CAREER PATTERNS OF STUDENT
PERSONNEL ADMINISTRATORS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
JAMES EDGAR FOY V
1969

This is to certify that the

thesis entitled

CAREER PATTERNS OF STUDENT
PERSONNEL ADMINISTRATORS

presented by

James Edgar Foy V

has been accepted towards fulfillment
of the requirements for

___Ph.D.___ degree in__Administration__
and Higher Education

Date___July 25,___

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ABSTRACT

CAREER PATTERNS OF STUDENT
PERSONNEL ADMINISTRATORS

by

James Edgar Foy V

The purpose of this study was to determine the associations

existing among the career patterns, the educational backgrounds, the

work experiences, the personal characteristics, and the opinions of

student personnel administrators on their feelings of loyalty, their

feelings of happiness in their work, and their feelings of adequacy

in their jobs.

An open-ended questionnaire was used to gather data from 1320

student personnel administrators in the sample of 499 institutions from

a population of 742 institutions that were members of the National

Association of Student Personnel Administrators in January of 1969.

All 742 institutions were invited to participate in the study. The

sample institutions were representative of the population by geograph-

ical region, by enrollment, and by type of institution. The institu-

tions in the sample constituted 67.3 percent of the population. The

1320 respondents constituted 72.9 percent of the filled positions of

the sample institutions, and 48.3 percent of estimated positions in all

institutions in the population. In the total of 1320 were included

429 chief student personnel administrators, 234 chief student personnel administrators for women, 221 chief administrators for student counseling, 184 chief administrators for student housing, 234 chief administrators for student activities, and 18 chief administrators of undetermined type.

Data were structured into 52 variables, punched into IBM cards, and placed in 396 frequency distribution tables. The tables were then analyzed by computer. Fourteen hypotheses were tested by analyzing differences of means, differences of proportions, and differences of percentages. The study made no inferences concerning institutions not members of NASPA in January of 1969 or concerning types of student personnel administrators not in the study.

Findings of the study are summarized in the following paragraphs.

Age, Sex, and Marital Status. The mean age was 37.9 years. For men it was 36.9; for women it was 40.5. Seventy percent were married, 86.6 percent of the men and 27.0 percent of the women.

Highest Degree Held. For the sample 53.5 percent earned the master's degree and 34.2 percent the doctorate as their highest degree.

Field of Preparation. Forty-one percent earned their highest degree in counseling, guidance, and student personnel; 5.8 percent in higher education; 10.5 percent in education administration; and 14.3 percent in social sciences.

Professional Experience in Present Position. The sample had a mean of 2.15 years in their present position. Only 4.2 percent had been in their present position more than seventeen years.

Previous Experience. The mean number of years in previous position was 2.1 years. Nineteen percent had their first job in student personnel.

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Total Student Personnel Work Experience. The mean number of years in student personnel was 5.65; for men 5.3 years, for women 6.55 years.

Research and Publication. Seventy percent had done no relevant research; 81 percent had published no relevant materials.

Feelings of Adequacy. The respondents had confident feelings about the adequacy of their academic experience and the adequacy of their work experience in preparing them for their present positions.

Opinion on Formal Training. Over 80 percent felt that formal training of new student personnel administrators was of great importance.

Happiness in Work. The sample reported a high level of happiness in their work three years ago, with a slight decrease for the present and a considerable increase anticipated for three years hence.

Feelings of Loyalty. Twenty-five percent reported a higher feeling of loyalty to the institution, 35 percent to the profession, and 40 percent equal loyalty to both.

Religious Orientation. Of the sample 33.3 percent reported that they had at one time seriously considered entering a religious vocation.

Anticipated Next Professional Move. Twenty-seven percent expected promotion in student personnel, 4.8 percent lateral movement, 7.1 percent retirement, and 24 percent no change.

Predecessor. Of the 1320 respondents, 14.7 percent reported their predecessor was promoted, 5.8 percent reported him retired. Twenty-eight percent reported that they were in newly created positions with no predecessor.

CAREER PATTERNS OF STUDENT

PERSONNEL ADMINISTRATORS

By

James Edgar Foy V

A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1969

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CHAPTER I

INTRODUCTION

In the first two hundred and fifty years of American higher
education, the college president, the dean, and the faculty member per-
formed almost all of the functions now being performed by the student
personnel worker and other members of the university student services
departments. Colleges were small, enrollments low, relationships personal,
travel and communication limited, and the demands on teachers for research
and publication almost non-existent. In 1888 there were only twenty-six
graduate departments in the thirty-seven state and private universities.

