



ABSTRACT

A STUDY OF INSERVICE EDUCATION PROGRAMS FOR STUDENT PERSONNEL WORKERS IN SELECTED COLLEGES AND UNIVERSITIES IN THE UNITED STATES

by Richard F. Gross

Problem

The problem of this investigation was to study the inservice education programs for student personnel workers in selected colleges and universities in the United States. More specifically, it was intended to:

- 1) Review professional literature on inservice education as a means of establishing basic functional principles applicable to professional improvement programs.
- 2) Survey chief student personnel administrators to ascertain the nature and extent of inservice education activities for their staffs.
- 3) Study, by case analysis, inservice education programs for student personnel workers in five selected institutions.
- 4) Recommend, on the basis of the study, basic principles and procedures for inservice education programs in student personnel work.

Procedures

The first phase of the investigation involved a survey. A stratified random sampling of one hundred colleges and universities holding membership in the National Association of Student Personnel Administrators constituted the study sample. Questionnaires were

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sent to the chief student personnel administrators of these schools. Descriptive statistics were used in presenting the survey data.

The second phase of the investigation was concerned with a detailed case study analysis of the inservice education programs for personnel workers in five institutions which were included in the survey sample and participated in the survey. Interviews were used to gain information for this aspect of the study. A descriptive report of inservice activities in each of these five universities was written.

Conclusions.

The major conclusions based upon the study are:

1. There are general principles applicable to the organization and functioning of all inservice education programs.
2. Little attention is given in colleges and universities to the development of comprehensive inservice education programs designed to enhance the professional growth of student personnel workers.
3. The development and success of an inservice education program for personnel workers is primarily dependent upon the leadership of the chief student personnel administrator.
4. Inservice education programs usually reflect the organizational patterns of student personnel departments as well as the diverse interests, needs, and professional desire of individual staff members.
5. Lack of time and budget, failure to recognize the importance of professional improvement activities, and insufficient knowledge of basic principles and techniques applicable to inservice

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education are common problems facing student personnel administrators as they attempt to develop and carry on inservice education programs.

6. Student personnel workers do not, in general, have and/or take sufficient time for inservice education during normal working hours.

7. Chief student personnel administrators have designated certain inservice practices as being more important than others. These activities are attendance at professional meetings, staff seminars, pre-school workshops, and supervised experiences.

8. Chief student personnel administrators rely heavily upon professional organizations and meetings to promote the professional upgrading of student personnel workers.

9. Inservice education for student personnel workers is primarily geared to the improvement of counselors and individuals fulfilling residence hall staff positions.

10. Colleges and universities in all enrollment categories use a variety of resource materials, procedures, and techniques in their inservice education programs. However, student personnel workers have not fully availed themselves of existing materials, resource personnel, opportunities, and ideas applicable to professional growth activities.

11. Few attempts have been made to evaluate, by means of well designed instruments and research studies, the effectiveness of inservice education practices and techniques.

12. The presence of graduate programs in student personnel work and related areas can positively influence and enhance the

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inservice education opportunities for student personnel workers in
the schools that offer such graduate study.

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CHAPTER I

INTRODUCTION

The phenomenal growth of institutions of higher learning is well documented and self-evident. In the year 1900 student enrollment in institutions of higher education totaled 237,592. This number increased to 3,402,297 by the fall of 1959 and is estimated to reach 6,500,000 in the year 1970 (51).

Accompanying this increasing number of students is a noted expansion, diversification, and complexity of the nature of the offerings and services made by colleges and universities to individuals. In an attempt to meet the needs of an expanding student population, the explosion of knowledge, and the demands of a rapidly developing technological society, institutions of higher education have extended curricular offerings, broadened services within and outside the campus community, and intensified their desire to serve all the needs of the individual student. This latter emphasis has resulted in the presence and proliferation of highly developed programs of student personnel services on most campuses. Student personnel work has become an integral aspect of higher education. With impending increases in enrollment, emerging professionalization, and continuing recognition of student personnel work as a necessary part of college and university life, it is probable that the principal role of the student

personnel worker, viz., individualizing the education of each student in all the varied potential learning situations of campus life, will not diminish in importance in the foreseeable future. It seems reasonable to expect that student personnel work will assume an increasingly significant role in higher education.

A practical view of the present situation can lead only to one conclusion: guidance-personnel work is more necessary today than ever before. Educational problems clearly mirror this need. Vast increases in school and college enrollments make the individualization of education more difficult; shortages in staff compound these difficulties and create new ones; integration poses unsolved problems for school and colleges; motivation of students offers new challenges. These and many other changes highlight the need for more, not less, guidance-personnel workers (S:215).

Student personnel work, being a relatively new and continually evolving aspect of higher education, has experienced unusually rapid growth. In any field of endeavor, new demands are placed upon an emerging, growing profession. Student personnel work is no exception. Before this field achieves the level of professional status its worthy ends dictate, student personnel workers must address themselves to a higher level of professionalization than they have heretofore experienced. The primary concern of this investigation is to assess and study one aspect of student personnel work deemed necessary for the on-going professionalization of this field, namely, inservice education.

Statement of the Problem

It is the purpose of this investigation to study the inservice education programs--the methods, procedures, and techniques of inservice improvement--utilized by student personnel administrators in promoting the professional advancement of their staffs. More specifically it was the intent of the investigator to

1. survey a number of chief student personnel administrators to determine the nature and extent of inservice education activities for staff members in their respective student personnel programs,
2. review pertinent literature pertaining to inservice education as a means of establishing basic functional principles of inservice education programs,
3. study in detail the inservice education programs for the student personnel staffs of a number of institutions selected for study, and
4. recommend, on the basis of the survey and intensive study, basic principles and procedures upon which inservice education programs for student personnel workers can be established.

Assumptions of the Study

This study is predicated upon the following assumptions:

1. Individuals engaged in student personnel work perceive their work area as a profession and recognize the need for continuing inservice education if the profession is to achieve excellence and stature.
2. As student personnel work evolves and continues to be an increasingly important part of the total program of higher education the nature of the work will take on new dimensions.
3. Student personnel workers have designed inservice education programs to perpetuate professional growth experiences perceived to be a necessary requisite to continuing competence and status.

4. While local, state, and national professional organizations provide a basis for growth experiences, the primary direction for inservice education of each institution's staff is provided for by the chief student personnel administrator.

Need for the Study

There are a number of significant reasons which highlight the necessity for undertaking a study such as this.

Inservice education of personnel workers has received little attention in the professional literature. What is written on this phase of student personnel work centers primarily around one personnel service--counseling. Writing in the Review of Educational Research, Stoughton accentuates the lack of attention to this area of education by stating that, "The scarcity of research on in-service training and growth should be viewed as a harsh challenge to a profession in which knowledge has increased so rapidly and in which there are known to be many workers whose professional training is, to say the least, limited" (53:182). Hill raises an incisive question relative to the investigative studies of inservice education programs when he asks, "Have serious attempts been made to evaluate in-service growth projects involving student personnel workers and their teaching colleagues?" (44:7). Burnett (13) calls attention to the paucity of literature in this field. The fact that much of the writing is informative and descriptive with little research being carried out is confirmed by Hill and Green (45). Mueller discusses the need for renewed interest in inservice education when she states, "In-service training has been criticized as merely a continued practice in mistakes, but new awareness of its weaknesses,

new methods, such as the case history discussion technique, and more substantial content can restore its usefulness" (68:416). The almost total lack of reference in the literature to theoretical thinking, practical programs, and research and evaluative studies on the topic of improvement programs for personnel workers attests to a need for this investigation.

The inadequate preservice education of many individuals engaged in student personnel work underscores the importance of inservice education. In reporting on a survey of personnel workers and their preparation for the work, Houston writes that, "The professional training of educational personnel workers is often not truly professional in nature...many educational personnel workers did not indicate ideal graduate training as being the area which they had studied" (49:453). Feder deplores the presence of individuals not specifically educated for their student personnel role and who must develop their professional ability "on the job." He concludes, "...the personnel worker is expected to acquire technique and understanding by experience, osmosis, or insight. In fact, many of these areas are excellent illustrations of the extent of apprenticeship training in student personnel work" (26:188). Likewise, Williamson discusses the consequences of persons beginning personnel work without relevant education and experience (107).

Not only have personnel workers entered the field with a lack of appropriate professional education but the recent prominence of student personnel services in institutions of higher learning has created a demand for additional personnel people. This demand is not entirely a recent phenomenon. Fifteen years ago Wrenn (113) warned

warned of the acute shortage of student personnel workers. A decade later MacMinn and Rose (64) report the demand for guidance and personnel workers exceeding the supply. An examination of the current scene does not indicate the needed personnel is forthcoming. This situation results in placing individuals in personnel positions who fall below the desired level of preservice education, professional experience and competency. Thus, an increasing number of persons educated in unrelated disciplines and having no relevant experience are continuing to fill vacancies in student personnel positions. In addition, a disproportionate number of graduate assistants are engaged in numerous personnel functions. Inservice education as a supplement to or a substitute for deficient pre-employment education and experience takes on added significance when one realistically views the qualifications of many of those in the work of student personnel.

Continued professional growth of its members is one of the distinguishing features of a profession. Some writers (21), (26), (68) question the status of student personnel work; whereas, others (35), (111), (77), (99) suggest that as a profession it is in need of a continuing consciousness of a higher level of professionalization if it is to meet the demands of the future. To be sure, a newly delineated field such as personnel work in higher education, which has either recently achieved professional status or is struggling for such recognition, must be vitally concerned with inservice improvement. The statement of former President Morrell of the University of Minnesota is most applicable in this regard. "The professionalization of any endeavor lifts it to new heights and underwrites its integrity"(109:5).

Student personnel work by its inherent nature is an integration and application of knowledge from many disciplines and relies upon research findings in various fields for the direction of new ideation and resultant change in methodology. Williamson reaffirms this point: "Our work is an application of research findings in education and psychology; as such, the fundamental nature of our services is constantly changing with new knowledge concerning human nature and its possible and desirable modification through learning and development" (107:49). Personnel programs are continually in need of change as institutions expand, student bodies change, knowledge multiplies, and the role of higher education evolves. Feder, writing in the fifty-eighth yearbook of the National Society for the Study of Education, emphasizes this need: "...since ours is an area so completely dependent upon developing social attitudes and mores, the necessity of keeping abreast of and even dynamically engaged in these developments is prescribed as an element of continuing professional growth" (26:207-8). Inservice improvement programs are seen as a means of systematizing and assimilating relevant theoretical knowledge and research findings from disciplines germane to student personnel work.

Student personnel programs, particularly as they exist on large campuses, may consist of a variety of specialists each performing a specific and sometimes unrelated function. Numerous writers (108), (21), (53), (99), (15), (88), (62) express the conviction that as personnel functions become fragmented there is a corresponding need to integrate, not only the specialized functions, but also the

specialists into a cohesive, coordinated whole. Wolf and Stripling express in a representative way the writings of the aforementioned authors. "Perhaps one of the most important trends resulting from specialization is an awareness of the need for integration and coordination of the various independent areas into a unified whole, better able to serve the individual" (111:212-13). Few would argue that the interrelatedness of all student personnel functions is essential to maintenance of maximum effectiveness of the total personnel program. Inservice education programs can, in part, provide for the development of common objectives, a unifying frame of reference, the means for communication, and the improvement of functional relationships of specialists that must work cooperatively if students are to derive maximum benefit from personnel services.

Too often the individual educator has been solely responsible for his own professional advancement. Professional inertia is recognized by Williamson when he writes: "As a worker gets further away from his graduate training, he is more likely to become frozen in his professional practice if he does not do research or keep up with the changing disciplines related to his practice in other ways" (108:135). Although persons engaged in student personnel work are expected to assume an interest in their personal growth, the press of busy schedules often precludes the undertaking of a consistent program of betterment. The conviction of the writer is that individual plans for inservice activities must be supplemented and motivated by planned cooperative programs.

Planned programs of in-service education are...
essential to adequate professional improvement

of school personnel. The demand now being made upon school and upon the people who are responsible for the quality of the schools make it impracticable to place full dependence upon pre-service preparation and the initiative of the individual to better himself in-service. (19:1)

Similarly, Berdie (10) and Williamson (107) urge the systematizing of structured inservice experiences. Truitt (99) points out an often overlooked consideration that rarely do persons reach their full potential and effectiveness until they have been employed for a period of time. This realization has far-reaching implications for the presence of improvement activities. Not to promote professional competence through cooperative, objective-centered education might be to deprive individuals and the staff as a whole of realizing their full potential. At the same time an injustice may be inflicted upon students by providing them with less than complete professionalization of personnel services.

In light of the preceding, the writer is convinced that there is a need to gather evidence relative to the status of inservice education programs for personnel workers. In addition, an examination of successful inservice education activities on various campuses appears to possess merit in that their basic elements could be shared by members of the profession. As early as 1952, Samler, writing in the Personnel and Guidance Journal, declared the need for inservice education and a study of the type which is presented here.

The proposition is offered that there is a constant on-going need for in-service training, that there is a need to explore existing problems, to establish pertinent principles and guidelines, and to create, by tapping successful experiences in many places, a fund of techniques, suggestive if not definitive, which can be adapted to various situations. (81:16).

The merit of the present study seems clearly evident.

Limitations and Scope of the Study

There are two aspects to this study. The first, a survey, is confined to chief student personnel administrators in selected colleges and universities holding membership in the National Association of Student Personnel Administrators as of April, 1962. It is assumed that the chief student personnel administrators and the personnel programs of the represented institutions provide an adequate sampling for an investigation of inservice education programs. The second phase of the study consists of an intensive examination, by visitation and case study analysis, of the inservice programs for personnel staff at five selected institutions. The latter phase necessitated an interview and full cooperation of the chief personnel administrator and his staff. These factors played a major role in the designation of institutions to be included in the second part of the study.

The chief personnel officers cooperating in this study are assumed to be knowledgeable in the field of student personnel and interested in the improvement of themselves, their staffs, and the profession.

The data for the investigation were gathered by use of a questionnaire and personal interview. The limitations of these methods of data collection are recognized as an inherent part of the study. No attempt is made to evaluate qualitatively the effectiveness of inservice education programs or activities; hence, no statistical significance is implied in the findings.

Definition of Terms

A critical appraisal of the literature relative to inservice education reveals some confusion and duplication of terminology and meanings. The terms "inservice education" and "inservice training" are often used interchangeably. The word "training" implies the acquisition of a particular skill or technique rather than an understanding of pertinent disciplines integrated within a particular philosophy and applied to various educational experiences. The term "inservice education" seems more applicable to student personnel work and for purposes of this study is preferred. Nevertheless, when employed by authors quoted in this study, - "inservice training" will be considered synonymous with "inservice education." Similarly, the non-hyphenated form "inservice" will be used rather than the hyphenated "in-service" except when quoting directly.

To avoid semantic confusion, the following terms are defined and applied in the study.

Preservice education. Education in an institution of higher learning which an individual received prior to employment in a student personnel position.

Preservice experience. The work experience of an individual prior to employment in a student personnel position.

Inservice education. All activities of employed student personnel workers that contribute to their continuing professional competence.

Inservice education program. All activities, planned in accordance with specific or assumed objectives, that are intended to contribute to the continuing professional growth of individuals comprising a student personnel staff. (An inservice education program is conceived to be planned programs for an entire staff as contrasted to various activities in which personnel workers might independently engage in order to improve themselves. Some phases of an inservice education program may be applicable to an entire staff while other phases will be appropriate only to certain staff. Regular staff meetings dealing with daily routine matters are not considered part of an inservice education program.)

Chief student personnel administrator. The administrator who bears immediate responsibility for the direction and coordination of the student personnel program and staff in a college or university.

Reporting the Study

The remainder of the study is organized and reported as follows:

Chapter II presents a review of the literature in the field of inservice education, with particular emphasis upon inservice activities in student personnel services.

Chapter III outlines the methodology and procedures of the investigation.

Chapter IV reports an analysis of the findings of the questionnaire phase of the study, viz., a survey of inservice education programs and activities.

Chapter V describes the inservice education programs at five selected institutions.

Chapter VI contains the summary, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Educators have given insufficient attention to the role of in-service programs as a means of improving the effectiveness of all facets of the educational enterprise. There is considerably more written, however, on the application of inservice education to the improvement of teaching than on inservice education for student personnel work. After examining the literature on improvement programs in student personnel the writer agrees with Kirk's statement: "A survey of the literature concerning techniques of in-service training indicates that very few studies have been undertaken, most of these being exploratory rather than definitive" (58:204).

The purpose of this chapter is to focus attention upon selected published material that illustrates current theoretical and practical aspects of inservice education.

Since general principles are pertinent to any inservice program, the review of literature includes a survey of these as well as the principles and activities appropriate to specific phases of professional improvement. For purposes of clarity and organization this review is divided into four sections: general principles of inservice education, evaluation of inservice education, inservice education in high school

guidance work, and inservice education in student personnel work. Particular emphasis is given to the last section.

General Principles of Inservice Education

To initiate and administer a program of inservice education effectively it is first necessary to understand general principles upon which such a program is based. By reviewing current theoretical approaches and analyzing specific programs, fundamental tenets valid for generalization to any facet of inservice education are apparent. The review of literature in this section focuses upon these generalizations.

Two years after World War II the President's Commission on Higher Education urged the development of carefully planned, comprehensive programs of inservice improvement to strengthen teaching on every college and university campus. The commission stressed principles of group work as basic to the functioning of an inservice program and presented a suggested list of improvement activities. Three essential principles in this report merit special recognition: (1) inservice education cannot be left to chance--it must be a planned program, (2) no one pattern of inservice education is universally applicable to all institutions, and (3) the use of a variety of techniques and activities characterizes successful improvement programs (78).

