those who did not.

(13) Graduates who held an assistantship perceived the assistantship as the locus of preparation for learning how to evaluate programs (75 percent). The graduates who did not hold assistantships emphatically disagreed and said that program evaluation was a learning objective of the formal academic process (100 percent).

(14) Students who hold and graduates who held paid assistantships responded to the competency regarding policy interpretation and formulation by indicating a "paid assistantship" response 94.6 percent of the time. On the other hand, students who do not hold and graduates who did not hold an assistantship were evenly divided between the "paid assistantship" and "academic process" response.

(16) Vermont subjects were more likely to suggest that the assistantship should prepare the student to understand the computer as a management tool.

(19) Graduates who held assistantships were far more likely to suggest that effective decision-making should be learned in the assistantship (92.3 percent) than those graduates who did not hold paid assistantships.

(20) Graduates who held assistantships were more likely to say that leadership skills should be learned in the assistantship (94.5 percent) than those graduates who did not hold paid assistantships.

Thus, while all major positions and institutions held relatively similar expectations for the preparation of the competencies in this category, significant differences were found between students who hold and recent graduates who held paid assistantships, and those students and graduates who did not hold assistantships. The former were more likely to suggest that the competencies were learned as part of the formal academic process.

Research, Testing, and Measurement

A multivariate analysis of variance completed on all of the competencies in this category (21-25) disclosed no interaction effects between position and institution. The main effects, position and institution, revealed no significant differences.

TABLE 4.10
MULTIVARIATE ANALYSIS, ITEMS 21-25

MANOVA Effect	F	Significance of F	Implications
Interaction	.92598	.58198	No sig. diff.
Position	1.57545	.07451	No sig. diff.
Institution	1.64830	.08967	No sig. diff.

Table 4.11 presents the results of the crosstabulations which were completed on the competencies in this category. Each competency was analyzed in relationship with the same variables as the preceding competencies.

As a result of individual chi square tests for independence on each of the competencies relating to Research, Testing, and Measurement, none of the null hypotheses were rejected. Clearly none of the groups at each of the institutions differed significantly in their perceptions of the locus of preparation for these competencies.

Historical, Philosophical, and Social Foundations

A multivariate analysis completed on the competencies in this major category disclosed no significant differences when the mean scores of each of the four groups at each of the three institutions were analyzed in relation to each other.

TABLE 4.11
CROSSTABULATIONS, ITEMS 21-25

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 21</u>					
<u>Conduct Independent Research</u>					
Supervisor	100	0			
Student	94.5	5.5			
Faculty	100	0	2.9067	3	.4062
Graduate	95	5			
BGSU	94.2	5.8			
MSU	100	0	4.7062	2	.0951
UVT	93.5	6.5			
Stu. Ass't.	96.7	3.3			
Stu. No Ass't.	83.3	16.7	1.3666	1	.2424
Grad. Ass't.	95.6	4.4			
Grad. No Ass't.	91.7	8.3	.02064	1	.8858
<u>Item 22</u>					
<u>Understand the Principles of Statistical Analysis</u>					
Supervisor	100	0			
Student	94.2	5.8			
Faculty	100	0	6.98096	3	.0725
Graduate	99	1			
BGSU	98.2	1.8			
MSU	97.9	2.1	.65975	2	.7190
UVT	96.2	3.8			
Stu. Ass't.	97.0	3.0			
Stu. No Ass't.	85	15	2.12748	1	.1447
Grad. Ass't.	98.9	1.1			
Grad. No Ass't.	100	0	1.0029	1	.3166

TABLE 4.11--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
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Item 23Interpret Research as Reported in the Literature

Supervisor	100	0			
Student	98.6	1.4			
Faculty	100	0			
Graduate	96.5	3.5	2.0564	3	.5608
BGSU	98.8	1.2			
MSU	98.5	1.5			
UVT	95.9	4.1	1.50903	2	.4702
Stu. Ass't.	100	0			
Stu. No Ass't.	93.3	6.7	.52305	1	.4695
Grad. Ass't.	95.8	4.2			
Grad. No Ass't.	100	0	.00452	1	.9464

Item 24Interpret Personality Tests and Measurements

Supervisor	95.9	4.1			
Student	95.2	4.8			
Faculty	90	10	.63916	3	.8874
Graduate	94.4	5.6			
BGSU	91.1	8.9			
MSU	95.7	4.3			
UVT	100	0	4.77324	2	.0919
Stu. Ass't.	94.2	5.8			
Stu. No Ass't.	100	0	.00138	1	.9704
Grad. Ass't.	93.5	6.5			
Grad. No Ass't.	100	0	.00012	1	.9913

TABLE 4.11--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 25</u>					
<u>Administer Personality Tests and Measurements</u>					
Supervisor	81.4	18.6			
Student	83.1	16.9			
Faculty	57.1	42.9	5.27461	3	.1528
Graduate	70	30			
BGSU	73.7	26.3			
MSU	77.9	22.1			
UVT	80.5	19.5	.77554	2	.6786
Stu. Ass't.	86.8	13.2			
Stu. No Ass't.	66.6	33.3	1.56919	1	.2103
Grad. Ass't.	70.0	29.3			
Grad. No Ass't.	63.6	36.4	.01183	1	.9134

TABLE 4.12
MULTIVARIATE ANALYSIS, ITEMS 26-29

MANOVA Effect	F	Significance of F	Implications
Interaction	.62580	.91866	No sig. diff.
Position	1.28250	.22352	No sig. diff.
Institution	1.75998	.08218	No sig. diff.

Table 4.13 presents the results of the crosstabulations done on each of the competencies in this category (items 26-29). Each competency was analyzed in relationship with the same variables as the preceding competencies.

As a result of the chi square tests for independence, none of the null hypotheses were rejected for the competencies relating to the category of "Historical, Philosophical, and Social Foundations" except for the following:

(29) Significantly more Bowling Green and Vermont respondents indicated that the financing of higher education should be learned in the paid assistantship than did respondents from Michigan State. However, the vast majority (79 percent and 87.5 percent respectively) of the Michigan subjects chose "formal academic process" response.

TABLE 4.13
CROSSTABULATIONS, ITEMS 26-29

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 26</u>					
<u>Articulate the Social and Cultural Foundations of Higher Education</u>					
Supervisor	100	0			
Student	96.2	3.7			
Faculty	100	0	1.82149	3	.6122
Graduate	96.8	3.1			
BGSU	97.8	2.2			
MSU	97.6	2.4	.47515	2	.7885
UVT	96.0	4.0			
Stu. Ass't.	96.6	3.4			
Stu. No Ass't.	95.2	4.8	.14786	1	.7006
Grad. Ass't.	96.4	3.6			
Grad. No Ass't.	100	0	.00442	1	.9470
<u>Item 27</u>					
<u>Appreciate the Historical and Philosophical Underpinnings of Higher Education</u>					
Supervisor	100	0			
Student	96.7	3.3			
Faculty	100	0	2.99029	3	.3931
Graduate	99.1	.9			
BGSU	99.1	.9			
MSU	97.8	2.2	.65396	2	.7211
UVT	98.1	1.9			
Stu. Ass't.	97.1	2.9			
Stu. No Ass't.	95.7	4.3	.11486	1	.7347
Grad. Ass't.	98.9	1.1			
Grad. No Ass't.	100	0	1.02058	1	.3124

TABLE 4.13--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 28</u>					
<u>Recognize and Analyze Political Process in Higher Education</u>					
Supervisor	84.0	16			
Student	91.2	8.8			
Faculty	100	0	2.25096	3	.5220
Graduate	85.1	14.9			
BGSU	88.1	11.9			
MSU	88.7	11.6	.18337	2	.9124
UVT	85.7	14.3			
Stu. Ass't.	90.2	9.8			
Stu. No Ass't.	93.8	6.3	.01011	1	.9199
Grad. Ass't.	82.5	17.5			
Grad. No Ass't.	100	0	.91194	1	.3396
<u>Item 29</u>					
<u>Understanding the Financing of Higher Education</u>					
Supervisor	92.3	7.7			
Student	90.7	9.3			
Faculty	100	0	3.50606	3	.3200
Graduate	81.7	18.3			
BGSU	79.0	21.0			
MSU	98	2.0	9.10452	2	.0105
UVT	87.5	12.5			
Stu. Ass't.	93	7			
Stu. No Ass't.	81.8	18.2	.31500	1	.5746
Grad. Ass't.	81.6	18.4			
Grad. No Ass't.	81.8	18.2	.17369	1	.6769

Thus, regarding the Historical, Philosophical, and Social Foundations, the respondents did not significantly disagree on where training should be received.