After the passage of the Justin Morrill Act of 1862, society and
the institutions that reflected society became increasingly dynamic,
characterized by an increasing tempo of change and multiplied complexity.
The combined impact of the industrial revolution, the technological
revolution, and the agricultural revolution resulted in a dramatic increase
in the population and a freeing of millions from the farms. Consequences
of these forces were the unprecedented increases in the number, types,
enrollment figures, and curriculum complexity of colleges and universi-
ties as they sought to meet the needs of the new industrial democracy
and its great middle class.

As in business, government, agriculture, and other professions,
so it became necessary also for institutions of higher education to

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select certain members of its faculty and to expect from them more
service and greater expertise and specialization in more restricted
fields. Thus the registrar, the business manager, the coach, the dean
of women, the dean of men, and others could relieve the increasing
pressures and demands on the president, the academic deans, and the
teaching faculties.

Although the specialization in student personnel work was fairly
well identified by the first of this century, and although the number of
persons actively engaged in the profession had dramatically increased by
mid-twentieth century, there has been up until this time no serious
empirical investigation in both breadth and depth of the career patterns
of student personnel administrators. This study has sought to examine
in depth and in breadth the career patterns, certain personal character-
istics, the academic backgrounds, and the work backgrounds of certain
selected student personnel administrators.

The thrust of most studies of student personnel has been an
inquiry into the functions performed, principles and techniques of the
workers, history of the profession, and training of the persons going into
the field. There has been far less concern with the principals them-
selves, their personal characteristics, personalities, backgrounds, and
career patterns. Several writers have however shown interest in the
general area, although their studies have been restrictive either in the
number of institutions, the number of student personnel administrators,
or in the depth of their investigations. In many studies more than one
restriction applies.

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The first study of broad significance was conducted by Ayers,
Tripp, and Russel (1966). It included a representative random sampling
of student personnel administrators but limited its coverage of variables
to professional backgrounds, certain personal characteristics, and pre-
vious experience.

The study by Hoyt and Tripp (1966) was restricted to members of
the American College Personnel Association and was limited to the age,
sex, experience in student personnel work, and field and level of prepa-
ration. It was, however, the first to probe the relationship between
personality types, as described by Holland (1966), and student personnel
administrators.

Ingraham's study (1967) of the compensation and working conditions
of college and university administrators, while comprehensive in the wide
coverage of institutions, is limited to the dean of students. Its cen-
tral thrust is the consideration of total compensation, including salary,
housing, leaves of absence, vacations, and expense allowances of some
ten university administrators, of whom only the dean of students was in
student personnel. Data about the dean of students included age, sex,
highest degree, and field of study. Of more interest, however, are the
data revealing the attitudes of the dean of students on the problems in
the work and about his relations with students, faculty, and staff, and
his satisfactions and dissatisfactions in his work. This study is en-
riched greatly by direct quotes from deans of students relative to
their work.

The present study has been an effort to contribute to the theory
of the relationships existing among personal characteristics, experience,

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and career choice; and to probe the relationships existing, suggested as existing, or warranted to exist among a number of variables of personal characteristics, academic backgrounds, and work experience. This study has tried to answer some pressing questions concerning the career patterns of student personnel administrators.

Statement of the Problem

The general problem of this study is the investigation of career patterns of student personnel administrators. Specifically, the central thrust of the study is the personal characteristics, the academic backgrounds, the work experience, and the relationships describing the career patterns of selected student personnel administrators in institutions of higher education that hold membership in the National Association of Student Personnel Administrators.

Definition of Terms

Career patterns refers to the set of occupational and vocational relationships combining certain personal characteristics, academic backgrounds, work experience, and personal interests. It implies some meaningful and recurring or predictable relationship among variables.

Student personnel administrators in this study has reference only to the following specific student personnel administrators in institutions that are members of the National Association of Student Personnel Administrators: the chief student personnel administrator; the chief student personnel administrator for women's affairs; the chief student personnel administrator for counseling; the chief student personnel administrator

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for student housing; and the chief student student personnel adminis-
trator for student activities.

Religious vocation means full-time professional or semi-professional
service in an established religious organization.

Loyalty refers to the quality of ultimate faith, one's final and
deepest allegiance. It implies some conflict between two or more values,
institutions, qualities, or persons. Placement of personal loyalty,
then, represents one's deepest personal commitment, values, and sense of
obligation.