In-Service Education (71), the fifty-sixth yearbook of the National Society for the Study of Education, is a compilation of writings on improvement programs and represents the most comprehensive single volume on the subject. Among the facets of inservice education



covered in the volume are: the need, history, and character of inservice education; roles of various inservice program participants; examples of local, state, regional, and national programs; and organization and evaluation of improvement services. Selected writings from the foregoing publication warrant mention here.

In suggesting guidelines for initiation of an inservice program Parker stresses the value of involvement of all participants in planning the program. He points out the need to create an atmosphere conducive to building mutual respect, support, permissiveness, and creativeness (76). Corey's proposal is similar to that of Parker. He feels inservice programs should give individuals and groups opportunity to

- (1) identify the particular problems on which they want to work,
- (2) get together to work on these problems in ways which seem most productive to the group,
- (3) have access to a variety of needed resources,
- (4) try out in reality situations those modifications in practice that give a priori promise, and
- (5) appraise and generalize from the consequences (19:8-9).

The necessity of applying the results of inservice education to the ongoing, daily program of the school and then evaluating the outcome is mandatory in order to validate the efforts of any betterment program.

According to Gilchrist basic organizational principles for inservice programs include maximum participation by all staff; a regular administrative organization and fixed responsibility; availability of time; facilities, and resources; and continual communication by all involved in the program (34). Several of these same principles are also affirmed by Froelich (30).

The role of the program leader is a salient factor in the successful functioning of any inservice education program and is set forth frequently in the literature. Lewis describes the role of the administrator in this way:

If the administrator is to serve as a facilitator and co-ordinator in in-service education, there are certain specific tasks that he must perform. These include: (a) providing inspiration, (b) encouraging development of good organization for inservice education, (c) facilitating the work of groups, and (d) creating a climate for growth (59:157).

Consequently, the success of the improvement program lies initially with the program leader.

Reporting in the Personnel and Guidance Journal, Samler stresses the fact that inservice education programs and their content must emanate from a felt need on the part of the entire staff. He concludes:

In-service training, therefore, to be really effective, must result from staff awareness of the need for such training and of acceptance of that need. This is the solid foundation for the in-service training structure. It follows that subject matter of in-service training should directly reflect the needs of the staff as these are identified in objective and continuous stocktaking in which the leadership provided by supervision can play an important part (81:16).

One issue of the journal, Educational Leadership, is devoted entirely to the subject of inservice education and provides an important reference for the reviewer. In the journal, Hodges (46) presents the rationale and need for improvement activities, Swearingen (94) concentrates on the role and responsibility of the program leader, and Durkee (24) discusses the organization of the program with particular concern for gaining full staff participation. Durkee expresses doubt

that participation can be on a voluntary basis but that neither should it be established by administrative decree. Utilizing a typical school system as a model, he gives an example of how to organize an inservice education program. The chief administrator, who assumes responsibility for direction of the program, has a delicate yet obligatory task in motivating staff to engage in professional improvement activities.

Inservice education programs are, at times, viewed as ends in themselves rather than means to an end. The ultimate purpose of the program is emphasized by Wilson, who conceives it as assisting staff members in helping students to achieve their maximum potential. She lists eight general principles for all improvement programs:

1. Inservice training must be continuous.
2. Inservice training must be adapted to varying levels of professional readiness.
3. Inservice training must be multidisciplined.
4. Inservice training should make broad use of the literature in the field.
5. Inservice training must recognize personality needs of the staff.
6. Inservice training should utilize community resources.
7. Inservice training should be planned by the group.
8. Inservice training must be integrated and modified in terms of situational needs (110:56).

Other important bibliographical references are the January, 1953 issue of the National Association of Deans of Womens Journal, which is devoted to inservice education at all levels, and Garrett's (32) doctoral dissertation. The latter study is addressed to inservice improvement of college faculty in eight liberal arts colleges. This work is especially significant because it presents a comprehensive review of published material on the general topic, inservice education. Since

Garrett collected his data by questionnaire and personal interview, this writing is particularly helpful to this researcher.

Another doctoral study is summarized in an article by Taylor concerning inservice programs in selected high schools in the State of Indiana. Taylor points out that the improvement programs in the study were more concerned with teacher welfare than with professional status. The need for developing the proper professional attitude on the part of the participants is a major recommendation emanating from this study (95).

The organizational structure within which inservice programs function depends on the administrative organization in the institution sponsoring the program. A centralized program, according to Truitt, is more desirable than a decentralized one (99). To meet the needs of staff with varying levels of professional competence, improvement programs should be structured uniquely, utilizing centralized, decentralized, and a combination organizational structure.

To Slager and Burkhart, a critical factor in effective inservice education is the necessity of transferring learnings and new knowledge, derived from the improvement activities, into the practice of the institution (90). Their writing stresses the final or overall objective of professional improvement, viz., increased institutional effectiveness.

Perceptively, Silverman points out that the purpose of an inservice program is not to induce staff conformity but to facilitate the realization of individual potentialities. He writes:

Under no circumstances should be training process be used for brainwashing. Status and prestige should not be utilized to browbeat a subordinate into going along with his supervisor. The purpose of in-service training is not to get everyone

to think alike or to act in the same manner.
The director and/or the supervisor who respects
the individuality of his staff members is well
on the way to promotion of professional growth...
(89:392).

The review of literature in this section suggests that there are certain general principles germane to all inservice education programs. These universal principles are valid and essential to the establishment and functioning of professional improvement programs for individuals involved in student personnel services. A detailed summary of general principles is presented in the recommendations included in Chapter VII.

Evaluation of Inservice Education Activities

The ultimate objective of inservice education is greater professional competency as manifested by increased effectiveness in working with students. Hence, evaluation of inservice activities is imperative. While evaluation of betterment programs is necessary, it is at best, difficult. A critical survey of the literature substantiates the difficulty by revealing that little is written on "how to evaluate" inservice activities. Furthermore, evaluative studies are almost nonexistent.

Evaluation originates with an examination of program objectives and principles of assessment. A list of principles for evaluating inservice education programs is suggested by Truitt:

- A. The effectiveness of an in-service training program can be evaluated only in relationship to its goals--the philosophy of the university.
- B. Definite procedures must be established to interpret into the training program the results gained through evaluation.

- C. The design and evaluation of measuring instruments to determine the effectiveness of persons involved in the in-service program is essential.
- D. The true test of an in-service training program is the resourcefulness of student assistants and staff members at the level of contact with students.
- E. Philosophy, programs and policy are essentials of an effective in-service training program, but the greatest asset by far is the individual staff worker. Evaluation of him as a professionally motivated person is the primary and most important consideration (99:9-10).

There is a noticeable lack of suitable instruments designed for evaluation of improvement activities. Bledsoe (12) advocates the use of opinionnaires and checklists as means by which an inservice program for high school counselors and guidance workers can be evaluated. Garrett (32) utilizes a combination questionnaire-checklist in studying instructional improvement practices.

Norris (74), likewise, gives attention to the improvement of instruction. He develops and outlines twelve criteria for assessment, accentuating evaluation in light of the basic principles discussed earlier in this chapter.

An extensive evaluation of the betterment programs in fourteen New York State school systems is reported by Guzzetta (39). His findings indicate that the most effective inservice education programs were long range and continuous, based on a felt need and democratically oriented. In addition, the programs contributed to individual teacher growth as well as improvement of the schools' educational practices.

To summarize this section, the writer again states that few studies of an assessment nature are reported. An apparent need exists to develop instruments by which inservice programs and activities can be evaluated.

Inservice Education in High School

Guidance Work

In the initial part of this chapter the viewpoint is expressed that the principles underlying programs for the improvement of teaching were applicable to inservice education activities in student personnel work. Inservice education programs designed to improve high school guidance workers, therefore, are equally relevant to student personnel services. With this in mind, a review of the literature on improvement of guidance activities is presented.

Significantly, most of the studies in this area are concerned with improvement of the high school counselor and counseling service. Kirk has done extensive work in the evaluation of counseling. In 1956, after reviewing the literature on the evaluation of counseling, she wrote, "There are but three articles on the evaluation of counselors which are based on actual research" (55:529). A notable lack of writing in this area is obvious both before and after Kirk's report. In the same report, Kirk discusses subjective and objective attempts to evaluate an inservice education program for counselors. The methods used in the subjective appraisal were consultants' interviews with program participants, questionnaires, group seminars, and case demonstrations. Three different inventories were used in the objective evaluation. Summarizing the results of her evaluation, Kirk writes:

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The overall impression is that considerable change did occur in the counselors during the year in a large number of categories. The greatest change occurred in three areas: (1) Understanding and acceptance of students and their problems; (2) Awareness of the breadth and complexity of counseling; and (3) Awareness of the responsibilities which go with the position of counselor (55:532-4).

Another report of improvement services for high school counselors is outlined by this same author (58). In the program studied, three basic techniques were utilized. These were group meetings or seminars, demonstration case work-ups, and individual weekly conferences of counselors and consultants. Kirk feels that such a program highlights deficiencies of counselors. Likewise, her conviction is that a variety of techniques must be used and particular use should be made of resource personnel outside the program. Berg (11) also emphasizes the value of professional consultants in the improvement program.

Still another approach to counselor improvement is mentioned by Kirk in the California Journal of Secondary Education. She describes an experimental program of inservice education with ten high school counselors. Three general observations are made as a result of the study: (1) time and space considerations definitely affected the program, (2) the attitude of the leader and participants to their work as a profession is important in determining the nature of the program and interest of the participants, and (3) the level of education of the participants must be determined. Summing up her experience in the California program, Kirk reaffirms, "Continued in-service training is essential in a counseling program, not only for staff improvement but also to prevent stagnation or regression" (56:106).

Baltimore County, Maryland, has a three-year inservice education program for high school counselors. A study of this program is described by Camp (14). The evaluation was effected by means of a questionnaire administered to participants at the beginning and end of the year. Favorable results and reactions to the program are reported. Camp lists the critical aspects of the program as follows: (1) motivation came from the participants, (2) program content centered around needs of the participants as determined by a survey, (3) time for activities was included in the work schedule of the participants, (4) a variety of methods, including seminars, panels, and demonstrations was used, (5) professional leadership directed the program, and (6) location of the meetings was so arranged as to be maximally accessible to the participants.

Bledsoe presents the need for high school counselors and guidance workers to engage in improvement activities. Six cardinal program principles are proposed:

- 1) Every teacher involved in the training should have part in the planning.
- 2) Participation should be on a voluntary basis.
- 3) Planning should be based on needs discovered in some systematic way.
- 4) With local leadership the program can be continuous rather than spasmodic.
- 5) There must be a sympathetic administrator who will facilitate the training and be willing to make provisions in the school for doing as many of the things learned as practical.
- 6) The training must be carried on in accordance with modern concepts of learning (12:496).

A unique feature of Bledsoe's report is the recommended use of a questionnaire to determine inservice needs and to assist in planning the program. A sample questionnaire is illustrated in the report.

A survey of inservice education programs for high school guidance is discussed by Capehart (18). He stresses use of the case conference as a desirable inservice activity and suggests that inservice education programs can best be evaluated by a critical examination of the total guidance program before and after inservice education.

Inservice Education in Student Personnel Work

The status of inservice education for student personnel workers is aptly described by E. G. Williamson, Dean of Students at the University of Minnesota:

As is true of selection of personnel staff, not much has been written about institutional experiences in on-the-job staff training. Our experience leads us to the conclusion that...the administrator must continuously work with staff to maintain their professional development (108:125).

Considerable attention is given to preservice preparation and standards of personnel staff, yet a paucity of writing on inservice programs is clearly evident. The larger portion of the literature in this area deals with three specific facets of student personnel work--counseling, faculty advising, and residence hall programs. No comprehensive program embracing all aspects of student personnel work is to be found in the professional literature.

Commission III of the National Association of Student Personnel Administrators is devoted to the study of the professional preparation and training of student personnel workers. As chairman of this commission, Dean Robert Shaffer of Indiana University has attempted to stimulate development of a broad inservice program on several campuses. In a memorandum to members of this commission, "Suggestions for a

Continuous In-Service Training Program for Student Personnel Workers"

(85), Shaffer discusses the need for such a program:

...creative and effective responses of staff members to new demands are encouraged by their systematic, personal involvement in the analysis of problems and formulations of new programs. The extent to which the staff director can lead his subordinates to take a hard look at themselves and their work will determine to a large degree his own success and effectiveness. The typical student personnel administrator cannot possibly carry increasingly expanding loads himself. It is his job to see that others get the job done. He and his staff members should have time for a well-planned, carefully executed, inservice seminar program of significance and substance. (85:2)

The following are suggested objectives of the program:

1. To stimulate staff members to continued professional and personal growth.
2. To encourage specialists to break across the bounds of their specialties in interests, concerns, and points of view.
3. To contribute to the development of flexibility in outlook and method, individuality, initiative and adaptability in meeting problems and new situations.
4. To integrate the efforts of student personnel workers to a greater degree with the primary academic objectives of their institutions.
5. To facilitate the mutual sharing and exchange of ideas and information among all staff members (85:2).

A committee of staff representing various offices is proposed as a means of implementing and coordinating the program. Another consideration is the adoption of a general theme around which to build the program content. Shaffer proposes several themes, leading discussion questions, and bibliographies; however, these are not designed to promote improvement in one specific personnel service. Shaffer's proposal more closely approximates a model for a comprehensive program

embracing student personnel work in a total institutional context. As such, it is a broad, centralized approach presenting student personnel work in the framework of world, national, and educational issues.

The National Association of Student Personnel Administrators has for some time exhibited an interest in the on-going professionalization of its members. As early as 1953 this association with the assistance of foundation funds and in conjunction with the Harvard University Graduate School of Business Administration, sponsored a series of seminars for selected deans. This inservice activity utilized the case study approach to various problems in student personnel work. As part of its 1963 convention NASPA also conducted an inservice education workshop designed to foster professional improvement in younger and relatively inexperienced representatives employed in member institutions. Again the case study technique was emphasized. These activities are encouraging but also highlight the fact that professional associations to which student personnel workers belong have long neglected attention to inservice education programs for student personnel workers.

Counseling, probably the most clearly delineated and highly professional student personnel service, represents an area in which some inservice education progress is being made. According to Samler, "Counselors are coming to feel more and more strongly that systematic, continuous in-service training is necessary if they are to maintain their competence on a high level or to increase their skills" (82:315).

In two separate articles in the Personnel and Guidance Journal, Samler (31,32) makes an appeal for development of programs for counselor improvement and proposes a variety of techniques and methods to be included in any such program. Among the inservice activities he suggests are (1) role playing, (2) case recordings and playback with discussion, (3) case problem workings, (4) new and continuing testing experiences, (5) study of client occupational goals, (7) surveys of the local and national labor market, and (8) study in the identification of client motivation.

Hackett (40) describes an improvement technique used in the Counseling Center at the University of California in which the counseling staff meets weekly with selected faculty in an attempt to gain academic information which may prove useful in a counseling relationship.

In reporting for the Subcommittee on In-Service Training of Commission 17, Counselor Training Committee, of the American Psychological Association, Berdie (10) lists these purposes of inservice education for counselors: (1) to introduce to participants new developments in theory and technique, (2) to serve as a review of previously learned concepts and techniques, (3) to emphasize or reemphasize material or experiences in meaningful situations, (4) to learn specifics not learned in preservice education, and (5) to review one's profession and personal professionalization.

In addition to listing the objectives of inservice education, this author reports on the inservice practices in schools or agencies of members of the subcommittee. Staff conferences, research, directed readings and reports, use of consultants, university seminars and courses, observational techniques, contacts with senior counselor supervisors, participation in meetings of professional associations, and inter-institutional seminars are some of the methods by which on-going professionalization is fostered.

The need for faculty, who serve as counselors or faculty advisors, to participate in inservice improvement is expressed by Coleman (16). Feder (28) sets forth a model inservice education program for faculty counselors, and Gilbert (33) describes the particulars of the professional betterment plan for faculty counselors at the University of Illinois. Seminars and role playing are the primary techniques emphasized in the latter program.

Faculty advisors at Stephens College participate in a continuous, developmental inservice program which is outlined in detail by Shepard (87). Responsibility for this program rests with the Director of Counseling who is assisted by a Board of Advising Chairmen, composed of ten faculty advisors. Monthly and in a two week summer workshop the director and the board meet to plan and evaluate the program. An apparent strength of this well conceived program is that it provides inservice education for advisors at three levels of counseling competency. A first year program for new advisors consists of ten meetings centered around a series of topics designed to enhance the ability of faculty to serve in a counseling-advising role. The second level of

inservice education purposes to meet the needs of faculty who have been members of the first year program. More advanced topics such as theory and techniques of counseling and various student personnel procedures are included on the agenda of meetings. The third phase of the program, called the "Continuation Program," is planned to improve faculty who have been advisors for three or more years. A fall meeting, one group meeting per semester, and four seminars are used to discuss more advanced aspects of faculty advising. Some of the subjects covered in the "Continuation Program" are "Advisees Advise Advisors," "The Advisor and Ethical Values and Judgments," "College Culture in Columbia," and "Advising: A Dual Role."

Hardee (41) writes of a comprehensive inservice program for faculty advisors at Florida State University. The functions of faculty advisors were clearly delineated and the knowledge and skill necessary for the fulfillment of these functions were explicated. The desired knowledge and skill determined, in large measure, the content of the program. Various activities and resource materials, such as seminars, group meetings, individual interviews, "A Manual Workbook for Educational Counselors," and a periodic news bulletin, were utilized. The most important phase of the program was a three day seminar held at the beginning of school in the fall. A variety of resource persons used lectures, demonstrations, skits, panel discussions, question and answer sessions, recordings and dialogues in presenting several timely topics. The preschool seminar was evaluated by means of a check-list questionnaire. Of those responding eighty-one percent stated the seminar was of "more-than-average value to extremely valuable." Specific reactions to and suggestions for all phases of

the seminar were given and formed the basis for the planning of future seminars. In Hardee's judgment both the inservice education program and the faculty counselors have taken on new dimensions since the inception of the seminar.