Meeting Student Needs

A multivariate analysis of variance completed on the competencies relating to this category disclosed no interaction effect (institution by position) but did reveal significant differences between the main effects (position and institution) for several competencies.

TABLE 4.14
MULTIVARIATE ANALYSIS, ITEMS 30-41

MANOVA Effect	F	Significance of F	Implications
Interaction	1.5582	.18249	No sig. diff.
Position	1.64228	.01083	Significant
Institution	1.53477	.05053	Significant

One-way analyses of variance were done on each of the competencies which suggested difference through the overall multivariate analysis. The Scheffé post-hoc technique was used to attempt to identify significant pair-wise comparisons.

Position by "Needs of Minorities": Faculty and assistantship supervisors responded with significant difference at the .05 level to the competency regarding

TABLE 4.15
EFFECT BY "POSITION," ITEMS 30-41

Effect by "Position"	F	Significance of F	Implications
30. Differing life style	1.68875	.16952	No sig. diff.
31. Needs of minorities	2.88547	.03600	Significant
32. Characteristics of American college student	2.27864	.07966	No sig. diff.
33. Represent stu. concerns	2.06775	.10460	No sig. diff.
34. Interpret to students	3.04959	.02898	Significant
35. Work effectively with range	.98102	.40194	No sig. diff.
36. Assess needs and interests	3.70031	.01220	Significant
37. Discipline	1.91055	.12795	No sig. diff.
38. Work cooperatively	.49550	.68568	No sig. diff.
39. Co-curricular programs and . . .	.64517	.58656	No sig. diff.
40. Identify developmental stages	3.72642	.01179	Significant
41. Programs to facilitate development	1.59398	.19095	No sig. diff.

TABLE 4.16
EFFECT BY "INSTITUTION," ITEMS 30-41

Effect by "Institution"	F	Signif- icance of F	Implications
30. Differing life styles	.64406	.52590	No sig. diff.
31. Needs of minorities	.63467	.53084	No sig. diff.
32. Characteristics of American college student	1.95491	.14343	No sig. diff.
33. Represent stu. concerns	2.38173	.09419	No sig. diff.
34. Interpret concerns to students	.63177	.53264	No sig. diff.
35. Work effectively with wide range of individuals	.31155	.73255	No sig. diff.
36. Assess student needs and interests	1.09023	.33751	No sig. diff.
37. Discipline	5.97661	.00286	Significant
38. Work cooperatively	2.25202	.10702	No sig. diff.
39. Co-curricular programs	2.81421	.06158	No sig. diff.
40. Identify developmental stages	2.32664	.09944	No sig. diff.
41. Program to facilitate student development	3.67675	.02649	Significant

meeting needs of minority groups. Faculty were more likely to suggest an academic locus of preparation, whereas assistantship supervisors were more likely to choose a "paid assistantship" response.

Group Means:

Assistantship Supervisor	Student	Recent Graduate	Faculty
2.6154	2.7222	2.7295	3.1538

Position by "Interpret Concerns to Students":

Assistantship supervisors and students responded with significant difference at the .05 level to the competency regarding interpreting concerns of other university populations to students. The former chose a paid assistantship response more often than the student respondents.

Group Means:

Assistantship Supervisor	Faculty	Recent Graduate	Student
2.3381	2.3846	2.6066	2.6481

Position by "Assess Student Needs and Interests"

and Position by "Identify Developmental Stages": While a one-way analysis of variance disclosed significant differences between respondents, post-hoc comparison procedures failed to identify which positions responded differently to both of these competencies. And although the Scheffé technique is a widely used statistical procedure for testing post-hoc comparisons, it does not

guarantee that the significant comparison will be found.² With this in mind, the group means are presented. However, the reader is cautioned against making judgments about the differences between the means.

"Assess Student Needs and Interests"

Supervisor	Student	Graduate	Faculty
2.4308	2.6389	2.6967	3.000

"Identify Developmental Stages"

Student	Supervisor	Graduate	Faculty
3.2150	3.3846	3.4508	3.5385

Institution by "Discipline"

While all three means fall into the paid assistantship arena, significant differences exist at the .05 level between Michigan State University and The University of Vermont.

Michigan State	Bowling Green	U. of Vermont
2.2963	2.1397	1.9365

Institution by "Program to Facilitate Student Development"

While the overall F-test suggests differences between institutions, the post-hoc procedures failed to reveal which pair-wise comparisons were different.

U. of Vermont	Michigan State	Bowling Green
2.5161	2.7103	2.7372

²Hays

Table 4.17 presents the results of the crosstabulations done on the competencies in this category (items 30-41). Each competency was analyzed in relationship with the same variables as the preceding competencies.

As a result of the Chi Square tests for independence completed on the competencies under the heading "Meeting Student Needs," the null hypotheses were not rejected except for the following cases where significant differences were found:

(30) It was found that the faculty were more likely to indicate that the academic process should prepare students to tolerate and appreciate differing life styles (40 percent).

(31) Of the faculty who did not choose an "equal" response to "Recognize and interpret the special needs of ethnic and racial minorities," 100 percent chose a "formal academic process" response. This response was significantly different from the students, graduates, and assistantship supervisors.

(33) Recent graduates who held paid assistantships were more likely to indicate that the assistantship experience should prepare the entry-level student personnel worker to "represent students' concerns to other campus populations," than those recent graduates who did not hold paid assistantships.

TABLE 4.17
CROSSTABULATIONS, ITEMS 30-41

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 30</u>					
<u>Tolerate and Appreciate Differing Life Styles</u>					
Supervisor	2.9	97.1	10.6676	3	.0137
Student	4.3	95.7			
Faculty	40	60			
Graduate	6.8	93.2			
BGSU	6.1	93.9	.00761	2	.9962
MSU	6.1	93.6			
UVT	6.5	93.5			
Stu. Ass't.	2.4	97.6	.43093	1	.5115
Stu. No Ass't.	20	80			
Grad. Ass't.	3.9	96.1	2.61824	1	.1056
Grad. No Ass't.	28.6	71.4			
<u>Item 31</u>					
<u>Recognize and Interpret the Special Needs of Ethnic and Racial Minorities</u>					
Supervisor	4	96	14.5027	3	.0023
Student	14.7	85.3			
Faculty	100	0			
Graduate	14.9	85.1			
BGSU	11.5	88.5	.71209	2	.7004
MSU	14.3	85.7			
UVT	19	81			
Stu. Ass't.	13.3	86.7	.01759	1	.8945
Stu. No Ass't.	25	75			
Grad. Ass't.	10.3	89.7	2.68856	1	.1011
Grad. No Ass't.	42.9	57.1			

TABLE 4.17--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 32</u>					
<u>Articulate the Characteristics of the American College Student</u>					
Supervisor	61.1	38.9			
Student	75.6	24.4			
Faculty	100	0	3.30932	3	.3463
Graduate	71.7	28.3			
BGSU	74.1	25.9			
MSU	78.0	22.0	2.27577	2	.3205
UVT	61.5	38.5			
Stu. Ass't.	68.8	31.3			
Stu. No Ass't.	92.3	7.7	1.64870	1	.1991
Grad. Ass't.	68.2	31.8			
Grad. No Ass't.	88.9	11.1	.72326	1	.3951
<u>Item 33</u>					
<u>Represent Student Concerns to Other Campus Populations</u>					
Supervisor	0	100			
Student	14.3	85.7			
Faculty	10	90	5.13914	3	.1619
Graduate	10.9	89.1			
BGSU	5.7	94.3			
MSU	16.7	83.3	4.91329	2	.0857
UVT	5.9	94.1			
Stu. Ass't.	11.9	88.1			
Stu. No Ass't.	28.6	71.4	.34028	1	.5597
Grad. Ass't.	7.1	93.9			
Grad. No Ass't.	42.9	57.1	4.82645	1	.0280