Happiness in professional activities refers to the summation of
value judgments and feeling states of the student personnel administra-
tor's total professional relationships with students, with his staff,
with the faculty, with other administrators both over, under, and tangent
to him, as well as his professional relationships with other professionals
at other institutions, with the larger community and the governing board
of the institution. It is the totality of satisfaction deriving from
his professional relationships. It is not concerned with value judgments
whose sources are personal or family related.

NASPA is the National Association of Student Personnel Administra-
tors. NASPA is divided into seven regions, representing the six regional
accrediting agencies; the area of the North Central Accrediting Associa-
tion is divided by NASPA into two regions. Canadian institutions are
in regions that are contiguous to their provinces. (Appendix B).

Leveraging refers to a strategy for gaining promotion in an
organization by leaving it for further study or work and then returning.
Adequacy of previous academic experience and adequacy of previous work

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<u>experience</u> refer to value judgments on the part of the respondent. It indicates his conclusion as to the degree to which his academic experience or his work experience has been helpful in preparing him to meet the demands and requirements of his present responsibilities.

The term <u>research</u> has no operational definition and simply relies on a judgment on the part of the respondent.

<u>Publication</u> has no operational definition, but depends on a definition determined by the respondent.

Objectives of the Study

The objectives of the study were:

I. To contribute to the theory of career choice by probing the relationships between certain personal characteristics and sibling relationships.

II. To collect data on certain personal data, personal characteristics, attitudes, academic backgrounds, and work experiences of student personnel administrators.

III. To determine by descriptive and analytic statistics the relationships existing between the variables, thus making possible an understanding of the career patterns of student personnel administrators.

IV. To raise certain questions that will stimulate further research.

V. To specifically test the following hypotheses:

1. The proportion of student personnel administrators who are only children is no greater than that of the population as whole.

2. The proportion of student personnel administrators who are youngest children is no greater than that of the population as a whole.

3. The proportion of children of the opposite sex of student personnel administrators is no greater than that of the population as a whole.

4. Over twenty-five percent of student personnel administrators have, at one time, seriously considered entering a religious vocation.

5. More than fifty percent of the first full-time employment positions of student personnel administrators was in a field other than student personnel.

6. The highest academic degree of more than fifty percent of student personnel administrators is in a field other than student personnel administration.

7. More than fifty percent of student personnel administrators feel that their academic training has not adequately prepared them for their present responsibilities.

8. More than fifty percent of student personnel administrators feel that their previous work experience has not adequately prepared them for their present responsibilities.

9. Student personnel administrators feel more loyalty to their institutions than to their professions.

10. More than fifty percent of student personnel administrators have conducted research relevant to student personnel work.

11. More than fifty percent of student personnel administrators have published in a field relevant to student personnel.

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12. The happiness that student personnel administrators derive
    from their professional activities is on a downward trend.

13. More than fifty percent of student personnel administrators
    do not feel that new persons entering the field should have
    had formal training in student personnel work.

14. Not more than one percent of student personnel predecessors
    left their position through retirement.

Limitations of the Study

This study has the fundamental limiting factors common to the ques-
tionnaire method of gathering data (Borg, 1967). The questionnaire used
in this study was inspected by research experts, by practicing student
personnel administrators, and by a panel of experts, the members of the
Division of Research and Publication of the National Association of Student
Personnel Administrators. There was no standard instrument available
against which validity could be tested. It must be a matter of conjecture
then to determine the extent to which the questionnaire was effective in
securing the desired data.

The questionnaire was a self-report instrument and its validity
limited by the truthfulness, accuracy, and clarity of the respondents. It
is pointed out that respondents put their names on the questionnaires. It
is also pointed out that several questions in the questionnaire were per-
sonal; others called for statement of attitudes and feelings on sensitive
topics. Unless respondents were absolutely convinced that all data would
be handled confidentially, it is possible that their responses would not
be entirely candid. Questionnaires were returned directly, each in its
own envelope, rather than through a superior.

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Another inherent limitation on the questionnaire method of securing

data is the difficulty of getting respondents to complete and return them.

The questionnaire used in this study is relatively unstructured.

While such a form has some outstanding advantages, one limitation is the

possibility of error or inconsistency in the coding of data from the

questionnaire to the computer cards. This most important function was

performed by only one person in order to increase validity.

Other limitations are related to the possibility of error in

statistical analysis and in the handling of data. This involves both

computer and human errors.