A betterment program for faculty advisors at Kansas State University is outlined by Gordon (37). The author made a thorough attempt to evaluate the program by using a pre-test and post-test inventory. A sentence completion exercise, an information exercise, case studies, and examination of protocols and recordings constituted the evaluative instruments. An analysis of the evaluation indicated that: (1) a firm basis for planning and conducting future inservice education programs was established; (2) more varied use of classroom teaching techniques resulted; (3) faculty contact with and use of the Counseling Bureau increased; (4) faculty advisors became more competent in the use of the test information; (5) a greater sense of responsibility to the student, both in the classroom and in counseling, was developed by the faculty.

In another article Gordon discusses the structure and implementation program for faculty advisors and submits that:

- 1) The personnel worker has responsibilities to the group for content and direction, and
- 2) There is much need for clarification of roles in the beginning phases of the program (38:71).

He contends that evaluation of inservice programs is necessary and can be accomplished through modified projective techniques and case histories. The author places considerable consequence upon the relationship between the leader of the program and the participants and maintains that "such a program rests upon the extension of the application of personnel techniques and point of view by the worker and the faculty" (38:75).

Numerous approaches to inservice education for residence hall staff are propounded in the literature. In all probability more attention is given to staff development in this area because many residence hall personnel are undergraduates, graduate assistants, housemothers, or others who lack advanced education or specific preparation for student personnel work. Horle and Reid report the results of a questionnaire survey of sixty-eight midwest colleges which purported to determine the amount of counseling being done by residence hall staff. Ninety-four percent said they engaged in personal counseling; yet, only thirty-three of these respondents had any education in guidance and counseling or psychology. The authors conclude, "This study suggests that much 'counseling' in colleges and universities is being performed by untrained individuals in men's residence halls" (48:234). In light of this conclusion the writers emphasize the need for residence hall personnel to work with counseling center staff and other personnel to stimulate and direct their professional growth.

Ohlsen (75) sets forth a betterment program for residence counselors at Washington State University. The residence hall staff is divided into five inservice groups, each meeting once a month to discuss problems encountered and successful techniques used in the residences. A particular mode of enhancing staff growth is the project committee method. Various committees work on specific projects and share the result of their efforts with the entire staff. Pre-school sessions designed to meet the needs of both new and returning staff members is another facet of this program. Group work with experienced group leaders is the basic technique utilized in these sessions. Case

conferences, geared to understanding individuals in the hall who exhibit atypical behavior, are used for inservice education during the school year. In addition, voluntary individual counseling sessions with personnel administrators are suggested. Ohlsen finds that individual staff evaluation by one's colleague followed by an interview and discussion of the evaluation is "the best single in-service experience" (75:533). Two generalizations regarding inservice education programs must be cooperatively planned, and the program must be varied so as to meet the diverse needs of a staff with varying degrees of education and experience.

A means of stimulating professional growth among residence hall counselors at the University of Connecticut is mentioned by Collins. The "book-passing technique," as it is called, involves the purchase and distribution of books to counselors who, on a set time schedule, read the books and pass them on to other counselors. According to Collins this technique brought about the following results:

- (1) The professional growth of the counselor, including an increase in the knowledge of terms, concepts, philosophy, and diagnosis of personnel work.
- (2) An improved morale in unity of purpose among the counselors.
- (3) A setting of the stage for the clinical case conference approach to student problems (17:647).

At the University of Minnesota an attempt is made to train residence counselors to teach study skills. An overview of this attempt and an evaluation is described by Hood (47). He reports modest results from this program.

Recently the University of Illinois instituted a ten day summer workshop for women housedirectors. The workshop is an attempt at both preservice and inservice education. Presently employed directors as well as those aspiring to such positions are invited to participate. In outlining the program Sheldon states the conviction that, "The Illinois program is adaptable to any residential college or university for every institution has course offerings of value to such people. Only the specialized training by student personnel staff needs to be added" (86:122).

At San Diego State College a course entitled, "The Problems in the Education and Administration of Student Personnel in the Residence Halls," is required of all residence staff members (119).

Summary

Summarizing this chapter, the writer notes that a majority of the professional writings dealing with inservice education are concerned with the improvement of instruction at both the high school and college levels. The general principles of improvement programs in these areas are valid for professional growth programs in student personnel work. The need to evaluate inservice education programs and techniques is stressed, but to date few evaluative studies have been done, probably due to lack of suitable measuring instruments. Inservice programs for high school guidance workers have concentrated primarily on the improvement of counseling.

In institutions of higher education and particularly student personnel work, attempts at inservice education are geared to increasing

the effectiveness of workers in three specific personnel services--
counseling, faculty advising, and residence hall programs. Insufficient
attention has been given to development of comprehensive inservice pro-
grams designed to improve the quality of all student personnel services.

CHAPTER III

PROCEDURE AND METHODOLOGY

Introduction

Chapter I indicates that this investigation is a normative study employing both survey and case-analysis procedures. The principle objective of the study is to assess the present status of inservice education for personnel workers in selected colleges and universities in the United States. The validity of such an assessment is dependent upon the data collection instrument and procedures, sampling technique, and interpretation of findings. The purpose of this chapter is to present a detailed discussion of the construction of the survey instrument, selection of the study sample, and collection of information.

Development of the Questionnaire

To acquire the information needed to assess the status of inservice education adequately, a survey instrument was necessary. A review of the literature indicated that an acceptable instrument did not exist. Of necessity, therefore, the investigator sought to develop a data-collection device appropriate to the purposes of the study. A questionnaire appeared to be the most suitable instrument for the phase of the study designed to provide a broad sampling of institutions. The nature of the information desired was determined and the items on the questionnaire initially selected after a review of the literature

and discussion with several student personnel workers and professors. After this determination, items designed to elicit this information were developed into a questionnaire. The first draft of the questionnaire was then completed and submitted to the writer's advisor, several colleagues, and professional associates for evaluation, criticism, and suggestion. Upon refinement of the initial draft a pilot study was conducted by submitting the questionnaire to eight chief student personnel administrators. The pilot study participants were asked to offer comments and suggestions for further revision of the questionnaire in addition to completing the items on the instrument. Seven of the eight participants (Appendix A) responded to the pilot study questionnaire and presented helpful suggestions for its improvement. The time necessary to complete the instrument ranged from ten to forty-five minutes, with a mean of twenty-eight minutes. After the pilot study was completed, the questionnaire was refined to its present form (Appendix B) and submitted for final approval.

Sampling Procedure

In order to obtain a representative survey of improvement programs in student personnel work, the writer specified a large and widely dispersed population. The population of the study encompasses those institutions holding membership in the National Association of Student Personnel Administrators in April, 1962. The member institutions of this association provide the most suitable population for a study of this kind because (1) the membership of the association is select, yet includes institutions of varying purpose, size, and geographical

location; (2) the chief student personnel administrators, by virtue of their employment in member institutions, are assumed to have professional interest in the development of student personnel work; and (3) the association has, over the past decade, given attention to inservice education of personnel in its member institutions.

As of April, 1962, three hundred forty-one accredited colleges and universities were members of the National Association of Student Personnel Administrators. A membership list was obtained from the association secretary, and the enrollment of each institution was found by referring to the 1962 Education Directory, a publication of the United States Department of Health, Education, and Welfare. For purposes of presenting a definitive summary of the findings it was decided to stratify the population into four categories according to student enrollment. Category I includes institutions with an enrollment up to 1,500 students, Category II 1,500 to 5,000 students, Category III 5,000 to 10,000 students, and Category IV represents colleges and universities enrolling in excess of 10,000 students. The writer then determined the number of institutions in each category as well as each category's percentage of the total membership. These figures are illustrated in Table I.

TABLE 1
NUMBER AND PERCENTAGE OF NASPA INSTITUTIONS
BY CATEGORIES

Category	Number	Percent of Total Membership
I	99	28
II	120	34
III	68	20
IV	64	18

From the stratified population, a proportional random sampling of one hundred institutions was taken. The number of institutions sampled from a particular category was determined by that category's percentage of the total membership. The sampling was accomplished by designating the institution in each category with a number and referring to a table of random numbers (23). Those colleges and universities comprising the sample are listed in Appendix C.

Administration of the Questionnaire

Membership in the National Association of Student Personnel Administrators is on an institutional basis, and the chief student personnel administrator is normally designated as the institution's representative. A cover letter (Appendix D), individually typed and personally addressed to each institutional representative, was mailed along with the questionnaire to the chief student personnel administrator on April 22, 1963. A self-addressed, stamped return envelope was also included. Fifty-three responses were received from the

initial mailing. A follow-up letter (Appendix E), another questionnaire, and return envelope were sent on May 21, 1963, to those not responding to the first letter. A total of eighty-six responses (eighty-six percent) were received, of which eighty-three were usable. The three unusable responses were eliminated because the respondents did not complete the questionnaire, returned the questionnaire too late for it to be included in the data analysis, or indicated either that their organization was too small and specialized or that the questionnaire had no relevance to their program. Table 2 presents the total responses by category.

TABLE 2
NUMBER AND PERCENTAGE OF RESPONSES
BY CATEGORIES

Category	No. Questionnaires Sent	No. Questionnaires Returned	% Questionnaires Returned
I	28	25	89.3
II	34	26	76.5
III	20	19	90.0
IV	18	17	94.4
Totals	100	86	86.0

A number of questionnaires were returned, some accompanied by letter, indicating the institutions had no improvement programs. Several returned instruments had only partial responses which are included in the study findings.

Institutional Visitations

The second phase of the study consists of a detailed description of the inservice education program in five selected universities whose chief student personnel administrator responded to the questionnaire. Comprehensive descriptions of selected improvement programs are deemed desirable in that they can serve as models or examples of inservice principles and activities for other institutions. In addition, it is recognized that a questionnaire survey will reveal a frequency count or quantitative assessment of specific inservice education practices. However, an intensive depth analysis of a total program more clearly portrays the inter-relatedness, unique functioning, and relative importance of the various professional growth activities constituting the inservice program. To present a more complete picture of the inservice programs in these schools, both personal campus visit and case study analysis were necessary. The purpose of the visits was to gain detailed information on the questionnaire items as well as obtain data which could not be included on the survey instrument.

The five schools were chosen for institutional visitations for the following reasons: (1) questionnaire responses indicated more highly developed programs than other schools, (2) chief student personnel officers expressed a willingness to cooperate in the study, (3) location of the schools permitted visitation without excessive expenditure of time and capital.

Arrangements for a personal interview with the chief student personnel administrator, and in some cases other personnel staff, of the five schools were made by telephone. At this time the purpose of the visitation was clearly specified.

In order that each interviewee respond to basically the same questions, an interview guide sheet was structured. The following items constituted the interview guide sheet:

1. Basic Institutional Data
 - a. Enrollment.
 - b. Composition and nature of the student body.
 - c. General nature and purpose of the institution.
2. Student Personnel Staff and Organization
 - a. Student personnel services centralized or decentralized?
 - b. Number, general background and experience of staff.
 - c. Percent of total staff that participate in the inservice education program.
3. Inservice Education Program
 - a. Is the inservice program centralized or decentralized?
 - b. What is the role of the chief student personnel administrator in the inservice education program?
 - c. If the student personnel services are decentralized, what is the role of the heads of student personnel departments or agencies in the inservice education program?
 - d. Briefly describe each part of the inservice education program for student personnel workers in your institution.
 - e. What resource personnel or materials are used in the inservice education program?
 - f. What significant contributions (research studies, publications, changes in the student personnel program, etc.) have resulted from the inservice education program?
 - g. Additional information on selected questionnaire items was requested.

Particular emphasis on the interview was given to item 3d on the interview sheet, since the primary purpose of the visitation was to gain both a comprehensive perspective and intensive analysis of the inservice education activities and total program. Although the researcher

attempted to maintain the basic structure of the interview, the uniqueness of each program dictated in some measure the pattern of the interview. Handwritten notes were taken during the interview and materials that would assist the writer in developing a fuller understanding of the program were requested and received.

Summarizing and Presenting the Data

An examination of the questionnaire responses indicated the data could be tabulated by hand. Responses to open-ended questions which are not similarly stated but convey a common meaning to the investigator are grouped under a single heading. Descriptive statistics, appropriate to the specific questionnaire items, are employed in summarizing and analyzing the data. A descriptive report of the inservice education activities in the five colleges visited is presented.

CHAPTER IV

ANALYSIS OF THE QUESTIONNAIRE FINDINGS

Introduction

This chapter presents a summary of the data from the questionnaire survey. The findings from personal visits to five selected institutions are presented in the following chapter (Chapter V). The questionnaire data are summarized under three headings: basic institutional data, inservice education procedures, and inservice education activities.

Basic Institutional Data

Reference to Chapter III reveals that the study population was stratified into four categories according to institutional enrollment. In addition to determining enrollment data, it was necessary to ascertain other basic information that would clearly portray the institutions included in the sample. An adequate understanding of the data presented presupposes cognizance of the fact that of eighty-three respondents thirty, representing 36.14 percent, returned the questionnaire unanswered and indicated no inservice education program for student personnel staff in their institutions. Table 3 summarizes these findings.

One-half of the institutions in the 1,500 to 5,000 enrollment category had no inservice programs. Similarly, over one-quarter of the institutions in the other three categories reported they were without

such a program. A number of chief personnel officers indicated they had no organized program but proceeded to give partial responses to questionnaire items evidencing minimal inservice activities.

Of the fifty-three replies from schools giving some emphasis to an improvement program, thirty are from private schools and twenty-three represent public institutions. Only four of twenty-eight schools in categories one and two are publicly controlled; whereas, nineteen of twenty-five in categories three and four are publicly supported.

TABLE 3
NUMBER AND PERCENTAGE OF RESPONDENTS INDICATING
NO INSERVICE EDUCATION PROGRAM

Enrollment Category	Total Usable Responses	No. Indicating No Program	% of Respondents Indicating No Program
I (0-1,500)	22	7	31.8
II (1,500-5,000)	26	13	50.0
III (5,000-10,000)	18	5	27.8
IV (above 10,000)	17	5	29.4
Totals	83	30	36.14

Each chief student personnel administrator who completed the survey instrument was asked to specify the number of years he had held that position. Fifty individuals responded to this request. Chief student personnel administrators in the sampled institutions have occupied their positions an average of 7.06 years. Length of service of these persons is presented in Table 4. Twenty-six (44.8 percent)

respondents affirmed their last position as being in the area of student personnel work but not that of chief personnel officer. Fourteen (24.1 percent) administrators moved into their current positions from college teaching, while four were chief personnel officers in other schools. Four were previously employed in other college administrative positions.

TABLE 4
YEARS RESPONDENTS HAVE SERVED AS CHIEF STUDENT
PERSONNEL ADMINISTRATORS

Enrollment Category	N	Mean No. of Years	Range	Semi-Interquartile Range
I (0-1,500)	15	6.6	2-23	2.4
II (1,500-5,000)	13	7.8	1-16	3.1
III (5,000-10,000)	12	7.0	1-17	7.0
IV (above 10,000)	10	7.8	1-22	4.0
Totals	50	7.06	1-23	3.9

Inservice Education Procedures

To the question "Who is responsible for the actual functioning or immediate direction of the inservice education program for the student personnel staff in your institution?" thirty-three respondents (61.1 percent) indicated that the chief personnel administrator is responsible. Ten (18.5 percent) specified the program was somewhat decentralized; that is, the overall responsibility rests with the head personnel officer who delegates portions of the program responsibility

to subordinates. Nine of the ten schools reporting decentralized programs are institutions with enrollments exceeding 5,000. Dual responsibility for inservice education is the established norm in nine (16.7) institutions. In some cases it is customary for the Dean of Men to direct the inservice activities for the male staff while the Dean of Women guides the women's program. In one institution the President directs the program, and in another there is no fixed responsibility for the functioning of inservice education.

With reference to budget, forty-two personnel administrators disclosed that an average of 4.32 percent of the total personnel budget is assigned to the inservice education program. The budget figures include purchase of resource materials, expenses for attendance at professional meetings, honoraria, and other inservice expenses with the exclusion of salary cost analysis of staff time. Information regarding budget allocations is presented in Table 5.

TABLE 5

PERCENT OF INSTITUTION'S PERSONNEL BUDGET
ALLOCATED TO INSERVICE EDUCATION

Enrollment Category	N	Mean Percentage	Range	Semi-Interquartile Range
I (0-1,500)	15	4.0	0-25	7.0
II (1,500-5,000)	9	4.7	0-25	4.0
III (5,000-10,000)	10	2.42	0-5	2.6
IV (above 10,000)	8	8.0	0-28	1.1
Totals	42	4.32	0-28	2.25

Nine of the forty-two administrative officers responding reported there is no budget allocated to their inservice program. In institutions in category four (enrollment above 10,000) an average of eight percent of the total personnel budget is designated to inservice education. This is approximately twice the amount for all other schools sampled. Forty-four schools follow the practice of paying all staff expenses for attendance at professional meetings. Fourteen others share meeting expenses with the staff.

Both content and method of an improvement program are essential to its success. A question designed to elicit responses as to how content and method are determined is included on the survey instrument. Twenty-seven (50.9 percent) of fifty-three respondents pointed out that the content and method of the program are established by consensus of the entire staff. Approximately one-fourth stated that current campus and staff needs dictate the nature of the professional upgrading activities. In four cases the chief personnel administrator specifies the direction of the program, and in three instances a staff committee is charged with the responsibility of fixing program content and method. Availability of materials, long range staff goals, and the philosophy of the institution are other determinating factors cited.

It is generally recognized that the availability and judicious use of resource material and personnel significantly affect the caliber of improvement activities. Accordingly, the chief personnel officers were asked to list the resource materials they use in their inservice programs. Table 6 documents their responses.