TABLE 4.17--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 34</u>					
<u>Interpret the Concerns, Goals, Problems of the Other Campus Populations to Students</u>					
Supervisor	5	95			
Student	21.4	78.6			
Faculty	0	100	6.71189	3	.0817
Graduate	12.7	87.3			
BGSU	10.7	89.3			
MSU	15.1	84.9	.80534	2	.6685
UVT	15.8	84.2			
Stu. Ass't.	18.8	81.3			
Stu. No Ass't.	37.5	62.5	.53472	1	.4646
Grad. Ass't.	9.1	90.9			
Grad. No Ass't.	37.5	62.5	2.84484	1	.0917
<u>Item 35</u>					
<u>Work Effectively with a Wide Range of Individuals</u>					
Supervisor	0	100			
Student	2	98			
Faculty	0	100	6.18637	3	.1029
Graduate	9.1	90.9			
BGSU	1.4	98.6			
MSU	6	94	2.83497	2	.2423
UVT	7.7	92.3			
Stu. Ass't.	0	100			
Stu. No Ass't.	10	90	.59770	1	.4395
Grad. Ass't.	7	93			
Grad. No Ass't.	25	75	.98663	1	.3206

TABLE 4.17--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 36</u>					
<u>Assess Student Needs and Interests</u>					
Supervisor	7.9	92.1			
Student	5.4	94.6			
Faculty	50	50			
Graduate	16	84	10.9191	3	.0122
BGSU	9.7	90.3			
MSU	15.4	84.6	.77278	2	.6795
UVT	13.3	86.7			
Stu. Ass't.	2.9	97.1			
Stu. No Ass't.	33.3	66.7	.80970	1	.3682
Grad. Ass't.	11.9	88.1			
Grad. No Ass't.	37.5	62.5	1.64798	1	.1992
<u>Item 37</u>					
<u>Perform Fair and Effective Discipline to Student Misconduct</u>					
Supervisor	0	100			
Student	4.4	95.6			
Faculty	0	100	3.02243	3	.3882
Graduate	5.4	94.6			
BGSU	3.1	96.0			
MSU	4.4	95.6			
UVT	3.8	96.2	.18869	2	.9111
Stu. Ass't.	1.9	98.1			
Stu. No Ass't.	14.3	85.7	1.66056	1	.1975
Grad. Ass't.	3.7	96.3			
Grad. No Ass't.	18.2	81.8	1.63522	1	.2010

TABLE 4.17--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
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Item 38Work Cooperatively with Others

Supervisor	0	100			
Student	2.3	97.7			
Faculty	0	100			
Graduate	7.5	92.5	3.11201	3	.3747
BGSU	1.9	98.1			
MSU	5.3	94.7			
UVT	6.1	93.9	1.08862	2	.5802
Stu. Ass't.	0	100			
Stu. No Ass't.	9.1	90.9	.34109	1	.5592
Grad. Ass't.	4.8	95.2			
Grad. No Ass't.	20	80	.93115	1	.3346

Item 39Meet Student Needs through Co-Curricular
Programs and Activities

Supervisor	0	100			
Student	4.6	95.4			
Faculty	0	100			
Graduate	6.2	93.8	3.02213	3	.3882
BGSU	1.1	98.9			
MSU	3.3	96.7			
UVT	11.1	88.9	7.75568	2	.0207
Stu. Ass't.	3.7	96.3			
Stu. No Ass't.	9.1	90.9	.00015	1	.9903
Grad. Ass't.	1.4	98.6			
Grad. No Ass't.	36.4	63.6	14.45384	1	.0001

TABLE 4.17--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 40</u>					
<u>Identify the Developmental Stages of College Students</u>					
Supervisor	93.1	6.9			
Student	82.9	17.1			
Faculty	85.7	14.3			
Graduate	90.2	9.8	1.93578	3	.5858
BGSU	89.4	10.6			
MSU	94.3	5.7			
UVT	78.1	21.9	5.24637	2	.0726
Stu. Ass't.	80.8	19.2			
Stu. No Ass't.	88.9	11.1	.00193	1	.9649
Grad. Ass't.	89.6	10.4			
Grad. No Ass't.	91.7	8.3	.10417	1	.7469
<u>Item 41</u>					
<u>Use Strategies and Purposeful Programs to Facilitate Student Development</u>					
Supervisor	4	96			
Student	14.9	85.1			
Faculty	33.3	66.7			
Graduate	21.3	78.7	5.03613	3	.1692
BGSU	15.2	84.8			
MSU	17.8	82.2			
UVT	14.7	85.3	.16915	2	.9189
Stu. Ass't.	13.9	86.1			
Stu. No Ass't.	18.2	81.8	.01791	1	.8935
Grad. Ass't.	15.8	84.2			
Grad. No Ass't.	44.4	55.6	2.06150	1	.1511

(36) It was found that faculty were more likely to indicate that the academic process should prepare students to "assess student needs and interests" than were the other three positions.

(39) To "meet student needs through co-curricular program and activities," Vermont respondents and recent graduates who did not hold paid assistantships were more likely to choose an "academic process" response than Bowling Green and Michigan State subjects, and recent graduates who held a paid assistantship.

Professional Purpose and
Role Identity

A multivariate analysis of variance completed on the competencies relating to this category heading (42-47) disclosed no interaction effects (institution by position) or significant differences between the main effects of position and institution.

TABLE 4.18

MULTIVARIATE ANALYSIS, ITEMS 42-47

MANOVA Effect	F	Significance of F	Implications
Interaction	1.08939	.33159	No sig. diff.
Position	.95631	.50933	No sig. diff.
Institution	1.70253	.06248	No sig. diff.

Table 4.19 presents the results of the crosstabulations done on the competencies in this category (42-47). Each competency was analyzed with the same variables as the preceding competencies.

When the null hypotheses were applied to the competencies in this category ("Professional Purpose and Role Identity"), the decision was made to not reject them because only one item was found to be significantly different at the .05 level.

(43) Faculty, students, and recent graduates who did not choose an "equal" response were more likely to conclude that professional ethics and standards were learned as part of the academic process; whereas, assistantship supervisors regarded this competency as being learned through a paid assistantship experience.

Hypothesis 5

Faculty, students, assistantship supervisors, and recent graduates report no significant differences in perceptions of the importance of a paid assistantship as part of the preparation process.

Based on a crosstabulation of the four position variables and six possible responses to the question "a paid assistantship is a very important component of master's degree professional preparation for college student personnel work," the null hypothesis was not rejected.

TABLE 4.19
CROSSTABULATIONS, ITEMS 42-47

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
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Item 42

Appreciate and Understand the Specialized
Functions of Student Personnel Work

Supervisor	81.8	18.2			
Student	91.1	8.9			
Faculty	100	0			
Graduate	88.3	11.7	2.2169	3	.5286
BGSU	89.6	10.4			
MSU	90	10			
UVT	84.6	15.4	.57453	2	.7503
Stu. Ass't.	90.6	9.4			
Stu. No Ass't.	92.3	7.7	.15847	1	.6906
Grad. Ass't.	85.7	14.3			
Grad. No Ass't.	100	0	.66280	1	.4156

Item 43

Appreciate and Internalize Professional
Standards and Ethics

Supervisor	31.6	68.4			
Student	67.6	32.4			
Faculty	100	0			
Graduate	71.2	28.8	12.918	3	.0048
BGSU	54.9	45.1			
MSU	73	27			
UVT	72	28	3.8305	2	.1473
Stu. Ass't.	57.7	42.3			
Stu. No Ass't.	90.9	9.1	2.5237	1	.1121
Grad. Ass't.	65.9	34.1			
Grad No Ass't.	90.9	9.1	1.5724	1	.2099

TABLE 4.19--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 44</u>					
<u>Articulate and Interpret the Goals of Student Personnel Work to the Wider Population (On and Off Campus)</u>					
Supervisor	48	52			
Student	59	41			
Faculty	71.4	28.6			
Graduate	57.4	42.6	1.4827	3	.6863
BGSU	51	49			
MSU	61.2	38.8			
UVT	59.3	40.7	1.1245	2	.5699
Stu. Ass't.	55.6	44.4			
Stu. No Ass't.	66.7	33.3	.08905	1	.7654
Grad. Ass't.	53.2	46.8			
Grad. No Ass't.	85.7	14.3	1.4732	1	.2248
<u>Item 45</u>					
<u>Cite and Describe Issues and Trends in Student Personnel Work</u>					
Supervisor	93.9	6.1			
Student	96.6	3.4			
Faculty	100	0			
Graduate	95.9	4.1	.79477	3	.8507
BGSU	98.7	1.3			
MSU	93.4	6.6			
UVT	94.7	5.3	2.57132	2	.2765
Stu. Ass't.	97.4	2.6			
Stu. No Ass't.	95	5			
Grad. Ass't.	95.1	4.9			
Grad. No Ass't.	100	0			