A basic limitation of the study is the limiting of population to

the seven hundred forty-two junior colleges, colleges, and universities

that held institutional membership in the National Association of Student

Personnel Administrators in January of 1969. Within each institution only

five student personnel types, or functions, were selected: the chief stu-

dent personnel administrator; the chief student personnel administrator

for women's affairs; the chief student personnel administrator for counsel-

ing; the chief student personnel administrator for student housing; and the

chief student personnel administrator for student activities. No inferences

are made in the study concerning other types of student personnel adminis-

trators.

Organization of the Study

The study is organized into five chapters with the addition of

tables of data and forms used in the study. The first chapter consists

of an introduction, a statement of the problem, the definition of terms,

the objectives and hypotheses, and the limitations of the study. The

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second chapter presents a review of the literature. Chapter III describes the design and methodology used in the study. Chapter IV consists of the presentation of the data. Chapter V delineates the findings of the study, places them in a conceptual framework, and discusses the implications of the study.

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CHAPTER II

REVIEW OF THE LITERATURE

This chapter seeks to review the literature relevant to the study
of the career patterns of student personnel administrators. The chapter
reviews the literature relating to the personal characteristics, the aca-
demic background, and the work experience of student personnel administra-
tors.

A review of the literature on student personnel establishes the
point that until recently the main concerns of writers and researchers
have been directed toward the history and development of student person-
nel work, its functions, its philosophies, its administrative structures,
its operational techniques, its problems, and the academic and practical
training of its personnel.

The standard works in the field by Lloyd-Jones and Smith (1954),
Mueller (1961), Williamson (1949, 1961), Wrenn (1951), Arbuckle (1953),
Blaesser (1953), Bursch (1962), Klopf (1966), Leonard (1956), and
Siegal (1968) have little space given to or attention directed to the
career patterns, the personal characteristics, the academic backgrounds,
the work experience backgrounds, or the personality types of the men and
women who are actively engaged in student personnel as their life's work.

Darley (1955), Williamson (1961, p. 280), and Mueller (1961,
pp. 515-548) discuss the status of student personnel as a profession and
conclude that at the present time it can not be considered a profession

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in the usual sense of the term. Nygreen, in discussing the problem of

career development, expressed the feeling and concern of many in the field

for a greater professionalization of student personnel work in terms of

career pattern:

> Is it any wonder that we do not define clearly the positions
> in a student personnel career which represent achievement at
> peak recognition? Many of our ablest people leave the field
> for teaching and administrative assignments, rather than for
> marginal academic positions. This seems to me to be one of
> the greatest weaknesses for we lose most of our elder states-
> men to other career identifications, a situation which seems
> to belittle the field as a profession (1968, p. 289).

In a preliminary report on a study of career patterns and job

satisfactions of selected student personnel administrators in 1967, Bess

and Lodahl called attention to the lack of empirical investigation into

the career patterns, the academic backgrounds, the work experience back-

grounds, the in-service training experience, the job satisfactions, and

the career goals of those active in student personnel work.

The Executive Committee of the National Association of Student

Personnel Administrators at its 1968 convention meeting recognized the

need for research on the career patterns of student personnel administra-

tors. The committee approved a report by the Division of Research and

Publications. The chairman of the committee, Thomas Dutton, stated the

position of the National Association of Student Personnel Administrators

under the heading of "Research of the First Order Priority," saying that

"the highest priority should be given to inquiries that clarify and

delineate the professional responsibilities and necessary competencies of

the student personnel administrators" (1968, p. 341). The specific question

of the Division was:

> What career patterns exist in student personnel administration
> and what factors influence attrition to or continuation in the
> field?

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Dutton included a section on the titles, length of service, educational background, faculty relationships and experiences, and type of institution at which employed in his study on selected assumptions and beliefs of student personnel administrators.

Existing studies and research that relate directly to the characteristics, educational background, work experience background and personalities of college student personnel workers are all limited in at least one of three ways; most are limited in at least two of the three.

The first limitation of many such studies is that of scope. The research is limited to a specific selected state, small number of selected institutions, or to a selected geographical area. Selections of participating institutions or student personnel workers was not done by random sample techniques, thus limiting inferences that the studies may have had for a large population.

Other studies are limited to a specific, selected student personnel administrator. This has usually been the chief student personnel administrator, by whatever title he may be called, or the dean of women.