TABLE 6
RESOURCE MATERIALS USED IN
INSERVICE EDUCATION

Resource Material	No. of Inst. Indicating Usage				Total
	Enrollment Category				
	I 0-1,500	II 1,500- 5,000	III 5,000- 10,000	IV above 10,000	
Unpublished Manuals	8	5	4	5	22
Professional Journals	2	2	4	5	13
Books	2	4	3	6	15
Test Materials	5	1	3	1	10
Case Studies	-	4	1	1	6
Speakers-Consultants	-	1	4	1	6
Films	-	1	3	2	6
Research Reports	-	-	1	3	4
Pamphlets	-	1	2	-	3
Tapes	-	1	-	-	1
Staff Prepared Papers	-	-	-	1	1

An examination of the table discloses that manuals, prepared by and for particular personnel staffs, are the most frequently mentioned resource material. Professional publications, test materials, case studies, films, and consultants provide other material for professional improvement programs.

By means of a free response question the respondents were asked what, in their judgment, accounts for the success of the inservice programs in their institutions. Eighteen different reasons were cited as factors to which the success of the various programs could be attributed. The interest and desire of the program participants was named twenty-one times and is clearly the most frequently mentioned

factor. Nine respondents indicated staff unity as being the essential element of a successful inservice program. The leadership of experienced staff members and the use of democratic procedures were factors mentioned four times. Other reasons accounting for the apparent effectiveness of inservice programs and the number of times these are listed are: good organization structure (3); care in initially selecting staff (3); informality of the program (2); support of the administration (2); study of relevant topics (2); adequate preparation for inservice sessions (2); orientation of staff to program objectives (1); designating a specific time for inservice education (1); stable staff (1); individualized program (1); availability of materials (1); opportunities for supervised experience (1); and the use of reward to staff who upgrade their professional competence (1).

In addition to understanding the reasons for successful improvement programs, it is equally important to know the causes for program shortcomings. Fifteen different factors were mentioned as contributing to failure in the inservice program. Twenty-nine chief personnel officers reported that lack of time, due to the press of daily duties, is at least one of the reasons for the failure of their programs. Lack of adequate budget, cited ten times, is the second most frequently mentioned factor. No other factor was mentioned more than three times.

Listed below are the reasons contributing to the failure of inservice programs as cited by the respondents. The number in parenthesis indicates the number of times each activity is mentioned.

1. Lack of time (29)
2. Lack of budget (10)
3. Lack of staff experience (3)
4. Lack of staff interest (2)
5. Inadequate size of staff (2)
6. Inservice education is a low priority item (2)
7. Lack of resource material (1)
8. Lack of an overall plan for the program (1)
9. Lack of staff coordination (1)
10. Lack of administrative support (1)
11. Problems inherent in democratic procedures (1)
12. Normal resistance to change (1)
13. Lack of relevant topics (1)
14. Lack of professional orientation in a particular geographic area (1)

According to the replies, little objective evaluation of inservice activities is conducted. Twenty-seven (81.8 percent) respondents reported their programs are evaluated by subjective analysis of the staff. Questionnaires were used in two institutions to evaluate their programs. Likewise, consultants and an interview-type re-research study were employed to study improvement practices in two institutions.

Inservice Education Activities

An attempt was made by the investigator to ascertain the type and scope of activities used by colleges and universities in their professional betterment programs. A list of twenty different inservice activities was presented to the respondents with the request to add any additional activities not listed but included in their programs. This resulted in a total list of twenty-two activities. The administrators were asked to check those practices that were utilized at one time or another, in the inservice program in their institution. These results are presented in Table 7.

TABLE 7

TYPE AND FREQUENCY OF USE OF INSERVICE EDUCATION
ACTIVITIES IN STUDY SAMPLE INSTITUTIONS

	Enrollment Category I N=15	Enrollment Category II N=13	Enrollment Category III N=13	Enrollment Category IV N=12	Total Ranking all N=53 Categories	Average of Inst. Using Activity
Pre-School Workshops	9	6	6	7	7	52.8
In-School Workshops	6	6	5	5	12	41.5
Staff Retreats	4	2	6	5	15	32.1
Case Studies	7	9	7	7	5	56.6
Case Conferences	6	5	8	7	8	49.1
Staff Seminars	9	9	9	11	2	71.5
Interschool Visitations	7	9	6	10	3	60.4
Directed Readings	6	7	6	10	6	54.7
Research	3	5	8	7	10	45.3
Publication	2	3	7	5	15	32.1
Attendance at Prof. Mtgs.	12	12	13	12	1	92.5
Acad. Course Work in S.P.W.	2	4	10	10	8	49.1
Panels	4	4	4	7	13	35.9
Role-Playing	1	5	1	4	20	20.2
Tape Recordings-Films	3	3	4	7	15	32.1
Supervised Experience	6	5	3	9	10	45.3
Observational Techniques	4	3	3	6	18	30.2
Sabbatical Leaves	1	2	7	5	19	23.3
Teaching Stud. Pers. Work	0	4	6	8	14	33.9
Consultants--Speakers	6	9	8	9	3	60.4
Individual Conferences	1	0	0	0	21	1.9
Staff-Dept. - Library	0	0	0	1	21	1.9

An examination of the table shows that attendance at professional meetings is the activity most often included in inservice education programs. Forty-nine of fifty-three respondents (92.5 percent) indicated this activity as being part of their inservice program. The second most often included activity is staff seminars. Approximately seventy-one percent of the programs included this activity. Inter-school visitations, the use of consultants and outside speakers, case studies, directed readings and pre-school workshops are, in that order, the next most often included activities in the improvement programs. All these activities are used in at least fifty percent of the programs studied.

Table 7 further reveals that inservice education programs are characterized by use of a variety of activities. With one exception, no one inservice activity is used predominantly in institutions of a particular size. The exception is the enrollment of staff in academic courses in student personnel work. This activity is more often included in the programs of schools in the 5,000 to 10,000 and above 10,000 enrollment categories. The availability of such courses and greater pressure to obtain advanced degrees are probably major contributing factors to the inclusion of this activity in the programs of these larger schools.

Besides checking the activities in their programs, each chief administrator rated, on a seven point scale, the importance of each activity to his program. In Table 8 there appears an estimate of the importance of each of the twenty-two inservice education activities. The rating of importance was derived from two factors: one, the

TABLE 8

MEAN RATING OF IMPORTANCE OF EACH INSERVICE EDUCATION
ACTIVITY BY ENROLLMENT CATEGORIES

Inservice Education Activity	Category I	Category II	Category III	Category IV	TOTALS	Total
	N=15 Mean Rating of Import.	N=13 Mean Rating of Import.	N=13 Mean Rating of Import.	N=12 Mean Rating of Import.	N=53 Mean Rating of Import.	Ranking all Categories
Pre-School Workshops	2.20	2.77	1.62	2.58	2.28	3
In-School Workshops	1.93	1.92	1.62	1.08	1.66	10
Staff Retreats	1.27	.54	2.38	1.33	1.38	13
Case Studies	1.00	2.92	1.92	2.00	1.92	7
Case Conferences	1.80	2.00	2.15	2.50	2.09	5
Staff Seminars	2.20	3.23	3.31	4.33	3.21	2
Interschool Visitations	1.53	2.31	1.31	2.67	1.92	7
Directed Readings	1.53	2.08	1.77	3.00	2.00	6
Research	1.27	.92	2.08	2.42	1.64	11
Publication	.40	.69	2.00	1.25	1.06	15
Attendance at Prof. Meetings	4.27	4.15	3.08	3.75	3.83	1
Acad. Course Wk. in Student Pers.	.27	1.31	2.46	3.92	1.91	9
Panels	.60	.43	1.23	1.92	1.02	16
Role-Playing	--	2.08	.46	1.25	.91	18
Tapes-Films	.40	.54	.62	1.75	.79	19
Supervised Experiences	2.80	1.46	1.08	3.67	2.25	4
Observational Techniques	.73	.69	.77	1.92	1.00	17
Sabbatical Leaves	.13	.15	1.38	.75	.58	20
Teaching Stud. Pers. Work	--	.92	1.54	2.17	1.09	14
Consultants--Speakers	1.13	2.00	2.08	1.83	1.55	12
Individual Conferences	.47	--	--	.25	.19	21
Staff Library	.47	--	--	.08	.02	22

number of schools considering the factor important and two, the degree of importance attached to the factor by each school that rated it. Each activity could possibly have been listed as important by a total of fifty-three schools (fifty-three equals total usable questionnaires) and at best could have been given a rating of seven (highest in 1-7 scale) by each school. Thus, the highest possible gross rating of importance for any activity would be fifty-three multiplied by seven or a gross rating of 371. A mean importance rating for each activity was determined by summing the gross rating for each activity and dividing this total rating by fifty-three, the total possible number of ratings. This procedure was followed in determining the mean rating of importance for each activity in each category and for all categories combined.

A review of Table 8 shows that, for all categories combined, attendance at professional meetings is rated as the most important inservice activity. On a seven point scale the mean rating of importance for this activity is 3.83. In categories one and two, attendance at professional meetings is rated first in importance with respective mean ratings of 4.27 and 4.65. In institutions in category three, it is ranked as second in importance with a mean rating of 3.08. For category four it was third in order of importance with a mean rating of 3.75.

The second ranked improvement activity for all four categories is staff seminars. For all categories, seminars are given a mean importance rating of 3.21. This practice is ranked third in importance by schools in category one, second in category two, and first in categories three and four.

Preschool workshops constitute, for all categories, the third ranked inservice activity. Supervised experience, case conferences, and directed readings are, in that order, the next most important facets of professional betterment programs.

Academic course work in student personnel work is a significant phase of the professional upgrading program in institutions in categories three and four. Course work is ranked third and second respectively in categories three and four. There is little emphasis on this inservice practice in categories one and two.

With the exception of academic course work found predominantly in categories three and four, no one inservice practice can be singled out as primarily characteristic of institutions of a particular enrollment category.

Chief personnel officers in the sampled institutions were requested to check the three activities most frequently used in their inservice education programs. One hundred fifty-two total responses were made in reply to this request. Attendance at professional meetings was designated twenty-eight times as one of the three most frequently used practices. Staff seminars are mentioned twenty-three times, and preschool workshop and supervised experience are each specified in fifteen responses. These four activities, then, constitute the most frequently employed inservice education practices for student personnel workers. The following is a list of inservice education activities most frequently used in inservice education programs. The figure in parenthesis denotes the number of times each activity is cited.

1. Attendance at Professional Meetings (28).
2. Staff Seminars (23)
3. Pre-school Workshops (15)
4. Supervised Experience (15)
5. Directed Readings (11)
6. Consultants-Speakers (10)
7. Case Conferences (10)
8. Academic Course Work in Student Personnel (7)
9. Inschool Workshops (6)
10. Case Studies (5)
11. Interschool Visitations (5)
12. Staff Retreats (3)
13. Publications (3)
14. Teaching Student Personnel Work (3)
15. Individual Conferences (2)
16. Observational Techniques (2)
17. Research (1)
18. Staff Library (1)
19. Panels (1)
20. Tape Recordings-Films (1)

A comparison of the above list and Table 8 shows that the four activities rated most important--attendance at professional meetings, staff seminars, preschool workshops, and supervised experiences--are also the four most frequently used in the inservice education programs.

In many institutions students and faculty perform some personnel functions. Two items on the questionnaire elicited responses concerning the inservice activities designed to assist students and faculty in fulfilling their limited student personnel role. Seminar-group meetings, workshops, orientation meetings, academic courses, and manuals are, in that order, the most frequently mentioned inservice activities for students and faculty.

Summary

An analysis of the questionnaire data shows that approximately thirty-six percent of the respondents indicated there was no inservice education program for student personnel workers in their institutions. The chief student personnel officers who participated in the study have occupied their present positions an average of seven years and devote 4.32 percent of their total student personnel budget to inservice education.

In general, the chief student personnel officers in the sampled institutions are responsible for the direction of the inservice program but frequently delegate responsibility to subordinates for specific aspects of the program. In the larger institutions the professional growth programs are likely to be more decentralized than in the smaller colleges and universities. In approximately fifty percent of the programs studied the staff cooperatively determines the content and methodology to be used in the inservice activities. Campus and staff needs are determining factors relative to the nature of the inservice programs.

Unpublished manuals, professional journals, books and test materials are the most frequently utilized resource materials in the programs studied. The interest and desire of staff members is the primary reason for the success which the personnel officers attribute to their programs. Lack of time and budget are the two reasons most often cited as factors which inhibit successful functioning of inservice education programs. On the whole, chief personnel officers and their staffs have

given little attention to systematic, objective evaluation of inservice activities.

Twenty-two different activities or procedures are mentioned as having been included, at one time or another, in the professional growth programs in the sampled schools. Attendance at professional meetings, staff seminars, interschool visitations, use of consultants, case studies, directed readings, and preschool workshops, are, in that order, the activities most often included in programs of inservice education for student personnel workers.

The respondents designated attendance at professional meetings, staff seminars, and preschool workshops as the most important activities in their programs. These same three activities are cited as the activities most frequently used in promoting professional growth of personnel staff members.

CHAPTER V

INSERVICE EDUCATION PROGRAMS IN FIVE INSTITUTIONS

Introduction

One aspect of this study involves an intensive analysis of the improvement activities in five selected universities. The purpose of this part of the investigation was to ascertain those inservice principles and activities which are successfully employed in promoting professional upgrading of student personnel workers. It was assumed that a comprehensive summary of selected improvement programs could provide models or examples of desirable approaches to inservice education which can be implemented in other institutions.

The five institutions selected for inclusion in this phase of the investigation were part of the questionnaire sample. These institutions were selected for visitation and case study analysis because, 1) their inservice programs appeared to be more highly developed than those in other schools, 2) the chief personnel officers expressed a willingness to cooperate in a case analysis study, and 3) the location of the schools permitted visitation without excessive expenditure of time and money.

A brief introductory summary of each institution is followed by a detailed description of its student personnel and inservice education programs.

Institution A

Institution A is a fully accredited, multipurpose state university located in a large midwestern metropolitan center. The enrollment is approximately 33,000 students, 4,000 of whom reside in university-owned residence halls. Several thousand more live in rooms in private residences, and over half the total student population are commuters. Although a majority of the students are state residents, the university draws students from all sections of the United States and has nearly 1,000 international students in attendance. In addition to an extensive undergraduate curriculum the university offers graduate work through the doctoral degree, as well as professional education in such fields as medicine and law.

Student Personnel Organization

The student personnel program in Institution A is organized into eight bureaus; each bureau staff is responsible for a specific function or service. The eight bureaus are Counseling Bureau, Student Activities, Housing, Discipline Bureau, Financial Aid Bureau, Improvement Services (speech, hearing, study skills), Foreign Student Advisor, and Coordinator of Student Religious Activities. The director of each is responsible to the Dean of Students who is the chief student personnel administrator and has served in that capacity for twenty-two years. An Assistant Dean of Students serves as an executive-administrative officer to the Dean of Students. Seven of the eight bureau directors possess the doctorate as do numerous other staff members. The professional student personnel staff is approximately ninety in number with an additional 180 graduate students serving as residence hall counselors.

The writer conducted personal interviews ranging in time from thirty minutes to two hours with the Dean of Students, Assistant Dean of Students, Director of the Student Activities Bureau, Director of Residence Counseling, Director of the Financial Aids Bureau, Assistant Director of the Counseling Bureau, and the Director of Research. In addition, the writer attended a combined luncheon-discussion with the Dean of Students and eight of his staff for the purpose of pursuing the general topic of inservice education and the progress of this study in particular.

Inservice Education Program

Staff Meetings. The Dean of Students holds weekly staff meetings with the directors of the several bureaus. As well as providing an opportunity to discuss routine problems and procedures, these meetings are viewed as an integral aspect of the improvement program. For the purposes of the weekly meetings the staff is organized into various functional committees. For example, there is a Committee on Public Relations whose primary task is to communicate the student personnel program to the entire campus community but particularly to the faculty and students. A research committee encourages staff members to engage in research studies and provides a means by which various project ideas and designs can be evaluated, reviewed, and constructively criticized. Committee membership is on a rotating basis so that all staff have opportunity to broaden their competence and understanding in other than their own specialties. Relevant journal articles, books, and other resource materials are used as a basis for discussion in the staff

meetings. Visitors, such as student government leaders, campus editors, and business managers of residence halls, are periodically invited to attend the meetings. Although the chief student personnel officer assumes responsibility for the staff meetings the impression is that there is a considerable amount of participation on the part of the total staff. Bureau directors are expected to promote and encourage interest in professional advancement through their own individual bureau meetings. At the beginning of the academic year the entire dean's staff has a retreat away from campus. Position papers and discussion on pertinent topics confronting the staff, university, or the general field of student personnel work are presented by staff members and visiting speakers.

Research and Publication. Throughout the entire department, emphasis is placed upon research and publication activities. The Assistant Dean of Students stated that staff members are expected to engage in research and produce professional publications. The Research Committee (mentioned earlier) is one means by which research activity is fostered. Two full-time research personnel, both doctorates in the behavioral sciences, are employed by the Dean of Students Office. Although the job expectancies of these persons are relatively unstructured their three basic functions are to (1) conduct research on the social psychology of student life so as to provide an underpinning of basic knowledge for the personnel practitioner, (2) serve as resource persons for staff engaged in research, (3) informally evaluate programs and practices in the various bureaus. The research directors hold faculty rank in an academic department and usually do a limited amount

of teaching and research not directly related to student personnel work. A number of significant research and evaluation studies have been conducted and provide the basis for present personnel practices. An image study of a sorority encountering difficulty in securing members, a study of the pairing and effect of roommates on each other, an evaluation of the university's attempt to change negative student opinion of the dean's office, and an assessment of the student orientation program are representative of the type problems researched by the personnel staff. These studies have resulted in several publications. The Director of the Student Activities Bureau used as his doctoral research a problem directly related to one activity in his bureau. Currently the Dean of Students is conducting a national research study on student attitudes toward academic freedom sponsored by the National Association of Student Personnel Administrators and financed by the Hazen Foundation. The Dean of Students and his staff have published numerous articles in professional journals and have written and contributed to several book length manuscripts.