TABLE 4.19--Continued

Variable	%ACAD	%ASS'T	Chi ²	d.f.	Significance
<u>Item 46</u>					
<u>Display Familiarity with the Professional Literature</u>					
Supervisor	100	0			
Student	94.6	5.4			
Faculty	100	0			
Graduate	96.2	3.8	2.47238	3	.4803
BGSU	98.7	1.3			
MSU	95.9	4.1			
UVT	93.9	6.1	2.17202	2	.3376
Stu. Ass't.	94.9	5.1			
Stu. No Ass't.	93.3	6.7	.15797	1	.6910
Grad. Ass't.	95.3	4.7			
Grad. No Ass't.	100	0	.00348	1	.9529
<u>Item 47</u>					
<u>Distinguish Between and Use the Resources of the Professional Organizations</u>					
Supervisor	83.3	16.7			
Student	90	10			
Faculty	100	0			
Graduate	85.7	14.3	1.76376	3	.6229
BGSU	90	10			
MSU	88	12			
UVT	82.1	17.9	1.38052	2	.5014
Stu. Ass't.	92.3	7.7			
Stu. No Ass't.	81.8	18.2	.20720	1	.6490
Grad. Ass't.	84.3	15.7			
Grad. No Ass't.	90.9	9.1	.00834	1	.9272

TABLE 4.20

POSITION RESPONSES TO "A PAID ASSISTANTSHIP IS A VERY
IMPORTANT COMPONENT OF MASTER'S DEGREE PROFESSION
PREPARATION FOR COLLEGE STUDENT PERSONNEL WORK"

	Strongly Agree	Agree	Neither Agree Nor Disagree	Dis- agree	Strongly Disagree	No Opin- ion
Super- visors	70.8	23.1	6.2	0	0	0
Students	70.6	20.2	6.4	2.8	0	0
Faculty	69.2	30.8	0	0	0	0
Graduates	74.6	17.2	4.9	2.5	0	.8

Note. Chi Square = 6.29214 with 12 d.f., sig-
nificance = .9006

Hypothesis 6

There are no significant differences in collaboration of the paid assistantship and the formal academic process between the program which requires a paid assistantship and those which do not require a paid assistantship.

To analyze this hypothesis, two crosstabulations were done using "institution" as the independent variable and the responses to questions 11 and 15 from the questionnaire as the dependent variables. (Questions 11 and 15 asked faculty and assistantship supervisors to indicate how often they met with each other to discuss their student's and graduate assistant's academic and professional growth and development.)

TABLE 4.21

FACULTY RESPONSES TO "HOW OFTEN DO YOU MEET WITH THE
PROFESSIONAL STAFF MEMBERS TO DISCUSS YOUR
STUDENT'S GROWTH AND DEVELOPMENT?"

	Once a Term/Semester	Twice a Term/Semester	Weekly	Less Than Once a Term/Semester
BGSU	50	25	0	25
MSU	33.3	33.3	0	33.3
UVT	40	60	0	0

Note. Chi Square = 2.3400 with 4 d.f., sig-
nificance = .6735

TABLE 4.22

ASSISTANTSHIP SUPERVISOR RESPONSES TO "HOW OFTEN DO YOU
MEET WITH FACULTY MEMBERS TO DISCUSS YOUR GRADUATE
ASSISTANT'S ACADEMIC GROWTH AND PROFESSIONAL
DEVELOPMENT?"

	Once a Term/Semester	Twice a Term/Semester	Weekly	Less Than Once a Term/Semester
BGSU	48.1	18.5	7.4	25.9
MSU	0	80	0	20
UVT	75	0	0	25

Note. Chi Square = 11.37546 with 6 d.f., sig-
nificance = .0774

Holding to a .05 level of significance, null Hypothesis 6 was not rejected. However, differences among assistantship supervisors were found to be significant at the .08 level. It was revealed that Michigan State University reported the lowest percentage of its assistantship supervisors who meet with faculty. Moreover, those assistantship supervisors who do meet with faculty seem to do so with less frequency than their counterparts at Bowling Green and Vermont. However, given the unequal cell sizes, especially at Michigan State and Vermont, these findings cannot be considered statistically significant.

Summary

The importance of a paid assistantship was determined by this study. Of the forty-seven competencies, all but two ("appreciate the historical and philosophical underpinnings of higher education" and "understand the principles of statistical analysis") were seen as having a locus of preparation in both the formal academic process and the paid assistantship. Moreover, with only six exceptions, no significant differences were reported between each of the four positions at each of the three institutions under investigation as to the relative importance of the academic process and paid assistantship vis-a-vis each of the competencies or areas of knowledge.

Faculty, students, assistantship supervisors, and recent graduates tend to view the paid assistantship as an important component of professional preparation. Furthermore, they report that graduates who held paid assistantships receive better professional preparation than those who do not (82 percent). These findings imply a partnership between faculty members and assistantship supervisors; a partnership which may not be as cohesive and collaborative as it should be since 42 percent of the assistantship supervisors surveyed reported that they do not meet with faculty to discuss their graduate assistant's professional growth and development. Of those that report that they meet with faculty, 69 percent do so only once or less than once a term/semester.

Other significant differences exist between students who hold and graduates who held paid assistantships, and students who do not hold and graduates who did not hold paid assistantships. When compared, the former are much more likely to suggest that specific competencies are learned through involvement in paid assistantship; whereas the latter subjects are more likely to suggest that specific competencies are learned through the formal academic process.

Differences in perceptions and expectations were not found between institutions or positions. Thus, even though each of three programs is somewhat different in

structure, organization, and requirements, the importance of both paid assistantships and formal academic preparation was supported by all schools under study. Given the high incidence of "equal" responses, the subjects in this study seem to be suggesting that to be effective, training for each of the competencies should include both academic and paid assistantship experiences.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Many graduate students in master's degree programs in college student personnel are involved in paid assistantships from which the student can gain practical exposure to the realities of student personnel administration. While it has been assumed by academicians and practitioners that these experiences are important to the overall professional preparation of entry-level educators, no studies are currently reported in the literature which support this assumption. In fact, Cosby's speculations as well as McGovern and Tinsley's empirical findings, however, question how well paid assistantships integrate theory and practice.

Theorists and professional organizations conclude that practical experiences should be offered to students in combination with formal academic preparation in psychology, educational foundations, administrative skills, research and evaluation skills, group dynamics, and student personnel work. The findings of Wallenfeldt and

Bigelow, Ostroth, Rhatigan, Upcraft, and others presented in Chapter II suggest that practical experiences are as important as, if not more important than, formal academic experiences. Caple's molar model demonstrates the need for on-going practical experiences where the student has both the time and opportunity to blend his own personality with both theory and acquired professional skills into effective practice. While many academic programs claim to prepare students to assume leadership positions in student personnel and offer paid assistantships to their graduate students, little is known as to how, if at all, these assistantships relate to the formal academic process.

Chapter V presents a summary of the development of the study, its conclusions, inferences, and recommendations for further research.

Summary of the Development of the Study

Chapter I

The purpose of this study was an in-depth investigation of three selected master's degree programs which propose to prepare professionals to assume leadership positions within student personnel work in higher education. It was not the intention of the researcher to validate existing studies which assess the importance of specific outcome competencies. Rather, the focus of

the research project was to determine the relationship between the formal academic training process and the paid assistantship experiences of master's degree candidates in college student personnel at Bowling Green State University, Michigan State University, and The University of Vermont.

In Chapter I the problem was defined, and the rationale and need for the study were supported by a brief summary of the related literature. Further, the first chapter provided an overview of the study. The hypotheses were presented in the first chapter.

Hypothesis 1:

Faculty, students, assistantship supervisors, and recent graduates perceive no significant differences in expectations of the assistantship experience.