Other researches are generally limited by the depth of the inquiry. Even in the most complete and exhaustive studies interest has been limited to relationships of age, sex, highest academic degree, length of service, membership in professional organizations, and a limited number of other demographic factors.

The most significant research on the background of student personnel administrators at this writing was conducted by Ayers, Tripp, and Russel in 1966 for the Office of Education in the United States Department of Health, Education, and Welfare. The study had four major concerns:

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1. The general background of selected student services personnel

2. The staffing of the student services area of the general administration of the institution (i.e., allocation of functions)

3. The manner in which policies affecting student services are approved and implemented

4. The internal organization of this area, and its place in the total organizational structure of the institution

The design of the study was good. A fifty percent sample of the universities, liberal arts colleges, teachers colleges and junior colleges of the nation were asked to participate in the study. The questionnaire was returned by ninety-five percent of the institutions. Persons with the following titles were selected to participate in the study: the Chief Student Services Officer, the Dean of Men, the Dean of Women, and the Director of Counseling Services.

Questionnaires were received from 621 Deans of Students, 355 from Deans of Men, 466 from Deans of Women, and 287 from Directors of Counseling, making a population of 1,729.

Controlling on each of the selected four student personnel administrators, the data were analyzed to show the following relationships: (1) age and sex; (2) type of institution and the highest academic degree held; (3) type of institution and membership in professional organizations; (4) type of institution and number of years of full-time experience in present position; (5) the number of years of full-time experience in student services areas and enrollment; (6) the type of institution and the immediately previous position; and (7) the type of institution and the position held prior to the immediately previous position. Some of the

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significant findings of the Ayers, Tripp, and Russel study relevant to this study are noted below.

Characteristics of the Chief Student Services Officer

Age and Sex. There is a skew in the direction of younger

administrators, especially men, and especially in

private liberal arts colleges. The 50th percentile

for all men was 44.2 years of age; for women 50.3. Women

chief student personnel officers are employed mainly by

private institutions. Only two universities had a woman

as the senior student personnel officer.

Highest Degree Held. The doctorate is held by 37.5 percent

of the chief student services officers; the master's by

55.1 percent. For public institutions, the figure is

slightly higher for the doctorate, slightly lower for the

master's. Among types of institutions, the teachers col-

leges had 65.4 percent doctorates; junior colleges 14.9

percent.

Field of Preparation. Forty-nine percent of the chief

student services officer received his preparation in

the professional field of education (21.5 percent were in

counseling and student personnel, and 18.6 percent in admin-

istration). Social sciences had 19.2 percent, and the

humanities had 16.3 percent.

Professional Experience in Present Position. The average

length of experience of these officers in their present

position is between two and four years. Fifty-seven

percent have been in their present assignments as chief
student services officers for under five years, and 32 per-
cent for under two years. Both public colleges and univer-
sities appear to have somewhat longer periods of experience
on the part of their officers than do private ones, with
over 50 percent having over five years experience in the
present position.

Previous Experience. Forty-six percent of chief student
services officers moved into their present position from
their own institutions, 23.7 percent from another institu-
tion, and 17.5 percent from public schools. For universi-
ties, 67 percent were previously employed by their own
institution and 20.8 percent by other higher education
institutions. "The major fact that stands out, however,
is that the great majority of those in the leadership roles
of student services administration have their roots in the
educational enterprise. Moreover, there is some general
consistency in the work histories of the chief student
services officers, a fact that is noticeable through at
least two levels of previous experience." In the universi-
ties almost 20 percent of the chief student services officers
came from some other kind of administrative responsibility
in higher education. This raises the relative value of
previous professional preparation or experience and other
characteristics and administrative experience.

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Ayers, Tripp, and Russel present analyses similar to the above

for the Dean of Men, the Dean of Women, and the Director of Counseling.

Their findings on the Dean of Men are summarized as follows:

Characteristics of the Dean of Man

Age. Seventy-eight percent are under 50 years of age, with

the private institution being higher (84 percent) than

the public (71 percent).

Highest Degree Held. The master's degree is held by 70.1 per-

cent; the doctorate by 15.2 percent. In universities,

59.6 percent hold the master's whereas 31.6 percent hold the

doctorate. There is little difference between public and

private institutions.

Field of Academic Preparation. Some 46.8 percent received their

training in professional education, 18.6 percent in social

sciences, and 16.6 percent in the humanities.

Professional Experience in Present Position. Slightly more

than 16 percent have been in their present position less

than a year, 16.9 percent for one year, 32.9 percent from

two to four years, and 18.3 percent from five to nine years.