Counseling Bureau. The Counseling Bureau staff conducts an intensive and extensive inservice education program. The substance of the program was related to the writer in an interview with the Assistant Director of the Bureau. The improvement program is headed by the Bureau Director, but a minimum of direction is needed since most of the staff participate in several inservice activities. Business of the bureau as well as improvement activities comprise the agenda of a weekly, two-hour staff meeting. The particulars of the agenda are determined by consensus of the staff.

Case studies are a frequent activity of the staff and often involve not only the counselors in the bureau but also related persons from other campus agencies, such as the mental hygiene clinic. Periodically the staff divides into groups of three or four to evaluate one another on counseling techniques. The Assistant Director stated that these are valuable meetings in that they provide staff with an opportunity to "brush up" on counseling to prevent a stereotyped approach and method. These small groups also periodically consider the purposes of the bureau and the means by which these can be realized.

Many staff members specialize in a particular type of counseling. This specialty approach necessitates and encourages a great deal of intra-staff consultation which is considered a valuable inservice procedure. Even though counselors specialize in dealing with particular persons or problems, the interviewee stated that all are expected to possess total counseling competency. To promote total counseling competency adults in the community are accepted as clients to provide counselors with opportunity to work with persons other than college age.

Book reviews, testing developments, and research findings also provide discussion topics for the periodic meetings. Additionally, faculty members from various departments are invited to meetings and requested to share new developments in their disciplines. In this manner the counselors assist faculty with a form of inservice education while gaining knowledge of the academic side of campus life which is indispensable in counseling students.

Members of the Counseling Bureau conduct a research seminar in student personnel work for graduate students which is open to all staff. In this seminar, an attempt is made to approach research from an interdisciplinary perspective by utilizing a variety of resource persons. For example, when discussing theory and research on "empathy," faculty from the speech and theatre department were asked to participate and contribute their related knowledge.

Three times a year the bureau staff publishes an occupational bulletin and newsletter for high school and university counselors and advisors. Essentially, these publications contain a review of literature in occupations. Individual staff members are assigned specific areas in which they review the literature for a period of one year. The reviews are condensed and presented in the bulletins and newsletters. Separate research bulletins are published periodically by the bureau.

To encourage continued reading, a professional library is maintained for the staff, and an occupational information file is available to students. Staff members also avail themselves of the opportunity to develop their knowledge of occupations by using this file.

A unique approach to inservice education was made by the bureau staff when the high school in a neighboring community was in need of guidance counselors but unable to secure any. Members of the bureau commuted weekly to the school and tested and counseled the senior class. The counselors undertook a research project in conjunction with this activity by setting up counseling expectancies for various counselees. A follow-up study of this class has begun. This total project is viewed by the staff as one of the most profitable inservice

activities undertaken, particularly since some staff members are actively involved in counselor education.

The University counselors are afforded an opportunity to assist in the inservice education of high school counselors by conducting a one-day conference on state-wide testing programs. This permits vital contact with guidance personnel and offers mutual rewards and professional growth for both the bureau staff and high school counselor.

A majority of the bureau counselors hold academic rank and participate in a continuous counseling practicum program. Senior staff serve as supervisors for practicum students and thus are continually engaged in the inservice program of part-time staff and graduate students who are completing internship in the Counseling Bureau.

Inservice Education for Residence Hall Personnel. The Coordinator of Residence Counseling conducts an inservice education program for the residence hall staff which consists of nine head counselors and 180 residence counselors. In addition to serving on the residence staff, the counselors are also graduate students in several academic disciplines. Along with an extensive workshop in the fall bi-weekly meetings are held with the nine head counselors and various members of bureau staffs. A primary purpose of these meetings is to promote professional growth. "Counseling Points of View," "Evaluation of Counseling," "Academic Advising," and "Great Books Program" typify the subjects discussed in the meetings. Due to the large number of residence counselors, group meetings with them are held only once or twice a quarter. The head counselors are expected to hold weekly "unit staff meetings" with their residence counselors. Consultants from several

campus agencies and bureaus frequently serve as resource personnel in unit meetings. Topics to be covered are determined by the head counselor in consultation with the Coordinator of Residence Counseling. Weekly during the fall quarter and once every three weeks thereafter, the Coordinator has an individual conference with each head counselor. At this time assessment of the hall program is made and encouragement to continue upgrading is given.

Inservice Education for Students Performing Personnel Functions.

A number of students participate in the personnel program and are included in the inservice education activities.

Institution A provides an extensive orientation program for incoming students. One phase of this program involves a visit to campus by new students during the summer. Twelve selected upperclassmen are employed by the dean's office to serve as sponsors to the would-be freshmen. A week-long inservice program for the sponsors is conducted. Just prior to school in the fall approximately 800 freshmen are invited to attend "freshman camps." One hundred and twenty student counselors work in the camps. These counselors are selected in January and prepared for their roles through weekly meetings during the spring semester. An extensive evaluation of the orientation program and the camps is continuously being made.

Policies and Procedures Promoting Inservice Growth. A number of policies and practices in the dean's office and the several bureaus encourage staff to upgrade their professional ability. The chief student personnel administrator in Institution A expresses the conviction that

lack of time is the primary hindrance to inservice participation. He states, "Giving time is the most important way to upgrade." Similarly, this particular administrator proclaims that "the staff must be more than service-oriented and not let customers (students) dictate their complete use of time." Accordingly, the dean encourages his staff to reserve blocks of time for professional activities. Office hours of the bureaus have been shortened so as to give staff time to clear up administrative work and read "on the job." A regular university sabbatical leave policy is in effect, and selected staff are encouraged to take from a week to a full quarter with pay to work on special projects. Last year a bureau director was given three weeks leave to complete his doctoral dissertation. All staff are expected to pursue advanced degrees, and appropriate rewards in the form of promotions and salary increases are granted to those who continue to upgrade themselves. Clearly, the policies of the department are a factor in fostering increased professional awareness and capacity.

Summary of Institution A

The inservice education program for student personnel staff in Institution A is organized and functions within a combination centralized-decentralized structure. The chief student personnel administrator assumes general responsibility for the overall program and particularly directs his efforts toward continuous work and improvement activities with his immediate subordinates, the bureau directors. Directors are relied upon to conduct on-going professional betterment programs in their respective bureaus. In this respect the program is decentralized.

The role of the chief student personnel officer is significant in providing inspiration and stimulation to the staff through personal example of professional awareness. The impression was received that this chief personnel administrator has succeeded in creating a climate wherein staff are not only encouraged to develop professionally but strongly desire to do so. An attitude of personal professional pride is evident and undoubtedly accounts for the fact that the staff appears willing to participate in inservice activities. The Dean of Students expressed the conviction that an improved personnel program involves creating new ideas. He is cognizant of the need to keep abreast of current publications to promote thinking and new ideas. Any measure of success of the improvement program in this university appears to be directly related to the leadership of the chief student personnel administrator.

The most extensive inservice activities in Institution A are conducted in the Counseling Bureau. The emphasis may be due to the nature of the counseling function, the leadership of the Director and Assistant Director of the Bureau, and the Bureau's relationship to the academic function of counselor education.

Although student personnel services are highly specialized on this campus, a conscious attempt is made through the inservice program to develop "generalists" as well as personnel "specialists." Effort is made to promote comprehensive understanding of the total program in each staff member. Inter-change and "borrowing" between bureau staffs is significant; that is, individuals in one bureau often participate and contribute to the inservice activities of other bureaus.

Notable emphasis is given to research and publication. The prevailing expectancy that staff will, insofar as personal abilities and job obligation permit, engage in these activities accounts for much of the impetus for professional upgrading. The research studies undertaken have provided the basis for change in personnel practice in this institution. Institution A is attempting to undergird personnel practice with valid research findings.

Another factor which accounts for the apparent success of this improvement program is the unusual budget allocation for staff and professional activities. From twenty-five to thirty percent of the total personnel budget is assigned to inservice education in its broader interpretation.

A sufficient number of staff is employed in each bureau, thus enabling individuals to have released time for professional activities and study of pertinent problems. The employment of two research specialists in the personnel services is a unique and pioneering feature, possible only because of an ample budget. In addition, the policies administered by the chief student personnel officer with respect to released time, promotions, and salary increases play a contributing role in the development of the inservice program.

Professional upgrading through a broadly conceived and developed inservice education program is clearly a high priority item in Institution A's student personnel program.

Institution B

Institution B is a fully accredited, multipurpose state university located in a midwestern city of approximately 25,000. Eighteen thousand students are enrolled of which some 8,500 reside in residence halls. Several thousand more live in fraternity, sorority, and married student housing. A minority of the student body commutes. The larger part of the students are from the midwest although the university attracts students from all sections of the United States and numerous foreign countries. Graduate study through the doctoral degree is offered as well as advanced professional education.

Student Personnel Organization

The Dean of Students, who has served in this capacity for eight years, is the chief administrative officer in the Division of Student Personnel. An associate dean and two assistant deans aid the Dean of Students in general administration of the division. In addition, five directors of specific personnel functions report directly to the dean. The areas for which the five directors assume responsibility are: Counseling and Activities in Residence Halls, Counseling Center, Student Activities, Reading and Study Skills Center, and Veterans Affairs and Military Information which also includes Financial Aids and Student Employment. Until recently, a research assistant has been employed in the division and worked closely with the residence hall program. The full-time professional staff numbers approximately forty with about 175 part-time staff employed in the residence halls. The writer had interviews with the Dean of Students and the Director of Counseling and Activities in Residence Halls.

Inservice Education Program

Staff Meetings. Every other week a meeting of the Dean of Students and ten major staff personnel (assistant deans, associate deans, and directors) is held. These meetings are planned and presided over by the Dean of Students who utilizes them as a means of communication of basic procedures and promotion of staff growth. A diversity of resource material is used--largely, professional literature and mimeographed material on student personnel work developed by the staff. Each director who is responsible for a specific division of the personnel program directs inservice education for his staff. At this level the improvement program is decentralized.

A larger staff meeting, including an average of twenty persons, is conducted bi-monthly. The Dean of Students chairs this meeting, but topics for consideration are prepared by an agenda committee composed of three staff members. This committee attempts to assess the professional needs of the staff and plans meetings accordingly.

The chief student personnel administrator commented that structuring the improvement activities at various levels was necessary in order that they be applicable to the varying degrees of staff experience and readiness. The staff meetings or seminars constitute a major portion of the inservice education emphasis.

Research and Publication. A minimum of research and publication activity is conducted in the Division of Student Personnel. The press of routine responsibilities was cited by the Dean of Students as the major inhibitor. The dean himself has published several journal articles.

During the past year members of the sociology department conducted an evaluative research study of the total personnel program. This was done by interviewing members of the personnel staff and receiving their reactions to the operation of the total personnel division. Although the study encompassed the comprehensive program of student services it was indirectly related to the inservice aspect of the division. For example, one finding indicated that resident assistants in the living centers desired a more intensive training program. Such information is significant in that it provides direction for the inservice education program.

Inservice Education in the Counseling Center. The primary inservice technique for counselors is their participation in and contribution to a counseling practicum for graduate students. The full-time counselors are assigned to supervisory roles in the practicum. Case studies and critiques are presented in weekly sessions.

Inservice Education for Residence Hall Personnel. The total residence hall staff of Institution B consists of eight head counselors and 174 resident assistants. The head counselors are appointed as full-time staff and possess at least a masters degree in guidance-personnel work. For the most part they are also doctoral candidates in student personnel. The associates and assistants are half-time appointees either holding a masters degree in student personnel or planning to receive such during the year of their appointment. Ten percent of the resident assistants are undergraduates, and ninety percent are masters degree candidates of whom forty percent are designated as student personnel interns. The remainder are in other disciplines.

Since a majority of residence hall personnel are neophytes an intensive effort is made to augment their professional capacity through an inservice education program headed by the Director of Counseling and Activities in Residence Halls. This program is well conceived and structured and involves five different techniques or approaches to professional betterment--a preschool workshop, practicum class, staff meetings, individual supervision, and opportunities for professional experiences as student personnel interns. Stated objectives have been formulated to provide direction for each facet of the program.

The preschool workshop encompasses five days of group and individual meetings intended to orient staff to the university, the residence halls, and their own positions. Personnel from within and without the Division of Student Personnel serve as consultants in the workshop. Resource materials in the form of staff manuals and handbooks are presented. The workshop is evaluated yearly by soliciting comments from the participants.

A weekly practicum class, the objective of which is, "To provide philosophy and tools necessary to perform in each area of responsibility," is required of all residence hall staff. Student personnel interns are expected to take the course for two years and non-majors one semester for which academic credit is earned. Because the needs and abilities of interns and non-student personnel majors are dissimilar, the course is organized into two sections. More advanced subjects are included in the section for interns; therefore, individual staff members are afforded the opportunity of maximizing their professional potential.

Hall staff meetings are generally devoted to routine problems and procedures of the individual residences. Occasionally outside speakers discuss topics related to the practicum class or workshop. Within the definition of an inservice education program as outlined in this study, however, these staff meetings are not construed to be improvement activities.

Head counselors meet regularly for individual conferences with each person on their staff. The purpose of these conferences is to give the more experienced counselors opportunity to supervise the efforts of the resident assistants and subsequently provide inservice direction.

The interns are given supervised experiences which purport to prepare them for work in future positions of student personnel responsibility. Preparation is accomplished through varied techniques offered in the required second year practicum course.

The director of the improvement program for residence hall staff points out that inservice education begins at the time of the initial job interview and appointment. At this time an attempt is made to orient future staff members and set a tone for the forthcoming inservice activities.

Fraternities and sororities occupy a significant place on Institution B's campus. The housemothers in these organizations meet monthly with one of the Associate Deans of Students. The primary purpose of the meeting is to discuss routine matters. Little emphasis is given inservice education with housemothers of Greek organizations.

Related Inservice Education Activities. A course in student leadership is offered, by invitation, to selected campus leaders. The course, taught by the Dean of Students and his staff, purports to acquaint key students with the philosophy and operation of Institution B and the Division of Student Personnel. This class also carries academic credit. The case study technique is the predominant method used. In addition to teaching this course, the dean periodically instructs in the Graduate School of Education and serves as advisor to several doctoral candidates.

The chief student personnel administrator is active and holds offices of responsibility in professional organizations. He has been instrumental in encouraging the establishment of inservice programs for personnel workers in the institutions holding membership in the National Association of Student Personnel Administrators.

Each year the personnel staff endeavors to visit another institution and study its student services. This visitation is a valuable but neglected inservice experience.

Attendance at professional meetings is encouraged, and a major share of the inservice education budget is used to defray expenses of full-time staff who attend.

Summary of Institution B

Institution B's program for professional upgrading of the personnel staff functions within a combination centralized-decentralized structure. The chief student personnel administrator is responsible for the program as it relates to his immediate staff, but major responsibility is delegated to one particular associate dean who directs

an extensive improvement program for residence hall staff. Consequently, the program appears to be more decentralized than centralized.

Primary emphasis is given to staff seminars and a program for the professional betterment of the residence hall staff. The desirable features of this program are its definitive structure, varied methodology, and multi-dimensional character designed to fulfill the needs of staff possessing diverse levels of professional competency and readiness.

The factors which, in the dean's opinion, account for the success of the program are the staff's participation in the planning and functioning of the program, flexibility of the staff, and overall frankness of individuals in approaching problems. The abiding interest of the chief personnel officer in inservice education, not only in his institution but on other campuses, is undoubtedly an added factor in the success of the inservice education program in this institution.

Institution C

Institution C is a private, church-related, accredited university located in a small midwestern town of 8,000 population. The primary academic focus is undergraduate liberal arts education although a minority of professional education curriculums are offered. There are 2,200 students in enrollment, the majority coming from the midwest. Fraternities and sororities play a significant role in campus life-- eighty to eighty-five percent of the student body holding membership in Greek organizations. Freshmen students reside in residence halls and usually move to fraternity or sorority houses for their last three years. An upperclass residence hall houses independent students.

Student Personnel Organization

The Dean of Students is designated as the chief student personnel administrator, having been in this position for fifteen years. Three Associate Deans of Students complete the immediate personnel staff which is augmented by five residence counselors. Various student personnel functions are assigned to the associate deans. Additionally, a faculty member serves as Advisor to International Students. The Director of the Bureau of Testing and Research works closely with the Dean of Students' office even though he is not immediately responsible to the chief personnel officer. The writer spent approximately three hours in an interview with the Dean of Students.

Inservice Education Program

Staff Meetings. Weekly staff meetings involving the three associate deans and five residence counselors are presided over by the Dean of Students. The principal function of the meetings is to consider policies, procedures, and problems of immediate and continuing interest to the staff. As time permits, matters beyond the scope of routine consideration are presented. A large measure of the inservice education program is channeled through these meetings. Since the staff is small, a relatively unstructured, permissive program of professional upgrading is viewed by the dean to be desirable. His objective is to create an atmosphere which allows for maximum freedom of professional expression.

Personnel from other campus offices, such as the physician, Foreign Student Advisor, and Director of Testing and Research are often invited to participate in the staff meetings. Occasionally off-campus speakers contribute to the meetings. One of the highlights this past year was a two-hour staff meeting with Dr. Carl Rogers serving as resource person.

Directed readings in books, pamphlets, and professional journals have been accepted by the staff and provide the basis for discussion. Approximately two percent of the budget is designated for inservice education functions of which about seventy-five dollars is spent on professional literature.