Hypothesis 2a:

Faculty, students, assistantship supervisors, and recent graduates within each institution perceive no significant differences in expectations of the assistantship experience.

Hypothesis 2b:

Faculty, students, assistantship supervisors, and recent graduates at different institutions perceive no significant differences in expectations of the assistantship experience.

Hypothesis 3:

There are no significant differences in expectations of the formal academic process between students who hold paid assistantships and students who do not hold paid assistantships.

Hypothesis 4:

There are no significant differences in expectations of the formal academic process between recent graduates who held paid assistantships and those graduates who did not hold paid assistantships.

Hypothesis 5:

Faculty, students, assistantship supervisors, and recent graduates report no significant differences in perceptions of the importance of a paid assistantship as part of the preparation process.

Hypothesis 6:

There are no significant differences in collaboration of the paid assistantship and the formal academic process between the program which requires a paid assistantship and those which do not require a paid assistantship.

Chapter II

Related and relevant literature was reviewed and reported in the second chapter. It included material relating to the objectives of professional preparation, objectives of professional student personnel preparation programs, suggested areas of study for student personnel preparation, academic requirements, propositions suggesting the need for practical experience as part of the training, and literature supporting the interaction of the academic and practical components. The review demonstrated a lack of supporting research to answer the questions identified by the researcher.

Chapter III

The research methodology and design of the study were presented in the third chapter. A list of competencies for entry-level student personnel work as suggested by the literature was deductively clustered in six major categories and was presented in this chapter. The competencies are:

COMPETENCIES AND AREAS OF KNOWLEDGE NECESSARY FOR ENTRY LEVEL POSITIONS:

Counseling, Human Relations, and Interpersonal Skills

- 1 cite and interpret theories of personality development
- 2 counsel and advise students involved in career choice and career development
- 3 mediate conflicts between individuals and groups
- 4 recognize and evaluate group dynamics
- 5 manifest well-developed interpersonal relations and communications skills
- 6 advise groups
- 7 display competence in individual and group counseling

Theory and Practice of Administration and Management

- 8 formulate and monitor a budget
- 9 administer salaries
- 10 select and evaluate staff
- 11 train and supervise staff
- 12 engage in systematic planning
- 13 evaluate programs
- 14 formulate and interpret policy
- 15 recognize legal implications, understand state and federal legislation affecting the administration of student personnel and education programs
- 16 appreciate the computer as a management tool
- 17 manage physical resources and facilities
- 18 distinguish between theory and practice
- 19 engage in effective decision-making
- 20 display leadership skills

Research, Testing, and Measurement

- 21 conduct independent research
- 22 understand the principles of statistical analysis
- 23 interpret research as reported in professional literature
- 24 interpret personality tests and measurements
- 25 administer personality tests and measurements

Historical, Philosophical, and Social Foundations

- 26 articulate the social and cultural foundations of higher education
- 27 appreciate the historical and philosophical underpinnings of higher education
- 28 recognize and analyze political processes in higher educational organizations
- 29 understand the financing of higher education

Meeting Student Needs

- 30 tolerate and appreciate differing life styles
- 31 recognize and interpret the special needs of ethnic and racial minorities
- 32 articulate the characteristics of the American college student
- 33 represent student concerns to other campus populations
- 34 interpret the concerns, goals, problems of the other campus populations to students
- 35 work effectively with a wide range of individuals
- 36 assess student needs and interests
- 37 perform fair and effective discipline of student misconduct
- 38 work cooperatively with others
- 39 meet student needs through co-curricular programs and activities
- 40 identify the developmental stages of college students
- 41 use strategies and purposeful programs to facilitate student development

Professional Purpose and Role Identity

- 42 appreciate and understand the specialized functions of student personnel work
- 43 appreciate and internalize professional standards and ethics
- 44 articulate and interpret the goals of student personnel work to the wider population (on and off campus)

- 45 cite and describe issues and trends in student personnel work
- 46 display familiarity with the professional literature
- 47 distinguish between and use the resources of the professional organizations

For the purposes of this investigation, the sample was defined as all students, faculty, assistantship supervisors, and recent graduates (M.A. degree recipients from June 1975 to December 1977) at Bowling Green State University, Michigan State University, and The University of Vermont. A questionnaire was developed, pilot tested, and administered to the sample population at Michigan State University. Of the 377 questionnaires sent to the subjects, 308 were returned resulting in an 82 percent rate of response. All of the completed questionnaires were suitable for inclusion in the subsequent analysis of data.

Chapter IV

Material presented in Chapter IV resulted from multivariate analyses of variance completed on each of the six major categories of competencies as well as Chi Square tests of independence applied to each of the competencies against the following variables: position, institution, whether or not student respondents were involved in a paid assistantship, whether or not the recent graduates had held a paid assistantship in conjunction with their graduate degree program.

Chapter V

This chapter presents the conclusions of the study, a discussion of the findings, inferences, and recommendations for further research.

Conclusions

Multivariate analyses of variance applied to each category of items (competencies or areas of knowledge) disclosed no significant differences in perceptions and expectations held by either position or institution. Thus, it was concluded that the following hypotheses should not be rejected.

Hypothesis 1:

Faculty, students, assistantship supervisors, and recent graduates perceive no significant differences in expectations of the paid assistantship experience.

Hypothesis 2a:

Faculty, students, assistantship supervisors, and recent graduates within each institution perceive no significant differences in expectations of the assistantship experience.

Hypothesis 2b:

Faculty, students, assistantship supervisors, and recent graduates at different institutions perceive no significant differences in expectations of the paid assistantship experience.

Further, the means and standard deviations for all six categories of items indicate the most competencies were judged to have a locus of preparation which includes both

the paid assistantship experiences and the formal academic processes. This does not mean that some competencies are best learned in the classroom while others are learned in practical work settings, rather, the results imply that all competencies should be developed in both settings. It was concluded from the analysis of data that both faculty and assistantship supervisors have an obligation to integrate the academic and the practical experiences of a training program.

And, while the mean scores tended to cluster about an "equal" response, not all respondents believed that preparation should be balanced equally between the academic process and paid assistantships. To determine how the subjects who did not choose "equal" responded, Chi Square tests for independence were applied to each item and selected variables (position, institution, whether or not students held paid assistantships, whether or not recent graduates held paid assistantships during their master's degree programs). The findings are generalized and presented by categories.

Items 1-7: Counseling, Human Relations,
and Interpersonal Skills

There was major agreement that theories of personality development were learned in the academic process. A mean score of 3.8 lies within the "academic" range. Chi Square tests for independence revealed that all

positions and institutions reported similar perceptions. Michigan State respondents were more likely to suggest that students should learn to counsel and advise students involved in career decisions (item 2) through the paid assistantship, and Bowling Green subjects and graduates who had held a paid assistantship were more likely to report that the paid assistantship should prepare individuals to mediate conflicts (item 3).

Agreement between position and institution was found for item 4 (recognize and evaluate group dynamics). Although graduates who did not hold a paid assistantship were more likely to suggest academic preparation for interpersonal skills (item 5). Students who did not hold paid assistantships were more likely to indicate academic preparation for group advisement (item 6) and counseling (item 7).

Items 8-20: Theory and Practice of Administration and Management

Chi Square tests for independence revealed that Michigan State respondents were more likely to suggest that graduate students should learn how to formulate and monitor a budget (item 8) and administer salaries (item 9) in the paid assistantship. Bowling Green and Vermont respondents were more likely to disagree and define the locus of preparation for these competencies in the academic process.

Whereas students and graduates who experienced a paid assistantship indicate that the ability to select and evaluate staff (item 10) is acquired in the paid assistantship, students and graduates who were not involved in a paid assistantship said that this competency was acquired in the academic process. The same distinction held true between the two student subgroups with item 11 and graduates with item 13. All positions and institutions saw "systematic planning" (item 12) as a competency learned equally in the academic and assistantship experiences.

Policy interpretation was seen as a skill developed in the paid assistantship more often by students and graduates who held an assistantship. Agreement existed between all groups regarding where to learn about implications of legal, federal, and state legislation. With a mean score of 3.5, the respondents saw this area of knowledge as acquired as part of the academic process.