Previous Experience. The previous position of 61.4 percent was

in higher education (40.3 percent in their own institution

and 21.3 percent in another); 21.3 percent came from

public schools; 28.5 percent from the faculty; and 15.5

percent from other student services. In the position

prior to previous position, 33.4 percent were employed in

higher education (12.1 percent their own institution and

22.3 percent another); 31.8 percent were employed in the
public schools; and 18.3 percent had no position prior
to previous one.

Characteristics of the Dean of Women

Age. Twenty-one percent are in the 30-39 age group;
30.5 percent in the 40-49 age group; 30 percent in
the 50-59 group, and 14.2 percent in the 60-69 group.
The public institutions have 37.3 percent in the 50-59
group as compared to 23.8 percent in the private
institutions.

Highest Degree Held. The doctorate is held by 15.5 percent,
with the public institutions having 20.4 percent and the
private institutions 11.5 percent. Some 68.4 percent of
the women in all institutions hold the master's degree,
with little difference between public and private
institutions.

Fields of Study. Forty-four percent of the women were academ-
ically prepared in formal education, with 31.7 percent
in guidance and student personnel, 12.9 percent in social
sciences, and 23.8 percent in humanities.

Professional Experience. In professional experience the
women closely follow the pattern already summarized for
the Deans of Men. Nearly half of them in all types of
institutions have less than five years tenure. The great
majority of the Deans of Women have moved into present
responsibilities from previous positions in colleges and

universities, more often from other institutions than from their own.

Characteristics of the Director of Counseling

Age and Sex. Women constitute about 20 percent of the total, but only about six percent in the universities. The largest number of men and women counseling directors fall in the 40-49 age group.

Academic Background. The doctorate is held by 49.6 percent, the highest percentage of all the student services officers in this study. Some 52.6 percent of the academic training was in formal education, with 34.6 percent in guidance and student personnel, 36.1 percent in social sciences, and 7.3 percent in humanities.

Professional Experience in Present Position. Some 37.6 percent had no more than one year's experience in present position, and 62.9 percent no more than four year's service.

Previous Experience. Some 61.7 percent came to present position from other positions in higher education, and 20.7 percent came from public schools. In position prior to previous position, 36.6 percent came from institutions of higher education, and 27.8 percent from public schools, whereas 22.8 percent had no such employment.

In 1967, Hoyt and Tripp conducted a study "to describe American College Personnel Association members in such a way that inferences might be made about their professional needs and to determine members' attitudes about certain aspects of the American College Personnel

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Association program." The study, "Characteristics of ACPA Members" (1967) parallels one by Coyle (1962). In November of 1965 a structured questionnaire was mailed to each of 4,059 members and associate members of ACPA. Sixty-six percent, or 2,706 usable returns, came back. Hoyt and Tripp collected demographic data relative to age, sex, and experience; they collected work-setting data relative to the type of college or university; they catalogued professional duties relative to the percent of time spent in each of ten specified functions; and they ascertained the number and type of professional affiliations of ACPA members.

The study analyzed the relationship of the following variables: (1) sex and the type college; (2) sex and type of work; (3) sex and age; (4) sex and length of service in student personnel work; (5) years of experience in student personnel work and type of institution; (6) years of experience in student personnel work and the field of graduate training; (7) years of experience in student personnel work and type of employment; (8) membership in ACPA; and (9) region of residence. Hoyt and Tripp placed the number of full-time student personnel workers at 3,250. They concluded that their "study does not provide a dependable guide to the characteristics and activities of college student personnel workers."

In 1964 Cheatham conducted a student personnel study of certain selected demographic characteristics and perceptions of the field. The population was a 15 percent random sample of the members of the American College Personnel Association in four-year, degree-granting institutions. She received 216 (84 percent) usable returns. As a result of data analysis, Cheatham reached the following conclusions:

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Age and Sex. "The field is composed largely of young people. Women tend to be older than men. There are slightly more men than women in the field."

Experience in Present Position. "Short tenure characterizes both young and older practitioners."

Level of Educational Preparation and Field of Study. "Most of the respondents hold advanced degrees, the majority of which are in student personnel work or related areas."

Previous Experience. "The respondents derive from a diversity of backgrounds and undergraduate majors."

Professional Experience. "Women tend to have longer tenure in the field than men."