An attempt is made to keep abreast of developments in the field of student personnel work by staff reporting on their attendance at professional meetings.

Test profiles and other test interpretation materials are periodically presented and discussed with the staff by the Director of Testing and Research. In the opinion of the Dean of Students one of the most valuable inservice activities was an examination, discussion, and formulation of basic christian principles that should characterize and provide an extra dimension to student personnel work in a church-related institution. The staffs' consideration of this topic extended beyond a year and proved to be of such interest that voluntary meetings were held during out-of-office hours. Significantly, this unique inservice exercise provided the stimulus for a book written by the Dean of Students.

Research and Publication. The personnel staff has conducted and is currently conducting a number of studies related to student life and personnel functions. These investigations include (1) a study of orientation group leaders and their subsequent campus activities and leadership, (2) a follow-up study of members of the class of 1957 who were on academic probation, and (3) a study of freshman expectancies and perceptions of the university. The latter study is financed by a foundation grant. The interest in providing a research-centered basis for student personnel practice is a commendable aspect of inservice education in this institution. Excluding the book authored by the Dean of Students, publication activity has not assumed a significant place in the professional improvement of the personnel staff.

Inservice Education for Residence Personnel. Upperclass students serve as dorm staff in the freshman residence halls. One returning student is assigned to fifty new residents and lives with them the first two weeks of school; afterwards, he advises residents in the governmental functions and other activities in the hall. The prime purpose of the dorm staff is to assist freshmen in initially organizing hall functions and later to serve as referral and resource personnel. One Dorm Advisor lives in each residence hall for the first semester. The entire dorm staff meets in a weekly meeting which, in some measure, is an inservice education activity. The purpose of orientation testing, test interpretation, and case studies form the subject matter of the initial inservice education for the residence hall staff.

Fraternity and sorority housemothers attend monthly meetings with an associate dean except for those who are in their first year. First year housemothers meet once per week. Housemothers are also encouraged to develop their knowledge and skill by taking course work in the university.

Inservice Education for Students Performing Personnel Functions.

Forty students are selected to serve as orientation group leaders. A six-week program is structured and conducted during the spring semester to prepare them for their role the coming year. The content of the preparatory program is largely determined by the group leaders and includes topics such as: "History and Background of the University," "Meaning of Liberal Arts," "Resources of the University," "Social Policies and Regulations." These students read selected material which provides a background and perspective for discussion of the foregoing topics. Regular meetings in the spring and four meetings prior to the beginning of school provide administrative officers opportunity to direct this program. Participation of the student group leaders in the planning of this program is considered to be a salient factor in its success.

Summary of Institution C

Although centrally organized, the inservice education program for the student personnel staff in Institution C is structured and functions within an informal, permissive climate. The Dean of Students assumes major responsibility for the program with delegated functions being performed by his associate deans.

Staff meetings constitute the most significant inservice opportunity for the immediate staff. Participation of the staff in relevant research studies is, for a relatively small staff and institution, an impressive feature of their continuing professional activity.

The fact that a majority of students live in fraternities and sororities apparently minimizes inservice emphasis for residence hall staff. The preparatory program for students assisting in orientation is unique and considered to be a factor affecting the tone of the campus and leadership in the student body.

The chief personnel officer is active in professional organizations and seeks to maintain a continuing emphasis on professional development. The pressure of miscellaneous duties which prevent adequate planning of and participation in improvement activities is cited as the primary factor hindering further development of the program.

The improvement program in Institution C is illustrative of a basic principle applicable to any such program; that is, the inservice activities must be structured so as to meet the unique demands, organization, and idiosyncracies of the institution, its staff, and student body.

Institution D

Institution D is a fully accredited, multi-purpose state university located in a midwestern community of approximately 30,000 population. The 12,000 university enrollment consists primarily of instate students and others from nearby states. A minority of the student population comes from outside the midwest and a number of foreign

countries. A majority of the resident students live in university owned or leased residence halls and Greek letter houses. The university offers a broad undergraduate curriculum, an extensive graduate program through the masters degree, and limited offerings at the doctoral level.

Student Personnel Organization

The Director of Student Affairs is the chief personnel officer responsible for the administration of the Office of Student Affairs. Coordinators are given responsibility for the functioning of various personnel services within the department. Three full-time staff members and four graduate assistants are employed in the coordination of General Student Welfare. General student personnel administration, freshman convocation, discipline, and rehabilitation services are performed in this office. Counseling and Testing, another division of the department, is staffed by a Coordinator, Associate Coordinator, two full-time counselors, one and three-quarter time staff in testing, and eight graduate assistants. The Coordinator of Counseling and Testing has recently been assigned to direct the academic advising program performed by faculty. Financial assistance is administered by two full-time personnel and two graduate assistants. The Coordinator of the Activities Development Center is assisted by a full-time staff member and up to four graduate assistants. The Housing Coordinator is responsible for both the personnel and business functions of college residences. Resident Advisors are assigned to each housing area or group and are assisted by Head Residents and Resident Fellows who are

either senior or graduate students. The ratio of Resident Fellows to hall residents is one to forty. One faculty member lives in each residence hall and in addition to teaching three-quarters time, spends one-quarter time in working with the residents. The ratio of faculty to students in the living units is approximately one to one hundred and twenty.

The Health Service is also part of the student personnel administration. A unique feature of the staffing in the office of Student Affairs is the one-quarter time assignment to the Student Affairs Office of the Coordinator of the College Student Personnel Graduate Studies Program. This person serves as a consultant to the entire student personnel staff and assumes a major role in the inservice education program.

A distinctive aspect of the personnel staffing in Institution D is the extensive use of graduate assistants and interns in various student personnel offices. This affords opportunity for experience for future personnel workers and enables the Office of Student Affairs to extend its services and work to the student body. The writer spent one day on the campus of this institution and had personal interviews with the Director of Student Affairs, Associate Coordinator of Counseling and Testing, Coordinator of the Activities Development Center, and the Coordinator of the College Student Personnel Graduate Studies Program who also serves as a consultant in Student Affairs. A considerable amount of helpful printed materials such as agendas, manuals, job descriptions, and other materials were given to the writer.

Inservice Education Program

Staff Meetings. Regular staff meetings of the various coordinators are chaired by the Director of Student Affairs, the chief personnel officer. Normally, on-going problems constitute the agenda for these meetings and by design, little attention is given to specific improvement activities. The Director of Student Affairs and the consultant regularly route current articles, research information, book reviews and other pertinent information to all staff which often provide topics for staff discussion.

Seminars. Professional growth is the primary objective of a series of dinner-discussion seminars arranged and conducted by the consultant in Student Affairs. These are held once per month and attended by approximately twenty-two of the immediate personnel staff. A general theme for the year is designated. This past year it was "Implications to Student Personnel Work at Institution D of Objective and Subjective Research." A series of eight dinner-discussion meetings was held with discussion topics determined in advance and background readings for the participants specified. A large share of the recent topics was centered around research findings presented in Nevitt Sanford's book, The American College. In addition, current journal articles provided resource materials for other meetings. At various times visitors or consultants from outside the staff or university are invited to participate. The discussion method is used exclusively in this well conceived inservice education procedure.

Counseling Center. The counseling staff engages in an extensive inservice program which is designed to give graduate students practicum experiences and complement the theoretical learnings of their concurrent classroom studies. Approximately fifteen practicum students or interns are supervised in the counseling office. The Associate Coordinator of Counseling is assigned responsibility for the professional education and supervision of these interns who are normally in their second year of graduate study. The interns usually engage in intake counseling a minimum of four hours per week. A few carry additional case loads. The counseling staff and particularly those in supervisory roles exhibit a strong desire and sense of obligation to the education of these future student personnel workers. An attempt is made not only to prepare them as counselors but to "develop a philosophy of working with young people in an educational institution."

The education of the interns centers around initial orientation sessions plus on-going individual and group meetings with the Associate Coordinator of Counseling. These sessions have a two-fold purpose: 1) to assist students in developing a theoretical foundation or philosophy of student personnel work and counseling, and 2) to teach basic interviewing skills. In the orientation sessions, interns become acquainted with procedures of the office, forms and referral sources. Initially, basic skills are emphasized through role playing of various situations expected to be encountered in intake counseling. The supervisor observes the intern in actual counseling either directly or through a one-way vision window. In addition, the counseling sessions of the interns are tape recorded. The recordings and observations

provide the basis for discussion, criticism and suggestion in regular meetings of the supervisor and individual intern. Besides these individual meetings, all interns meet every other week providing opportunity for questions, clarifications and discussion of theoretical problems. The basic counseling staff also has a two-hour weekly meeting with the Coordinator of Student Personnel Graduate Studies at which time an attempt is made to integrate the classroom and counseling experiences and to hear various resource persons discuss counseling.

Interns, in addition to counseling, are expected to assist in the university testing program and become familiar with vocational information.

The Associate Coordinator of Counseling expressed the opinion that the involvement of the staff in the practicum supervision is a stimulus to their continued professional growth. Of necessity they must continue to learn and develop professionally.

Inservice Education for Residence Hall Personnel. The residence hall program in Institution D is planned so as to provide a fusion of the students' living and learning experiences. Each living area is viewed as a small liberal arts college. The Head Resident coordinates the entire hall program assisted by Resident Advisors, Resident Fellows and faculty members. The faculty members living in the residence units are chosen from various disciplines and departments of the university. Their responsibility is not necessarily to counsel but to assist in promoting student involvement in educational and cultural affairs. They promote weekly discussions, forums, choral groups, intra-mural athletics, and study programs. Some are given special assignments.

For example, a professor of health education is responsible for a health education program in residences.

A three-day preschool workshop for all residence hall personnel is conducted each year. The providing of a basic philosophical perspective for student housing and the imparting of basic information constitute the basic purposes of the workshop. The general theme of the 1962 workshop was "The Residence Community: Educational Opportunity." Student personnel staff and faculty lectured on such topics as "The Philosophy and History of the Group Housing Area," "Understanding the College Student," and "Student Personnel and Higher Education."

All Resident Fellows are required to take a course in Higher Education the quarter before assuming their responsibilities in the residence hall. The course is taught by the Director of Student Affairs and purports to acquaint the "student with personnel work, especially as it is practiced in the residence halls of Institution D." Lectures, case studies, book reviews and discussions are utilized in considering topics presented in a varied required reading program.

The inservice education of residence personnel is supplemented by bi-weekly unit staff meetings. These meetings are primarily geared to discussion of daily concerns and business matters but do provide opportunity for inservice growth. The greater proportion of professional preparation is contained in the workshop and required course.

Practicum Experiences. In addition to internship experiences in the counseling center, second year graduate students are offered supervised experiences in other aspects of student personnel work, such as testing, student activities, financial aids, admissions, and

research. Student personnel staff supervise the practicum students. The coordinator of Student Personnel Graduate Studies suggests that, "The inservice training aspect of working with practicum students who are sensitive to the theory as well as the practical ought to stimulate the staff member to a higher level of productivity." He states further that, "...each staff member of the Office of Student Affairs accepts the concept of inservice training as an important phase of his job. Thus, the opportunity to supervise practicum students serves to stimulate the staff member to use the experience as a means of forwarding his own professional growth." The supervisory role of student personnel staff is conceived as a critical aspect of the inservice education and professional betterment of personnel workers in Institution D.

Research, Publication and Teaching. Research, publication and teaching activity are generally recognized as experiences which promote professional development. In Institution D the permanent student personnel staff spends a large portion of its time in the supervision and education of graduate assistants and interns. This circumstance leaves comparatively little time for research and publication. A few research studies are conducted. Typical of the type of study in which the office of Student Affairs is engaged is a Freshman Class Survey initiated in cooperation with a national organization and continued as an on-going project in Institution D. Practicum students are expected to engage in a research project culminating in a research paper. Normally, these research studies are concerned with student personnel services and the staff of the Student Affairs Office often becomes involved, at

least in a consulting or supervisory capacity, in these efforts. The Associate Coordinator of Counseling expressed the opinion that time for research is severely limited. He is carrying on a research study of specific counseling cases which he anticipates will result in a professional publication.

From time to time the Office of Student Affairs supports research studies conducted by graduate students and applicable to a particular concern on Institution D's campus. A recent study by two graduate students was concerned with the future of fraternities and sororities in a number of institutions and particularly at Institution D.

The Director of Student Affairs and the consultant in Student Affairs are active in professional organizations and have recently published articles in professional journals. The Director of Student Affairs and selected personnel staff members hold faculty rank. They both regularly engage in classroom teaching. On occasion other staff members teach and serve as visiting lecturers in selected courses.

Inservice Education for Faculty and Students Performing Personnel Functions. Students and faculty are deeply involved in the Orientation Program at Institution D. One hundred faculty teams consisting of one faculty member and two students are formed to assist in the activities of New Student Week. They are prepared for this activity by attending a series of four meetings in the spring semester and a two-day workshop in the fall. These "training sessions" attempt to 1) impart information needed in working with new students and, 2) provide a philosophical framework for the leaders. Such subjects as "Services and Referral Agencies for Students" and "The Individual's Responsibility in the

Educational Community: As a Scholar and a Citizen," are typical topics of discussion designed to enhance the training session objectives.

Complete job descriptions and numerous printed materials are supplied for the benefit of new student leaders.

The Counseling and Testing Center periodically sends to the faculty printed information designed to assist faculty in counseling and advising students. The activities and work of the Counseling Center, referral information, and use of test scores are representative topics covered in the memos to faculty. In this way the staff of the Center provides opportunity for the faculty to develop skills necessary in their counseling of students.

Summary of Institution D

The chief student personnel officer in Institution D assumes general responsibility for the inservice education of the personnel staff; however, most of the specific growth activities are delegated to subordinates or the consultant in Student Affairs. The inservice education is decentralized in this university.

The three most frequently used activities in the inservice program are preschool workshops, staff seminars, and directed readings. The workshops are, in the judgment of the chief personnel officer, the most important inservice activity.

There are a number of factors which account for the active interest and continuing participation in inservice education on the part of the personnel staff in this school. First, the Director of Student Affairs and consultant in Student Affairs exhibit a high degree of

professional involvement, concern, and attitude which appears to be communicated to all staff members. Secondly, certain academic departments--higher education, sociology, and psychology--have established mutually helpful relationships with the Office of Student Affairs. This is due primarily to the fact that many graduate students in these departments are employed by or are engaged in internship in the Student Affairs Office. The personnel staff appears to have a strong commitment to the professional development of the graduate students. Such a commitment has been a factor in the development of a broad concept of student personnel work and a consciousness of the necessity of continued professional growth. The mutual involvement of teaching faculty and personnel administrative staff in the education of graduate students has led to an emphasis upon the integration of the theoretical foundations and practical applications of student personnel work. This seems to be a desirable outcome of any inservice program.

Another strength of this program is the role of the consultant in Student Affairs. In this instance a faculty member actively involved in teaching in the area of student personnel work and higher education is also committed to added involvement with practicing personnel workers. This person assumes definite responsibility for certain phases of the inservice program and advises and participates in other inservice activities. This is a unique and logical arrangement and in the writer's judgment, accounts for a measure of the apparent success of the inservice program.

A fourth factor favorably influencing the professional growth of the personnel staff is an adequate budget and the specific assignment of staff time to inservice activities. Regularly scheduled seminars, workshops, and individual and group meetings provide assurance that professional development will not be left to chance. The lack of staff is probably the major factor accounting for the limited attention given to research.

All of the above factors contribute to a desire for continued development and consequently a high level of professionalization which characterizes the student personnel staff in this university.

Institution E

Institution E is a fully accredited, multi-purpose state university located near a medium size industrial city in the midwest. The student enrollment in this university is approximately 27,500 of which roughly twenty percent are out-of-state students. Compared with similar institutions, this school has a large and diverse foreign student enrollment. The University has an extensive residence hall program housing 13,500 single undergraduates in on-campus residences. A broad undergraduate curriculum is offered as well as extensive graduate work through the doctoral level.

Student Personnel Organization

The chief student personnel officer in Institution E is the Dean of Students. The Directors of the Health Center, Placement Bureau, and Counseling Center as well as an Associate Dean of Students report directly to the Dean of Students. The Associate Dean of Students

coordinates the efforts of an Assistant Dean, the Director of the Division of Residence Halls, Director of the Division of Financial Aids, and the Director of Student Activities. Much of the work of the office of Student Affairs is decentralized, particularly the residence hall programs.

During the two days the writer was on campus he conducted personal interviews with the Dean of Students, Director of the Counseling Center, Director of Residence Halls, Associate Director of Residence Halls, and the Director of Student Activities. Manuals, meeting agendas, organizational charts, and workshop programs were received from various staff members.

Inservice Education Program

Staff Meetings. Basically, the student personnel program and the inservice education activities for personnel workers in this institution are decentralized. The Dean of Students meets weekly with his immediate subordinates and other selected staff members. The primary purpose of these meetings is to give attention to routine matters pertaining to policies, procedures, and immediate problems. A degree of professional growth, however, is intended to result from these meetings. The chief personnel officer expressed the point of view that he is committed to the maximum development of every individual staff member. In a large institution such as Institution E, there is a strong tendency toward staff specialization which inhibits the staff from developing a broad concept of student personnel work. To offset specialization, staff members periodically present the philosophy of

particular specialty so as to inform and develop the total personnel perspective of the entire staff. For instance, the Director of Financial Aids may present the institution's philosophy and framework within which financial aid is granted. Formerly, the Associate Dean of Students met weekly with Head Resident Advisors to consider topics pertaining to all areas of personnel work. Each Head Resident Advisor would present a paper on a pertinent student personnel matter and lead a subsequent discussion on the subject. The Head Residents can be described as specialists in one particular area of student personnel work. These meetings and the participation of the Head Resident Advisors in the presentation of broad topics in higher education is illustrative of the desire to broaden student personnel specialists.