Vermont respondents were more likely to see the assistantship as preparing students to use the computer as a management tool (item 16). Competencies in management of physical facilities (item 17) and distinguishing between theory and practice (item 18) were seen by all positions and institutions as being developed in both the paid assistantship and the academic process. However, graduates who did not hold a paid assistantship were more

likely to suggest that decision-making skills (item 19) and leadership skills (item 20) were developed in the academic process than any of the other groups.

In general, competencies in this category were seen as being acquired in both paid assistantships and academic processes. While differences seldom occurred between position and institution, there were differences between the student and graduate sub-groups. Clearly, those individuals who had not experienced a paid assistantship were more likely to perceive that competencies should be acquired in the academic arena.

Items 21-25: Research, Testing,
and Measurement

All of the competencies relating to research, testing, and measurement were perceived as being learned in the academic process. Chi Square tests for independence disclosed no differences between variables tested. These variables were: position, institution, whether or not students were involved in a paid assistantship, whether or not a graduate had held a paid assistantship in conjunction with his master's degree program.

Items 26-29: Historical, Philosophical,
and Social Foundations

Multivariate analysis of variance disclosed no significant differences between positions and institutions. However, follow-up Chi Square tests suggested

differences in the item on finance where Bowling Green and Vermont subjects were more likely to suggest that an understanding of the financing of higher education was acquired in the paid assistantship. Those who did not choose this response were in the minority (21 and 12.5 percent respectively).

Clearly, understanding the historical, philosophical, and social foundations were seen as competencies acquired through the academic process. Social and cultural foundations (item 26), and historical and philosophical underpinnings (item 27) received mean scores which lie further in the "academic" range than the "political process" (item 28) and "financing higher education" (item 29). However, the differences are not statistically significant.

Items 30-41: Meeting Student Needs

Several significant differences between positions and institutions were suggested by a multivariate analysis of variance on the competencies in this major category. Follow-up Chi Square tests disclosed additional differences.

All groups perceived the paid assistantship to prepare students to appreciate different life-styles; whereas, faculty were more likely to say that the academic process prepares professionals to meet the needs

of racial and ethnic minorities (item 31). All respondents concurred that an understanding of the American college student (item 32) should be acquired in both the classroom and in the paid assistantship experience. Although most respondents said that students were prepared to represent student concerns to the campus through the paid assistantship (item 33), graduates who did not hold an assistantship were more likely to suggest that this competency should be learned through the academic process. However, assistantship supervisors and students responded with significant difference when asked about interpreting campus concerns to students (item 34). While both groups suggested that this competency should be acquired through the paid assistantship, students were more likely to choose an "equal" response. Agreement was found among all groups with regard to "working effectively with a wide range of individuals (item 35). With a mean score of 2.4, this competency was seen as being developed in the paid assistantship.

Faculty were more likely to suggest that needs assessment techniques (item 36) were acquired in the academic arena; though the overall mean fell within the paid assistantship range (2.6). While all three institutions perceived the discipline function (item 37) to be a competency developed in the paid assistantship,

differences exist between Michigan State and Vermont with mean scores of 2.3 and 1.9 respectively.

All groups agreed that program development (item 41) and the ability to work cooperatively with others (item 38) were skills incurred in the paid assistantship. So, too, was the ability to meet student needs through co-curricular programs and activities (item 39). However, Vermont respondents and graduates who had not held a paid assistantship were more likely to choose an "academic" response to item 39.

Finally, all subjects agreed that learning how to identify the developmental stages of college students (item 40) was a competency which should be learned in the academic process (mean = 3.4).

Items 42-47: Professional Purpose and Role Identity

The competencies or areas of knowledge in this category were all seen as having a locus of preparation in the academic process since all received mean scores greater than 3.0. A multivariate analysis of variance applied to the items in this category disclosed no differences between institution or position. Chi Square tests revealed no differences between the items in this category and the variables of student and graduate involvement in paid assistantships.

Hypothesis 3:

There exists no significant differences in perceptions of the formal academic process between students who hold a paid assistantship and students who do not hold a paid assistantship.

Hypothesis 4:

There exists no significant differences in perceptions of the formal academic process between recent graduates who had held a paid assistantship and recent graduates who did not hold a paid assistantship.

Given the difference in sample sizes between students who were involved in assistantships, and students who were not involved in a paid assistantship; and graduates who had held an assistantship, and those who had not, significant F-tests must be regarded cautiously. However, enough Chi Square tests disclosed significant differences among these groups that this researcher has chosen to reject null Hypotheses 3 and 4. The results of this study support the contention that persons who participate in the experience of a paid assistantship are more likely to identify it as a primary locus of preparation for professional competencies than those persons who do not hold a paid assistantship. Similarly, those subjects who did not participate in the experience of a paid assistantship are more likely to suggest an academic locus of preparation for specific competencies.

Hypothesis 5:

Faculty, students, assistantship supervisors, and recent graduates report no significant differences in perceptions of the importance of a paid assistantship as part of the preparation process.

This hypothesis was not rejected as the result of multivariate analyses of variance and Chi Square tests for independence. Furthermore, since 82 percent of the respondents either agreed or agreed strongly to the statement "a paid assistantship is a very important component of master's degree professional preparation for college student personnel," it was concluded that (1) all groups involved in the preparation process consider the paid assistantship to be a very important component of the process, and (2) all groups see the importance of the paid assistantship similarly.

Hypothesis 6:

There are no significant differences in collaboration and cooperation of the paid assistantship and the formal academic process between the program which requires a paid assistantship and those which do not require a paid assistantship.

This hypothesis was not rejected, however, differences among assistantship supervisors were found to be significant at the .08 level. It was revealed that Michigan State University reported the lowest percentage of assistantship supervisors who meet with faculty. Moreover, those supervisors who do meet with faculty

at Michigan State seem to do so with less frequency than their counterparts at Bowling Green and The University of Vermont.

In summary, as a result of this study, the following conclusions were drawn:

1. Faculty are more likely, but not significantly so, to see the academic process as more influential than students, assistantship supervisors, and recent graduates.
2. Involvement in a paid assistantship effects how one perceives professional preparation.
3. Academic content areas of knowledge such as educational foundations, statistics, and developmental theory are generally seen as being acquired through the academic process.
4. "Skill" areas of competency such as leadership, staff selection, staff supervision, and decision-making are seen as being acquired in the paid assistantship.
5. Only two of the forty-seven competencies are clearly seen as having a locus of preparation in either the academic process ("appreciate the historical and philosophical underpinnings of higher education" and "understand the principles of statistical analysis").

In and of themselves, these findings present a number of implications for the preparation of student personnel workers. For example, it appears that the most significant finding of this study which should not be ignored or overlooked by theorists and practitioners is that competencies are seen as being acquired in both the formal academic process, which by definition includes practicum experiences, and the paid assistantship. Moreover, when regarding all of the competencies, there are no major differences in expectations between faculty, students, graduates of the programs, and assistantship supervisors. With few exceptions, the subjects under investigation suggest that a competency is not truly acquired until theory and practice have been integrated.

Discussion

These findings contradict the presumptions of theorists who question the need for academic preparation for student personnel workers. In fact, the results of this study strongly support the value of academic training programs, and, the findings also provide empirical support for those writers who have underscored the importance of practical, on-the-job experience for professional preparation.

Cosby theorized that paid assistantships do not really serve as training laboratories where the theory

being discussed in the classroom can be put into practice.¹ McGovern and Tinsley lend empirical evidence to Cosby's claim when as a result of their research they conclude that paid assistantships are too concerned with local issues.² This study contradicts those findings and reveals the need for paid assistantships which do in fact transcend local concerns and examine theory in practice and further suggests that assistantship supervisors must begin to see themselves as integral parts of the preparation process. Assistantship supervisors must see their jobs as having two major goals; managing their administrative or program areas of responsibility effectively and efficiently, and facilitating the professional preparation of their graduate assistants.