Personal Characteristics. "Persons in student personnel tend to have small families." (Ibid., p. 5042)

Cameron in 1965 studied the relationship between the educational and the vocational backgrounds of selected members of the National Association of Student Personnel Administrators. The population of the study was composed of 200 NASPA members who scored in both the top and bottom ten percent on the Strong Vocational Interest Blank. Cameron found that over 25 percent of the deans in the study reported that they initially entered student personnel because they were assigned to it. He found however that among the younger deans there had begun a trend toward formal preparation in the field.

Bess and Lodahl (1967) investigated the career patterns and job satisfactions of middle management administrators in colleges and universities. Their pilot study, based on Ivy League and Western

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Conference institutions, included sixty-nine selected respondents. Their
preliminary report indicates that the background characteristics and
career patterns of the respondents were as follows:

Age. "Thirty-five percent were under forty years of age, while
forty-one percent were over fifty years of age."

Experience in Present Position. "Forty-four percent reported
three years or less in their present positions, twenty-
three percent reported over fifteen years experience. At
most, only thirty percent could be considered 'amateurs'
in that they came from faculty ranks or from other work."

Highest Degree Held. "Seventy-one percent had received a master's
degree, and twenty-eight percent had received a doctorate."

Previous Experience. "About fifty percent of the respondents
came to their present jobs from within the same institution.
Fifteen percent from other kinds of work. Movement between
universities seems to be relatively restricted: only
thirteen percent came to their present job from a similar
one in another institution. Twenty-two percent came to
their present work from non-university jobs."

Dutton (1968) is currently investigating selected "assumptions
and beliefs" of student personnel administrators. His preliminary report,
based on 522 respondents who were members of the National Association
of Student Personnel Administrators in January of 1966 reveals the
following findings:

Professional Experience. "Twenty-nine percent reported a total
of less than three years of professional experience,"

while "twenty-two percent had over fifteen years experience. The median years of experience was 8.2."

Experience in Present Position. "The median years of exper-
ience in their present position was 3.4," with "thirty-
eight percent having two years or less," and "five percent
having over fifteen years experience in their present
position."

Field of Study. "Fifty-six percent hold degrees in education
or student personnel work. Thirty percent hold their
highest degree in student personnel work," while "twenty-
six percent hold their highest degree in education or
higher education."

A number of researches in the field are concerned with only one specific type of student personnel administrator, usually the Dean of Women or the Dean of Students.

Matthews (1915) early made one of the major contributions to the field by her study on the role, the function and the importance of the Dean of Women. Although most of her work was concerned with the role, duties, functions, and philosophies of the Dean of Women, there was some attention devoted to the personal characteristics and backgrounds of the deans.

Kinnane studied the differences between the dean of women, whom she considered an authority figure, and the counselor, to whom clients came voluntarily. She found "less preoccupation with the maintenance of law and order by deans of students today and a greater concern for

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the promotion of satisfactory personal and social development on the part of individual students" (1964, p. 403).

Koenig (1964) studied the dean of women as related to the ideal and the actual perceptions of role. Her findings on the academic background of the dean of women accurately anticipated the findings of Ayers, Tripp, and Russel.

Haller attempted to define the future role of the highest ranking woman student personnel administrator in a college or university and to suggest a training program which would prepare her for this future role. A part of the study attempted to identify the background and educational characteristics which influence the future role of the highest ranking woman student personnel administrator. Her research method was the interview. Her population was sixteen selected women administrators who she felt were "acknowledged" leaders in the field. Haller's findings may be summarized as follows:

"1. The role of the highest ranking student personnel worker is in transition.

2. Her basic role of custodian is being eliminated because of less special attention to women students as women.

3. There is still a need for a woman dean concerned with the total education of women, who would have some responsibility in student personnel and who would interpret the special educational needs of women to students, faculty, and administrators" (Haller, 1967, p. 65).

Haller recommended a detailed study of the background and professional training of the women currently in the position of the highest ranking student personnel worker.

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Ingraham and King (1968) investigated the compensation and working conditions of college and university administrators. The study was conducted for the Association of American Colleges and the Teachers Insurance and Annuity Association. In addition to the dean of students, the study was concerned with the following administrative officers: president, academic vice president, liberal arts dean, graduate dean, librarian, business officer, director of admissions, registrar, and the director of development. Some 3,715 questionnaires were returned, of which 718 were from deans of students.

Ingraham and King's study is most interesting for a number of reasons. Because of its scope it may make some legitimate claim of being representative of American colleges and universities. It is the only study in which financial compensation of the dean of students has been determined, and it further compares his salary with those of the other administrators in the study, and to the average salary of full-time professors.