Research and Publication. Two factors affect negatively the opportunities for participation in research by the personnel staff. Due to the rapid growth of the university and concurrent expansion of student services, the office of Student Affairs is understaffed. This situation places heavy demands on the individual staff member's time and precludes desirable research activity. Secondly, a majority of the staff is presently engaged in doctoral studies and any research conducted is done in connection with their graduate program. Although the latter fact inhibits broad staff participation in research, staff members not enrolled in the graduate school are encouraged to be involved in research at least in an informal way. The incentive is accomplished through consultation and supplementary participation in studies being carried out in conjunction with the graduate students.

The Bureau of Institutional Research and Office of Evaluation Services provide helpful assistance for those individuals desiring to conduct research investigations.

The members of the Counseling Center staff regularly participate in research activities. In addition to reading papers at professional meetings, the staff regularly publishes five to eight articles per year. Presently one member of the counseling staff is assigned one-half time to research and an appointment of an Assistant Director for Research is anticipated. One counselor, along with a professor of psychology, is actively engaged in a five-year research project supported by a grant from the U.S. Office of Education.

Inservice Education in the Counseling Center. The Counseling Center staff consists of seventeen full-time members, fourteen interns, and from fifteen to twenty-five practicum students per term. The seventeen senior staff all hold the doctorate in clinical or counseling psychology or another closely related area. Since Institution E has extensive graduate offerings in psychology and education, the senior staff is actively engaged as supervisors in the internship and practicum experiences of the graduate students.

In addition to the research activities discussed previously, a weekly two-hour research seminar is conducted by the senior staff for the interns. Currently five doctoral dissertations are being conducted from data obtained in the Counseling Center. A weekly seminar on such topics as Educational and Vocational Counseling, Personal Adjustment Counseling, or Psychodiagnostics is likewise provided for the senior staff and interns. This seminar and the Research Seminar are designed

to give the interns a varied experience and prepare them to be "generalists." Although these activities are a part of the professional preparation of future counselors and hence not classified as inservice education, the senior staff's participation does enhance their professional development. In this situation preservice and inservice education are imperceptibly integrated.

The Director of the Counseling Center holds weekly staff meetings which are primarily planned to foster professional development. Normally one staff meeting per month is devoted to business matters, the other three given over exclusively to broad inservice education topics. A committee of selected staff members determine the agenda for these meetings. Such a procedure is consistent with the basic inservice education principle discussed in the Review of Literature, viz., inservice education activities should be cooperatively planned by the participants. Typical staff meetings include theoretical discussions of counseling as presented and discussed in papers prepared by designated staff members, discussion of current research investigations, and lectures by consultants and resource persons in counseling. Current subjects for future meetings include Family Therapy and Occupational Therapy in Relation to Vocational Counseling and are representative of the subjects regularly discussed.

Each year the senior staff is divided into three groups with five or six members in a group. An attempt is made to diversify the grouping with regard to individual staff member's counseling specialty, orientation, strengths, and weaknesses. In weekly meetings the groups hold case conferences centering their attention on current counseling

cases. Periodically interns are invited to participate in these sessions. Again, this inservice activity is structured so as to foster familiarity with all areas of counseling and problems and prevent the development of distinct counseling specialties on the part of the staff.

An extensive library of occupational-educational materials is located in the Counseling Center and one staff member is responsible to maintain it and keep the staff abreast of new information in this area. In the future it is anticipated a specialist in occupations will be needed to devote increased attention to this rapidly expanding and changing area which is directly related to counseling. Currently one staff member is on a committee of the National Vocational Guidance Association and is responsible for locating and screening new information in the field of occupational-educational information.

A number of the permanent staff members are involved in summer Counseling Clinics with prospective students. Future staff interns are required to begin their internship in the summer because their participation in these clinics serves to orient them to the university and the Counseling Center. Due to the volume of students counseled in these clinics, additional staff must be hired and the senior staff must design and conduct an inservice education program for these temporary staff members. In addition, selected faculty are used in the clinics and must be prepared for their participation in this activity. Periodically, the staff has carried on extensive research and evaluation studies of these clinics.

Earlier mention was made of the fact that the members of the counseling staff are continuously involved in the graduate education of students in education and psychology. One staff member has been designated as Assistant Director for Training and coordinates the internship and practicum activities. An indication of the staff's commitment and involvement in the professional preparation of future counselors is the fact that all of the senior staff hold academic rank and approximately two-thirds of them have been engaged in classroom teaching.

Inservice Education for Residence Hall Personnel. Mention was made that approximately 13,500 students live in residence halls. A Director, two Associate Directors, and an Assistant Director of Residence Halls coordinate the student personnel activities in the residences. Each hall is staffed with a Head Resident Advisor, two Graduate Resident Advisors, and one Resident Assistant for every sixty student residents. The total personnel staff in the housing program numbers approximately 320. The Head Residents in the men's halls are all doctoral candidates in student personnel work. About thirty percent of the women Head Residents are in the doctoral program. The Graduate Advisors are, for the most part, candidates for the masters degree, the majority studying in fields of student personnel work, guidance and counseling, or psychology. Typically, the Resident Assistants are undergraduates enrolled in various undergraduate curricula.

Inservice education for the residence hall personnel is initiated in a preschool workshop for the Head and Graduate Advisors and the managerial staff. The workshop is under the leadership of the Director

of Residence Halls and is conducted over a period of seven days. The Director indicated that the workshop is intended to: 1) orient staff to their position, 2) give them a perspective relative to the residence hall program and Institution E, and 3) provide a philosophical foundation for the job they will be performing.

A variety of resource personnel from all areas of the university participate in the workshop program. Staff members from the Counseling Center, Health Services, and various academic departments present lectures, panels, discussions, and lead tours of the campus.

This Advisors Workshop is followed by a Leadership Workshop coordinated by the Associate Dean of Students and lasting for three days. The entire residence hall staff, plus students in various leadership capacities, attend. This past year 530 individuals attended or participated in this development activity. The workshop has three purposes: 1) to introduce student leaders to the administrative-student relationship at Institution E, 2) to give student leaders an opportunity to learn about their role in the university, and 3) to allow administrative officials to discuss with student leaders the role of the university. Lecture and discussion are the dominant procedures used in the workshop. The President of the university, the Provost, a member of the Board of Trustees, selected faculty, and all members of the student personnel staff are actively involved in the program.

A three-credit required course provides continuing inservice direction for the residence hall personnel. The course is offered in separate sections to both graduates and undergraduates and is taught by the Director and Associate Director of Residence Halls, whose efforts

are augmented by visiting faculty lectures. A review of the course objectives listed below reveals that the intent of the instructors is to present a broad overview of higher education and more specifically, student personnel work in residence halls. The objectives of the course are:

1. To provide an opportunity for advisory personnel to investigate the present body of knowledge regarding the individual and social characteristics of the students with whom we live.
2. To provide a general overview of higher education, the university community, and the student personnel services.
3. To review the place of residence halls in the university community.
4. To provide acquaintance with a few of the writings in the area of student characteristics, student personnel work, and higher education.
5. To analyze the leadership we might provide and the role we may play in student growth.
6. To assist individual staff members formulate personal but well-founded judgments concerning their responsibility in the educational process and to develop some facility in expressing these judgments clearly and succinctly.
7. To provide a foundation for the professional improvement of each individual advisory staff member.

An extensive syllabus and reading list are provided and are intended to prepare students for lectures and discussions on such representative topics as Psychological Characteristics and Philosophical Orientations of the Entering College Students; a Sociologist Looks at the College Student; The Helping Relationship; Issues and Trends in Higher Education; and Society, the University, and the Student View of Higher Education. Films, tapes, panels, role-playing, and case studies are techniques often employed in the course.

In addition to the workshops and formal course, extensive inservice activities are carried on in the residence halls and are designed to "give more depth to the inservice program." A unique aspect of this depth approach to professional development is the use of the Counseling Center staff as consultants to the residence hall staff. Every other week a counselor meets with the Head Resident Advisors to discuss situations and problems occurring in the residences. A majority of the Resident Advisors in the women's hall lack professional preparation for their position and present a special problem to the inservice program. Their professional readiness dictates a different level of inservice activities. To fill this need three counselors are assigned the responsibility of meeting weekly with these persons for the purpose of assisting them in their on-the-job professional advancement. A counselor specializing in study habits works directly with the graduate advisors whose responsibility it is to direct the scholarship program of the various halls.

Weekly meetings of the staff in each residence hall are devoted primarily to discussion of routine problems. The Head Residents lead these meetings and also expand on the inservice topics currently being considered in the required course.

Each year every Head Resident Advisor is expected to make one major contribution to the inservice program. Book reviews, residence hall manual preparation and revision, or research projects are typical contributions to the betterment of the residence hall personnel.

Inservice Education for Students Performing Personnel Functions.

Students in various university honorary societies assist in the new student orientation program which is directed by a member of the counseling staff. A brief orientation session and training program is provided to prepare them for their role in orientation.

At the level of the University Student Government and in the residence halls students serve on Conduct Committees which handle various student disciplinary matters. The Associate Dean of Students, Director of Residence Halls and the Head Resident Advisors cooperate in an inservice program for these students serving on Conduct Committees.

Summary of Institution E

In Institution E, the Dean of Students, as chief personnel officer, is ultimately responsible for the inservice education program. Immediate direction for most of the activities, however, is delegated to subordinates. The inservice education program is thus decentralized. Approximately seven percent of the personnel budget is allocated for professional improvement.

The Dean of Students has suggested that the commitment and dedication of the staff, the opportunity for direct experience under supervision, and the fact that the majority of the staff are eager and young learners, either currently enrolled in or recently graduated from advanced study programs, are the factors which account for the successful aspects of the program. An excessive work load, lack of direct attention to some inservice needs, and insufficient budget have been cited as factors negatively affecting the inservice development

of the student personnel staff. Little is done to evaluate objectively the inservice program and to conduct necessary research studies related to student personnel work.

A number of characteristics of the improvement program merit mention in this summary. Since Institution E is one of the largest institutions in the country the student personnel staff of necessity is composed of personnel specialists. That is, most of the staff are limited in their daily work to one or two specific phases of student personnel work. This tendency toward specialization is acknowledged by the Dean of Students and the inservice program is structured so as to offset this trend toward specialization. An attempt is made to develop student personnel generalists in a staff of functioning specialists. This is particularly true in the Counseling Center and in the residence halls, and appears to lend strength to the professional improvement activities.

The most thorough inservice activities are carried out in the residence halls and in the Counseling Center. There is frequent use of consulting personnel from all departments of the institution which broadens the perspective and dimension of the inservice activities.

Recognition is made of the fact that individual staff members possess diverse levels of professional preparation and readiness for on-the-job growth. The sectioning of the required course for residence hall personnel into graduate and undergraduate divisions and the special attempt to meet the unique needs of the women Resident Advisors illustrates the multi-dimensional approach to inservice education.

Probably the most favorable aspect of the program is the integration and participation of the staff with the graduate studies program. Many of the staff members are graduate students and are afforded the opportunity of practical personnel experience concurrent with their classroom and research activities. On the other hand, the staff members not enrolled in the graduate school actively participate in the formal education program by serving in supervisory and teaching capacities. The total integration of the theoretical and practical seems greatly to influence in a positive manner the professional attitude of the entire Office of Student Affairs.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Problem. The problem of this investigation was to study the inservice education programs for student personnel workers in selected colleges and universities in the United States. Specific purposes of the study were to:

1. Survey chief student personnel administrators to ascertain the nature and extent of inservice education activities for their staffs.
2. Review professional literature relative to inservice education as a means of establishing basic functional principles for inservice education programs.
3. Study in detail the inservice education programs for student personnel staffs in a select number of institutions.
4. Recommend, on the basis of the study, basic principles and procedures for inservice education programs in student personnel work.

Methodology. Study data for the first phase of the investigation were collected by means of a questionnaire. A stratified random sampling of one hundred colleges and universities holding membership in the National Association of Student Personnel Administrators constituted the study sample. Questionnaires were sent to the chief student personnel administrators of these schools. Eighty-three chief student personnel administrators participated in the study. Five of the institutions included in the sample and participating in the survey

were singled out for further detailed study. Personal interviews were used to gain information for this aspect of the study.

Findings. Reference to Chapter IV reveals a complete discussion of the questionnaire survey. An examination of the questionnaire data indicates the following general findings:

1. Of the one hundred institutions sampled, eighty-six chief student personnel administrators returned questionnaires of which eighty-three were used in the data analysis. Of the institutions for which usable questionnaires were received, 36.14 percent do not have inservice education programs for the student personnel staff. With respect to the fourteen schools for which no questionnaires were received one of two assumptions can be made: a) the chief student personnel administrators in these schools are indifferent to questionnaire requests, or b) these institutions do not have inservice education programs for personnel staff.

2. Sixty-one percent of the chief student personnel administrators in the sampled institutions are immediately responsible for the direction of the inservice education program for student personnel staff. Student personnel workers, other than the chief student personnel administrator, are assigned responsibility for specific aspects of the inservice program. In 16.7 percent of the schools two individuals are assigned dual responsibility for the inservice education program.

3. The chief student personnel administrators who responded to the questionnaire have occupied their present position an average of 7.06 years.

4 . An average of 4.32 percent of the total student personnel budget in the sampled schools is assigned to inservice education activities.

5. The content and methods of the inservice education program are determined by consensus of the personnel staff in a majority of cases.

6. Unpublished manuals, professional journals and books, and test materials are the most frequently used resource materials in inservice programs for student personnel workers employed in the institutions sampled.

7. Interest and desire of program participants is the most often cited reason for the success of inservice education programs in the institutions studied.

8. Lack of time is the most often cited reason for the failure of inservice programs in student personnel work. Lack of budget is the second most frequently mentioned reason for program shortcomings.

9. Ongoing self-examination by staff members is the only means by which eighty-two percent of the inservice education programs are evaluated.

10. Attendance at professional meetings is the activity most often included in inservice programs. Staff seminars are the next most often included inservice practice.

11. In the judgment of the chief student personnel administrators, attendance at professional meetings, staff seminars, preschool workshops, supervised experiences, case conferences, and directed readings are rated, in that order, the most important activities in the inservice education programs of the institutions studied.

12. Attendance at professional meetings, staff seminars, pre-school workshops, and supervised experiences are the most frequently employed inservice activities.

Case studies of five selected institutions that appeared from the questionnaire survey to have actively operating inservice education programs, suggest the following findings:

1. A variety of inservice education practices exist in the five schools studied. The importance, interrelatedness, and actual implementation of these practices vary in each institution.

2. The nature and organization of the inservice programs vary according to the unique interests, needs, and organizations of the personnel staffs and the institutions in which they are employed.

3. The chief personnel officer is the administrator immediately responsible for the direction of the inservice education program in all five schools. In all institutions responsibility for specific phases of the program is designated to personnel subordinates.

4. The chief student personnel officers and those subordinates to whom responsibility for specific inservice activities is delegated give positive and continued direction and leadership to the inservice education program.

5. The chief personnel administrators in these five schools seem to possess a philosophy of student personnel work and staff relations which provides a foundation for and gives direction to the inservice program.

6. Each of the five institutions make extensive use of resource personnel within the staff and in related disciplines in the university or community. In four of the five schools graduate programs in student personnel work or related areas enhance the inservice education program.

7. Specific time is designated for inservice activities in the regular work schedule of the personnel staff in these schools.

8. The individual staff members in these institutions have a desire to participate in professional growth activities. A discernable professional attitude characterizes the chief personnel officers and their staffs.

9. Adequate budget allocations for inservice education is the norm in these schools.

10. Thoughtful planning and definite structure characterizes the inservice programs in these schools.

Conclusions

Within the limitations of the study and on the basis of the review of literature and the data collected, the following conclusions are warranted:

1. There are general principles applicable to the organization and functioning of all inservice education programs.

2. There is a little attention given in colleges and universities to the development of comprehensive inservice education programs embracing all student personnel services and workers. The programs that do exist generally lack overall planning and structure, are informal and inadequate. Inservice education is a low priority item in the professional life and practice of student personnel workers.

3. The development and success of an inservice education program is primarily dependent upon the leadership of the chief student personnel administrator.

4. The organization and functioning of inservice education programs follow the organizational patterns of student personnel departments. The chief student personnel administrator is normally responsible for overall supervision, if not the immediate direction, of the program.

5. An inservice education program usually reflects the diverse interests, needs, and professional desire of individual staff members.

6. Common problems face student personnel administrators in developing and carrying on a professional betterment program. Among these are lack of time and budget, failure to recognize the importance of improvement activities, and insufficient knowledge of basic principles and techniques applicable to inservice education.

7. A small portion of student personnel budgets is designated for professional improvement activities. The lack of adequate budget allocations should not hinder the development of minimum inservice activities. However, the continued development of inservice education programs does necessitate increased budget allocations.

8. Time for professional development through reading and research is intrinsic to the job description and work schedule of teaching faculty. However, student personnel workers do not, in general, have and/or take sufficient time for inservice education during normal working hours.

9. The planning of inservice education programs for student personnel staffs is normally a shared activity of the entire staff.

10. Colleges and universities in all enrollment categories use, at varying times, a variety of resource materials, procedures, and techniques in their inservice programs.

11. A variety of inservice education activities are equally applicable to all institutions regardless of size.

12. Chief student personnel administrators have designated certain improvement practices as being more important than others. These activities are attendance at professional meetings, staff seminars, preschool workshops, and supervised experiences.

13. Chief student personnel administrators rely heavily upon professional organizations and meetings to promote the professional upgrading of student personnel workers.

14. Inservice education for student personnel workers is primarily geared to the improvement of the counseling service and the professional advancement of individuals fulfilling residence hall staff positions.

15. There have been few attempts made to evaluate, by means of well designed instruments and research studies, the effectiveness of inservice education practices and techniques.