Faculty and assistantship supervisors cannot exist in separate worlds and still be effective in preparing graduate students to assume professional positions which presume acceptable levels of competence and proficiency. Rather, they must see their responsibilities as collaborative vis-a-vis their students and graduate assistants. The importance of integrating the practical and the theoretical has been affirmed by this study. However, the researcher suggests that successful program

¹Cosby

²McGovern and Tinsley

integration cannot be left to the student to do it for himself. Both faculty members and assistantship supervisors must assume the shared responsibility for integrating the graduate students' academic and paid assistantship experiences. Practica experiences are moderated by faculty members who, in conjunction with collaborating professional staff members, present students with ongoing evaluation. However, as Caple suggests, many, if not most practica experiences do not go beyond the observation phase of learning.³ On the other hand, most students who are involved in paid assistantships, in the three programs under study, spend two academic years on the job; meeting job demands, making decisions, taking real responsibility, and dealing with the everyday pressures and ambiguities of professional student personnel work. This experience, however, does not receive official recognition from the academic arena. When the student successfully completes his degree requirements, he is awarded the master's degree and given the official seal of approval by the institution--without regard to how the student functions in an actual work setting. If the student has done a reasonably respectable job in his assistantship, the supervisor will submit a positive recommendation to his placement file. However, if the student did not perform at an

³Caple

acceptable level, the supervisor will not often be asked to submit a letter of recommendation and the student will descend upon future employers armed with the certification of his university.

Data from this study would support the argument that such logistics are unacceptable. If the preparation process is to be an integration of both practical (paid assistantship) and academic experiences as the findings of this investigation imply, criteria for successful performance in both arenas should be examined before the student is considered to be "prepared." Further, the findings of this study strongly suggest that a paid assistantship should be a requirement of master's degree training programs, not just an encouraged optional involvement. Since all four groups of respondents indicate that the locus of preparation should be a combination of academic and paid assistantship experience, it is logical to conclude that a paid assistantship should be a requirement for graduation.

Student affairs divisions which have depended upon competent graduate students to serve in responsible assistantship positions have long appreciated the symbiotic relationship they share with the academic departments. Likewise, the academic programs have recognized their dependence upon the assistantship sponsoring departments for providing training and financial

enticements for attracting qualified graduate students. This interdependence has tremendous potential for preparing new professionals and should be more systematically coordinated. Cooperation between academic departments and assistantship sponsors can no longer be the guidepost. Rather, genuine collaboration in the professional preparation process must become the rule if training programs are to successfully prepare individuals to assume responsible leadership positions in student personnel administration in higher education.

Inferences

As a result of this study, the following inferences are drawn by the researcher.

1. Training programs should begin to integrate the assistantship supervisor into the relationship already enjoyed by faculty and students.
2. Assistantship supervisors should begin to incorporate faculty input into the normal operations of their divisions--be it for evaluation, staff training, or in-service development.
3. Faculty and assistantship supervisors should begin to examine their shared responsibilities to the overall training process. Individual relationships will vary from campus to campus, so, it is the responsibility of the individual

faculty members and assistantship supervisors to determine what should be done at each institution to facilitate a collaborative preparation process.

4. Students should be expected to display a desirable level of competence in both the academic process and the paid assistantship before a degree is conferred. This suggests periodic evaluation of performance skills made collaboratively by faculty members and assistantship supervisors.
5. Training models need to be developed whereby faculty and assistantship supervisors will be able to recognize and determine their responsibility towards developing proficiency in each of the forty-seven competencies and areas of knowledge.
6. Faculty and assistantship supervisors must begin to identify sponsors for a wider variety of paid assistantships than currently exist at most institutions. This is especially critical if paid assistantships are to become a degree requirement. To be beneficial, the paid assistantship must accommodate the personal and emotional as well as professional preparation needs of the graduate student.

Recommendations for Further Research

The questions for investigation suggested in Chapter I of this study were answered. However, researchers often discover more questions than they could answer. The following are suggestions for further research and investigation to allow for the development of better preparation programs for professional student personnel workers. These recommendations are made as a result of the review of the literature presented in Chapter II and the data received by the study and reported in Chapter IV.

1. This study addressed the "should be" or ideal for professional preparation. Investigation of and comparison with what is in reality occurring in training programs is recommended.
2. Competencies need to be reduced to specific learning objectives, and activities necessary for meeting these objectives should be identified.
3. Once specific competency activities have been identified, specific responsibilities of both the academic components and the assistantship component should be identified, as well as activities which require input from and collaboration by both training components.

4. Suggested ways to coordinate training between the academic and assistantship experiences should be developed.
5. The relationship between paid assistantships and practica should be investigated and understood. Further, the impact of practicum experiences on professional preparation needs to be understood.
6. Competency-based evaluation systems need to be developed so that both knowledge of theory and skills in practice can be assessed by faculty and assistantship supervisors.
7. Competency-based job descriptions for paid assistantships and competency-based formal instruction should be developed to insure for accountability on the part of both the assistantship supervisor and faculty to allow the student to know what competencies should result from involvement in the paid assistantship.
8. Students begin their formal training with varying levels of proficiency. Techniques should be developed which assess the entering student's abilities so that suitable paid assistantship and academic experiences can be made available.

9. Measures to evaluate the experiences of the paid assistantships should be developed and examined.

Concluding Statement

The questions for investigation were answered by this study. The major finding of the investigation was an affirmation of the importance of formal academic training in conjunction and collaboration with on-going, paid assistantship experiences for the preparation of entry-level student personnel professionals.

APPENDICES

APPENDIX A

QUESTIONNAIRE

APPENDIX A

QUESTIONNAIRE

1. Institution:

- ☐ Bowling Green State University
☐ Michigan State University
☐ The University of Vermont

2. Position: (your current, primary responsibility as defined by your institution) Check only one.

- ☐ Assistantship Supervisor
☐ Student
☐ Faculty Member
☐ Recent Graduate

The following questions should be answered by all respondents:

3. A paid assistantship is a very important component of master's degree professional preparation for college student personnel work.

- ☐ Strongly Agree
☐ Agree
☐ Neither Agree nor Disagree
☐ Disagree
☐ Strongly Disagree
☐ No Opinion

4. Graduate Students who hold paid assistantships receive better professional preparation than those who do not.

- ☐ Strongly Agree
☐ Agree
☐ Neither Agree nor Disagree
☐ Disagree
☐ Strongly Disagree
☐ No Opinion

The following questions should be answered by STUDENTS only:

5. Are you currently involved in a paid graduate assistantship?

_____ Yes
_____ No

6. If "yes," in what area? (If more than one, check as many as appropriate)

_____ Activities
_____ Residence Halls
_____ Resource Center
_____ Teaching
_____ Volunteer Programs
_____ Other (please specify) _____

7. If "no," have you ever held a paid graduate assistantship?

_____ Yes (please specify) _____
_____ No

8. Have you ever been a full-time staff member on a professional student personnel staff?

_____ Yes (please specify) _____
_____ No

9. Did you begin graduate study directly after college graduation?

_____ Yes
_____ No (please specify work engaged in) _____

The following should be answered by FACULTY MEMBERS only:

10. Do you ever meet with professional staff members who supervise graduate assistants to discuss your students' academic and professional growth and development?

_____ Yes
_____ No

11. If you answered "yes" to question 10, how often do you meet with the professional staff members to discuss your students' growth and development?

☐ Once a term/semester
☐ Twice a term/semester
☐ Weekly
☐ Less than once a term/semester

The following questions should be answered by ASSISTANTSHIP SUPERVISORS only:

12. In addition to supervising graduate student involved in paid assistantships, do you also supervise practicum students?

☐ Yes
☐ No

13. If "yes," how often?

☐ Frequently (nearly every term/semester)
☐ From time to time
☐ Seldom

14. Do you ever meet with faculty members to discuss your graduate assistants' academic and professional growth and development?

☐ Yes
☐ No

15. If "yes," how often?

☐ Once a term/semester
☐ Twice a term/semester
☐ Weekly
☐ Less than once a term/semester

16. Do you teach on a part-time basis?

☐ Yes
☐ No

17. Are you currently a full- or part-time student?

☐ Yes (specify level and major) _____
☐ No

The following questions should be answered by RECENT GRADUATES only:

18. While a graduate student, did you hold a paid assistantship at any time?

☐ Yes
☐ No

19. If "yes," in what area?

☐ Activities
☐ Residence Halls
☐ Resource Center
☐ Teaching
☐ Volunteer Programs
☐ Other (please specify) _____

20. If "yes," were your assistantship responsibilities in the same student personnel functional area as your present responsibilities?

☐ Yes
☐ No

ALL RESPONDENTS:

The research and theory found in student personnel literature demonstrates the importance of the following competencies and areas of knowledge for entry level student personnel workers. These areas of preparation have been clustered in six categories for the purpose of this study. Please indicate where you believe the locus of preparation SHOULD BE for each of the competencies or areas of knowledge. Circle appropriate response.

- 5 = Entirely in the Academic Program
- 4 = Mostly in the Academic Program
- 3 = Equally in the Academic Program and Paid Assistantship
- 2 = Mostly in the Paid Assistantship
- 1 = Entirely in the Paid Assistantship

Counseling, Human Relations, and Interpersonal Skills:

The entry level student personnel worker should have the ability to:

21. Cite and interpret theories of personality development

5 4 3 2 1

22.	Counsel and advise students involved in career choice and career development	5	4	3	2	1
23.	Mediate conflicts between individuals and groups	5	4	3	2	1
24.	Recognize and evaluate group dynamics	5	4	3	2	1
25.	Manifest well-developed interpersonal relations and communications skills	5	4	3	2	1
26.	Advise groups	5	4	3	2	1
27.	Display competence in individual and group counseling	5	4	3	2	1

Theory and Practice of Administration and Management:

The entry level student personnel worker should have the ability to:

28.	Formulate and monitor a budget	5	4	3	2	1
29.	Administer salaries	5	4	3	2	1
30.	Select and evaluate staff	5	4	3	2	1
31.	Train and supervise staff	5	4	3	2	1
32.	Engage in systematic planning	5	4	3	2	1
33.	Evaluate programs	5	4	3	2	1
34.	Formulate and interpret policy	5	4	3	2	1
35.	Recognize legal implications, understand state and federal legislation affecting the administration of student personnel and education programs	5	4	3	2	1
36.	Appreciate the computer as a management tool	5	4	3	2	1
37.	Manage physical resources and facilities	5	4	3	2	1
38.	Distinguish between theory and practice	5	4	3	2	1

- | | | | | | |
|---|---|---|---|---|---|
| 39. Engage in effective decision-making | 5 | 4 | 3 | 2 | 1 |
| 40. Display leadership skills | 5 | 4 | 3 | 2 | 1 |

Research, Testing, and Measurement:

The entry level student personnel worker should have the ability to:

- | | | | | | |
|---|---|---|---|---|---|
| 41. Conduct independent research | 5 | 4 | 3 | 2 | 1 |
| 42. Understand the principles of statistical analysis | 5 | 4 | 3 | 2 | 1 |
| 43. Interpret research as reported in professional literature | 5 | 4 | 3 | 2 | 1 |
| 44. Interpret personality tests and measurements | 5 | 4 | 3 | 2 | 1 |
| 45. Administer personality tests and measurements | 5 | 4 | 3 | 2 | 1 |

Historical, Philosophical and Social Foundations:

The entry level student personnel worker should have the ability to:

- | | | | | | |
|---|---|---|---|---|---|
| 46. Articulate the social and cultural foundations of higher education | 5 | 4 | 3 | 2 | 1 |
| 47. Appreciate the historical and philosophical underpinnings of higher education | 5 | 4 | 3 | 2 | 1 |
| 48. Recognize and analyze political processes in higher educational organizations | 5 | 4 | 3 | 2 | 1 |
| 49. Understand the financing of higher education | 5 | 4 | 3 | 2 | 1 |

Meeting Student Needs:

The entry level student personnel worker should have the ability to:

- | | | | | | |
|---|---|---|---|---|---|
| 50. Tolerate and appreciate differing life styles | 5 | 4 | 3 | 2 | 1 |
| 51. Recognize and interpret the special needs of ethnic and racial minorities | 5 | 4 | 3 | 2 | 1 |

52.	Articulate the characteristics of the American college student	5	4	3	2	1
53.	Represent student concerns to other campus populations	5	4	3	2	1
54.	Interpret the concerns, goals, problems of the other campus populations to students	5	4	3	2	1
55.	Work effectively with a wide range of individuals	5	4	3	2	1
56.	Assess student needs and interests	5	4	3	2	1
57.	Perform fair and effective discipline of student misconduct	5	4	3	2	1
58.	Work cooperatively with others	5	4	3	2	1
59.	Meet student needs through co-curricular programs and activities	5	4	3	2	1
60.	Identify the developmental stages of college students	5	4	3	2	1
61.	Use strategies and purposeful programs to facilitate student development	5	4	3	2	1

Professional Purpose and Role Identity:

The entry level student personnel worker should be able to:

62.	Appreciate and understand the specialized functions of student personnel work	5	4	3	2	1
63.	Appreciate and internalize professional standards and ethics	5	4	3	2	1
64.	Articulate and internalize professional standards and ethics	5	4	3	2	1
65.	Cite and describe issues and trends in student personnel work	5	4	3	2	1

- | | | | | | |
|---|---|---|---|---|---|
| 66. Display familiarity with the professional literature | 5 | 4 | 3 | 2 | 1 |
| 67. Distinguish between and use the resources of the professional organizations | 5 | 4 | 3 | 2 | 1 |

APPENDIX B

COVER LETTER

MICHIGAN STATE UNIVERSITY

OFFICE OF THE DEAN OF STUDENTS
STUDENT SERVICES BUILDING

EAST LANSING • MICHIGAN • 48824

APPENDIX B

February 16, 1977

COVER LETTER

Dear Colleague,

has suggested that I write to request your assistance in a research project which I am undertaking. The project is a study of the relationship between the formal academic programs in college student personnel and the paid assistantships undertaken by the masters candidates in these programs. For the purpose of gathering data, the attached questionnaire is being administered to faculty, masters candidates, recent graduates, and assistantship supervisors in three training programs: Bowling Green State University, Michigan State University, and The University of Vermont.

For the purposes of the study, the following definitions are provided:

Student: those individuals currently enrolled in a masters degree program in student personnel.

Recent Graduate: those individuals employed as full-time student personnel workers who received a masters degree in student personnel from June 1975 to the present.

Faculty: professional educators who are engaged in teaching courses in student personnel programs or who coordinate the practicum experiences of masters degree candidates.

Assistantship Supervisor: professional student personnel worker who directs and coordinates the activities of graduate assistants.

Academic Program: degree requirements (formal class, seminars, or practica) of a masters level preparation program in college student personnel. Students receive academic credit as a result of their participation in these activities.

Paid Assistantships: on-going work experiences of a professional or para-professional nature which are undertaken by graduate students on a long-term, usually but not always part-time basis. These experiences are supervised by professional student personnel workers. They are not a degree requirement, and students receive financial remuneration rather than academic credit for services performed.

Thank you for participating in this study. Please return the completed questionnaire to me at your earliest convenience. I have enclosed a self-addressed, stamped envelope for that purpose.

Sincerely,

Robert H. Minetti
Area Director
Brody Complex

APPENDIX C

FOLLOW-UP MEMO

OFFICE OF THE DEAN OF STUDENTS • STUDENT SERVICES BUILDING

APPENDIX C
FOLLOW-UP MEMO

March 11, 1977

Dear Colleague,

Several weeks ago I sent you a questionnaire requesting that you complete it and return it to me at your earliest convenience. The questionnaire was part of an effort to study the relationship between the academic program and paid assistantship experiences made available to master's degree candidates in student personnel programs.

If you have already returned the questionnaire, I thank you. If not, I would like to take this opportunity to urge you to do so before March 21st.

If you have never received the questionnaire, or if it has been misplaced, please let me know. I will be happy to send you another copy.

Sincerely,



Robert H. Minetti
339 Student Services Building
East Lansing, Michigan 48824

APPENDIX D

INSTITUTIONAL CONTACTS

APPENDIX D

INSTITUTIONAL CONTACTS

Bowling Green State University

Ms. Fay Paulsen, Assistant Vice Chancellor for
Student Affairs

Dr. Gerald Saddlemire, Professor and Chairman,
College Student Personnel

Michigan State University

Dr. Beverly Belson, Assistant Professor and Assistant
to the Vice President for Student Affairs and
Services

Dr. Louis Stamatakos, Professor

The University of Vermont

Ms. Barbara Baker, Area Coordinator, Office of
Residence Life

Ms. Jackie M. Gribbons, Assistant to the Executive
Vice President and Assistant Professor

Dr. Kenneth Saurman, Associate Professor

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