16. Student personnel workers have not fully availed themselves of existing materials, resource personnel, opportunities, and ideas applicable to professional growth activities.

17. The presence of graduate programs in student personnel work and related areas can positively influence and enhance the inservice education opportunities for student personnel workers in the schools that offer such graduate study.

18. The present investigation was conducted by means of a questionnaire survey and limited case studies. The questionnaire method is useful in assessing quantitatively the status of selected inservice education practices. The case analysis method enables the investigator to gain a complete perspective of the inservice program by ascertaining the relationship between certain practices, the emphasis and relative importance of selected aspects of the program, as well as actual functioning of the program. Therefore, if the study were to be repeated, the writer would de-emphasize or omit the questionnaire survey and emphasize and increase the case studies.

Recommendations

The principal value of a study of this nature is the recommendations that emanate from the investigation. From the results of this study the following recommendations are made:

1. Inservice education programs for student personnel workers should be characterized by the following principles:
 - a. Each school's program must be planned, initiated, and perpetuated in view of individual staff and institutional goals and needs. No one pattern of inservice education is universally applicable to all institutions.
 - b. Every inservice education program should begin with a set of agreed upon objectives which give direction to the overall program.
 - c. Inservice education programs must be continuously planned and maintained.
 - d. Participation in inservice education programs should not be forced. The motivation for voluntary participation should result from the prevailing professional climate and attitude of the chief personnel officer, department, and institution as well as the participants need awareness and desire for such a program.

- e. Inservice education programs should involve maximum participation of the total staff in the planning and on-going activities.
- f. Inservice education programs should utilize the knowledge and skill of the program participants as well as those of consultants and other resource personnel.
- g. Inservice education activities must be geared to the varying levels of professional readiness of individual program participants.
- h. Study topics for inservice education programs should reflect immediate problems and needs of the staff and institution and at the same time provide opportunity for the development of more generalized understanding and knowledge.
- i. Inservice education programs should use a variety of resource materials, techniques, procedures, and personnel.
- j. Content of inservice education programs for personnel workers should reflect the theoretical foundations and research findings of various related disciplines.
- k. Opportunity must be made to apply new knowledge and techniques, gained through inservice education, into the program and services of the institution.
- l. Inservice education programs should be conducted during a regularly designated time in the normal work schedule of student personnel workers.
- m. Adequate budget and facilities should be assigned and made available to the inservice education program.
- n. Participants in the inservice education program should be actively involved in program evaluation.

2. The obligation to initiate, implement, and direct an inservice education program should rest with one person, preferably the chief personnel officer who must bear responsibility for its success or failure. In institutions in which student personnel services are specialized and not centrally organized, direction of specific aspects of the program may be delegated to other members of the staff.

3. All chief student personnel administrators in institutions of higher education should plan and initiate, if they have not already done so, comprehensive programs of inservice education embracing all student personnel services and workers.

4. Chief student personnel administrators should not view inservice education as an addendum to the total student personnel program but as an integral, on-going responsibility of the total staff. Participation in professional growth activities should be included in the job descriptions of all student personnel workers.

5. Chief student personnel administrators should rely less on professional organizations to stimulate and promote professional growth of their staffs and give increased attention to the development of inservice education programs on their own campuses.

6. Institutional and departmental policies and practices should be so designed as to foster inservice activity and reward those student personnel workers who upgrade themselves professionally.

7. Inservice education programs should be continuously evaluated and measuring instruments, by which this can be accomplished should be designed, developed, and validated.

8. Detailed studies of inservice education activities, designed to improve specific student personnel services and staff, should be conducted. For example, a thorough investigation of the professional improvement practices of counselors in university counseling centers would appear to have considerable merit.

9. Further studies should be undertaken which would assess the qualitative as well as the quantitative aspects of inservice programs for student personnel workers.

10. Graduate faculties educating future student personnel workers should stress increasingly the importance of one's obligation to continuously upgrade his professional competency through inservice education. It is further recommended that members of graduate faculties be actively involved as consultants in the inservice programs for student personnel workers in the institutions in which they are teaching.

11. Professional organizations to which student personnel workers belong should give added emphasis to assisting its members in the development of inservice education programs. This might be accomplished by

- (a) emphasizing regional, sectional, and local meetings, seminars, and workshops;
- (b) establishing a clearing house through which the pooling and sharing of relevant inservice materials, ideas, procedures, and personnel could be facilitated;
- (c) giving regular space in professional journals to the listing and discussion of available inservice ideas, practices, and resource material;
- (d) giving continued emphasis to the development of a higher professional image, attitude, and level of expectancy for student personnel workers in higher education.

BIBLIOGRAPHY

APPENDIX A

LIST OF PARTICIPANTS IN THE PILOT STUDY

APPENDIX A

Dean William Brunk
Dean of Students
Roberts Wesleyan College
North Chili, New York

Dean Thomas Emmet
Dean of Men
University of Detroit
Detroit, Michigan

Dean John Fuzak
Dean of Students
Michigan State University
East Lansing, Michigan

Dean Orley Herron
Dean of Students
Westmont College
Santa Barbara, California

Dean Fred Leafgren
Dean of Men
Slippery Rock State College
Slippery Rock, Pennsylvania

Father F. L. Stanton, S. J.
Vice President for Student Affairs
Marquette University
Milwaukee, Wisconsin

Dean John Truitt
Dean of Students
Indiana State College
Terre Haute, Indiana

APPENDIX B

A QUESTIONNAIRE TO STUDY INSERVICE EDUCATION
PROGRAMS FOR STUDENT PERSONNEL WORKERS IN
SELECTED COLLEGES AND UNIVERSITIES IN
THE UNITED STATES

APPENDIX B

**A QUESTIONNAIRE TO STUDY INSERVICE EDUCATION
PROGRAMS FOR STUDENT PERSONNEL WORKERS
IN SELECTED COLLEGES AND UNIVERSITIES
IN THE UNITED STATES**

The purpose of this questionnaire is to enable you to answer questions relative to the inservice education activities for the student personnel staff in your institution. In responding to the questions use the following definition as a frame of reference. **INSERVICE EDUCATION PROGRAMS INCLUDE ALL ACTIVITIES, PLANNED IN ACCORDANCE WITH SPECIFIC OR ASSUMED OBJECTIVES, THAT ARE INTENDED TO CONTRIBUTE TO THE CONTINUING PROFESSIONAL GROWTH OF INDIVIDUALS COMPRISING A STUDENT PERSONNEL STAFF.** (Inservice education programs are conceived to be planned programs for an entire staff as contrasted to various activities in which personnel workers might independently engage in order to improve themselves. Some phases of an inservice education program will be applicable to an entire staff while other phases will be appropriate only to certain staff. For example, you may have a general seminar for the entire student personnel staff and, in addition, other specific inservice education activities designed specifically for certain staff, i.e., residence hall personnel or counselors, etc. For the purposes of this investigation, regular staff meetings dealing with daily and routine matters are not considered part of inservice education programs.)

1. Title of person completing inquiry? (Preferably the chief student personnel officer should complete the inquiry.)

2. Name of your institution? _____

3. Size of your institution?

_____ 0-1500 _____ 1500-5000 _____ 5000-10000 _____ 10000 and above

4. Control of your institution? _____ Public _____ Private

5. How many years have you been the chief student personnel administrator in this institution? _____ years.

6. What was your last position prior to assuming your present position?

_____ Chief student personnel administrator in another institution

_____ Student personnel, but not chief student personnel administrator

_____ College teaching (specify area) _____

_____ College administration

_____ High school administration

_____ High school guidance

_____ High school teaching

_____ Business and industry

_____ Church work

_____ Graduate study

_____ Other (specify) _____

7. Who is responsible for actual functioning or immediate direction of the inservice education program for the student personnel staff in your institution? _____

8. Based on an average of the last three years, what percent of the total yearly student personnel budget was designated specifically for inservice education? (This includes purchase of materials used in the inservice education program as well as expenses for attendance at professional meetings, honoraria, etc. Do not include cost analysis of staff time.)

9. How are content (topics or areas of study) and methods of the inservice education program determined? _____

10. What resource materials, such as tests, manuals, audio-visual aids, etc., are used in the inservice education program?
(Do not list titles.) _____

11. Please specify the factors which in your opinion account for the success of the inservice education program. _____

12. Please specify the factors which in your opinion have hindered the inservice education program. _____

13. Please specify the means by which the inservice education program is evaluated. _____

14. What is the practice of your institution or department regarding payment of expenses of your staff members who attend professional meetings related to their work?

_____ Institution pays all expenses
_____ Staff pays all expenses
_____ Institution and staff share expenses
_____ Other (explain) _____

15. In those phases of the student personnel program where students perform some personnel functions, what inservice education activities do you provide? _____

16. In those phases of the student personnel program where faculty perform some personnel functions, what inservice education activities do you provide? _____

17. Please describe any unique aspects of your inservice education program that would assist me to better understand it.

18. Your name? _____

25.					
24.					
23.					
22.					
21.					
20.	CONSULTANTS - SPEAKERS				
19.	TEACHING STU. PERS. WK.				
18.	SABBATICAL LEAVES				
17.	OBSERVATIONAL TECHNIQUES				
16.	SUPERVISED EXPERIENCE				
15.	TAPE RECORDINGS - FILMS				
14.	ROLE-PLAYING				
13.	PANELS				
12.	ACADEMIC COURSE WORK IN STUDENT PERS. WORK				
11.	ATTENDANCE AT PROFESSIONAL MEETINGS				
10.	PUBLICATION				
9.	RESEARCH				
8.	DIRECTED READINGS				
7.	INTERSCHOOL VISITATIONS				
6.	STAFF SEMINARS				
5.	CASE CONFERENCES				
4.	CASE STUDIES				
3.	STAFF RETREATS				
2.	IN-SCHOOL WORKSHOPS				
1.	PRE-SCHOOL WORKSHOPS				
To the right are listed activities which have been used in inservice education programs. Fill in the blank spaces (21-25) any activities not listed but which have been a part of your inservice education program.		Use the spaces to the right and under the appropriate activity in answering the questions below.	Check the activities that have been utilized in the inservice education program at your institution.	Of the activities checked in the previous question, rate on a 7 point scale (1 low) the importance of each to your inservice program.	Check the three activities most frequently used in your inservice education program.
Of the total time spent in inservice education, approximately what percent is spent on each of					

APPENDIX C

LIST OF INSTITUTIONS COMPRISING THE STUDY SAMPLE

APPENDIX C

INSTITUTIONS COMPRISING THE STUDY SAMPLE

Category I - Enrollment 0-1,500

<u>INSTITUTION</u>	<u>LOCATION</u>
Alfred University	Alfred, New York
Alleghany College	Meadville, Pennsylvania
Anderson College	Anderson, Indiana
Baker University	Baldwin, Kansas
Bethany College	Bethany, West Virginia
California Institute of Technology	Pasadena, California
Colby College	Waterville, Maine
Colorado College	Colorado Springs, Colorado
Doane College	Crete, Nebraska
Drury College	Springfield, Missouri
Hamilton College	Clinton, New York
Hastings College	Hastings, Nebraska
Henderson State Teachers College	Arkadelphia, Arkansas
Hiram College	Hiram, Ohio
Knox College	Galesburg, Illinois
Loras College	Dubuque, Iowa
Lycoming College	Williamsport, Pennsylvania
Monmouth College	Monmouth, Illinois
Occidental College	Los Angeles, California
Oklahoma Baptist University	Shawnee, Oklahoma
Rockford College	Rockford, Illinois
Shimer College	Mt. Carroll, Illinois
Simpson College	Indianola, Iowa
Spring Hill College	Spring Hill, Alabama
State Teachers College	Minot, North Dakota
Tennessee Wesleyan College	Athens, Tennessee
Trinity College	Hartford, Connecticut
Wabash College	Crawfordsville, Indiana

Category II - Enrollment 1,500-5,000

<u>INSTITUTION</u>	<u>LOCATION</u>
University of Alaska	College, Alaska
Augustana College	Sioux Falls, South Dakota
Baldwin-Wallace College	Berea, Ohio
Bradley University	Peoria, Illinois
Brandeis University	Waltham, Massachusetts
Brown University	Providence, Rhode Island
California Western College	San Diego, California
Case Institute of Technology	Cleveland, Ohio
Creighton University	Omaha, Nebraska
DePauw University	Greencastle, Indiana
East Texas State Teachers College	Commerce, Texas
Evansville College	Evansville, Indiana
Gonzaga University	Spokane, Washington
Hope College	Holland, Michigan
Louisiana Polytechnic Institute	Ruston, Louisiana
Loyola College	Baltimore, Maryland
Loyola University of Los Angeles	Los Angeles, California
Montana State University	Missoula, Montana
Montclair State Teachers College	Montclair, New Jersey
University of Nevada	Reno, Nevada
Pace College	New York, New York
Princeton University	Princeton, New Jersey
Southeastern Louisiana College	Hammond, Louisiana
State University Teachers College	Buffalo, New York
State University Teachers College	Geneseo, New York
Stetson University	DeLand, Florida
Stevens Institute of Technology	Hoboken, New Jersey
University of Tulsa	Tulsa, Oklahoma
Vanderbilt University	Nashville, Tennessee
Wagner College	Staten Island, New York
Washburn University of Topeka	Topeka, Kansas
Western Illinois University	Macomb, Illinois
College of William & Mary	Williamsburg, Virginia
Wittenberg University	Springfield, Ohio

Category III - Enrollment 5,000-10,000

<u>INSTITUTION</u>	<u>LOCATION</u>
Ball State Teachers College	Muncie, Indiana
Colorado State University	Fort Collins, Colorado
University of Denver	Denver, Colorado
Eastern Michigan College	Ypsilanti, Michigan
Florida State University	Tallahassee, Florida
Fordham University	New York, New York
Fresno State College	Fresno, California
University of Georgia	Athens, Georgia
University of Hawaii	Honolulu, Hawaii
Iowa State University	Ames, Iowa
Kansas State University	Manhattan, Kansas
University of Mississippi	University, Mississippi
University of New Hampshire	Durham, New Hampshire
University of Omaha	Omaha, Nebraska
Oregon State College	Corvallis, Oregon
Polytechnic Institute of Brooklyn	Brooklyn, New York
University of Rhode Island	Kingston, Rhode Island
Roosevelt University	Chicago, Illinois
Stanford University	Stanford, California
Western Reserve University	Cleveland, Ohio

Category IV - Enrollment 10,000-above

<u>INSTITUTION</u>	<u>LOCATION</u>
Columbia University	New York, New York
University of Detroit	Detroit, Michigan
University of Houston	Houston, Texas
Indiana University	Bloomington, Indiana
University of Kentucky	Lexington, Kentucky
Louisiana State University	Baton Rouge, Louisiana
Michigan State University	East Lansing, Michigan
University of Michigan	Ann Arbor, Michigan
University of Minnesota	Minneapolis, Minnesota
University of Missouri	Columbia, Missouri
University of Nebraska	Lincoln, Nebraska
New York University	New York, New York
Oklahoma State University	Stillwater, Oklahoma
Queens College	Flushing, New York
University of Southern California	Los Angeles, California
Southern Illinois University	Carbondale, Illinois
University of Virginia	Charlottesville, Virginia

APPENDIX D

SAMPLE COVER LETTER SENT TO CHIEF STUDENT
PERSONNEL ADMINISTRATORS

STUDENT PERSONNEL ADMINISTRATION

OFFICE OF THE DEANS

APPENDIX D

April 22, 1963

Dean of Students
State University
University City, U.S.A.

Dear Sir:

The enclosed questionnaire is being sent to the chief student personnel administrators in a select sampling of institutions holding membership in the National Association of Student Personnel Administrators. I am asking your cooperation in completing and returning it to me in the enclosed stamped envelope.

Your response will assist me in my doctoral dissertation entitled, "A Study of Inservice Education Programs in Selected Colleges and Universities." This study is being conducted under the direction of Dr. Walter F. Johnson, Michigan State University.

I am convinced that one of the most neglected phases of student personnel work is the inservice education and on-going professionalization of those in our profession. It is hoped that this study will add to the limited development in this area of our work.

The results of a pilot study indicate the questionnaire can be completed in twenty minutes or less. Your institution is one of only twenty schools in a specific enrollment category being included in the sampling; therefore, your response is very significant and necessary. Complete anonymity will be observed in reporting the results. When completed, a summary of the results will be sent to you. I shall greatly appreciate your immediate attention to this request.

Very sincerely yours,

Richard Gross
Dean of Students

APPENDIX E

SAMPLE FOLLOW-UP LETTER SENT TO CHIEF STUDENT
PERSONNEL ADMINISTRATORS



WHEATON, ILLINOIS

MONTROSE 8-3200

SINCE 1826 A TOWER OF STRENGTH IN CHRISTIAN EDUCATION

STUDENT PERSONNEL ADMINISTRATION

OFFICE OF THE DEANS

APPENDIX E

May 21, 1963

Dean of Students
State University
University City, U.S.A.

Dear Sir:

A few weeks ago I sent a questionnaire to you and a number of other chief student personnel officers. This questionnaire dealt with the nature of the inservice education program for the student personnel staff in your institution.

As of this date, 53% of those receiving the questionnaire have returned it. I have no response from you as yet, and realize that it is possible that the questionnaire did not reach you, was mislaid, or you have been too busy to fill it out. Then, too, it may be that you feel your program is not sufficiently specified so as to provide useful information for this study. Even though that may be the case, may I assure you that your response is needed in order to insure an accurate and representative analysis of inservice education activities for student personnel workers.

It is possible some sections of the questionnaire are not applicable to your inservice program. In this case, please complete as much of the questionnaire as is applicable.

I am enclosing another questionnaire for your use. Your help in assisting me to complete this study will be greatly appreciated.

Very sincerely yours,

Richard Gross
Dean of Students

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