Findings of the study in this regard are as follows:

	Median	Ratio Professor Median	Mean	Ratio to full Professor
President	$20,000	1.54	21,729	1.59
Academic Vice President	18,000	1.26	18,616	1.29
Liberal Arts Dean	15,600	1.17	15,914	1.16
Graduate Dean	17,000	1.15	17,732	1.15
Librarian	10,800	.81	11,626	.84
Business Officer	13,756	1.05	14,738	1.08
Dean of Students	12,000	.93	12,649	.94
Director of Admissions	10,500	.79	10,819	.79
Registrar	9,000	.70	9,500	.70
Director of Development	13,200	1.01	13,984	1.03

(Ibid., pp. 286-287)

The study revealed other interesting comparisons as follows:

1. The median age of the dean of students, 45, was lower than for any of the others except the director of admissions.

2. Only two of the administrators, the librarian with 41 percent and the registrar with 41 percent, had a higher percentage of females than did the dean of students with 20 percent.

3. The dean of students ranked fifth in percentage earning the doctorate; his 39 percent followed the graduate dean with 92 percent, the academic vice president with 87 percent, the liberal arts dean with 81 percent, and the president with 70 percent.

4. As regards the holding of faculty rank, 37 percent of the deans of students held faculty rank with tenure; the percentage was 51 percent in public institutions and 30 in private. The percentage of deans of students holding faculty rank with tenure compares favorably with the other administrators of interest in this study. Only the graduate dean with 84 percent, the academic vice president with 67 percent, the liberal arts dean with 64 percent and the librarian with 47 percent had a higher ranking.

5. The dean of students had a median of four years in present position. Only the director of development, with three years, had a smaller median, though the academic vice president, the liberal arts dean and the graduate dean also had a median of four years.

6. Only the president, with 54 percent, and the librarian, with 66 percent, had a higher percentage coming from another

institution. The dean of students had 45 percent coming from another institution.

7. With regard to the length of service of an officer's immediate predecessor, the mean for the dean of students was five years. This was lowest of all except for the director of development.

8. The median age of immediate predecessor on leaving office for deans of students was found to be 44 years. Only the director of admissions had a lower median age.

9. Though the number of vacation days for each officer in the study was generally the same within institutions, the dean of students reported the highest incidence of taking no vacation, 22 percent.

10. The study reported 15 percent of deans of students occupying rent-free, institution-owned housing. Only the president with 71 percent and the liberal arts dean with 16 percent, were higher in this regard.

11. Thirty percent of the deans of students were given entertainment allowance. Only the presidents, with 66 percent, the academic vice president with 34 percent, and the liberal arts dean with 32 percent, reported a higher percentage.

12. Sixty percent of the deans of students had use of an institutionally owned automobile. Only officers reporting a higher percentage were the president with 84 percent, business officer with 66 percent, and the academic vice president with 64 percent.   (Ibid., pp. 285-331.)

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Ingraham and King have included an intriguing dimension in their study. A section of the research is devoted to quotations of deans of students on a very broad range of problems, concerns and frustrations, giving some insight on factors and conditions that would limit the job satisfactions and happiness that might be expected from one's profession (Ibid., pp. 221-232).

A number of studies and researches related to the academic backgrounds, the work experience backgrounds, and the personal characteristics of student personnel administrators is limited to a specific geographic area such as a state or a region.

Bradley (1954) studied the office of the dean of students in selected institutions of the southwestern states. His primary concern was the student personnel functions and structure of the selected institutions, although his study had some interest in educational and work experience backgrounds of student personnel administrators.

Koby (1966) conducted a study of the student personnel administrators in selected universities in Ohio.

Sherburne (1963) conducted a pilot study on the rates and patterns of mobility of student personnel administrators in the Western Conference, the "Big Ten" institutions. All of the student personnel workers at each institution, at all levels, were included in the study. Sherburne was primarily interested in the mobility of student personnel administrators. A section of the study, however, was concerned with the career patterns, the personal characteristics, the educational background and the work experience background of student personnel workers at all levels. Sherburne reached the following conclusions:

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1. The majority of the student personnel administrators in
   the most senior positions in student personnel organizations
   in the Western Conference ("Big Ten") enter their positions
   from a previous position outside that organization.

2. The fastest route to top positions in student personnel is
   not through upward promotion from within the organization.

3. Male student personnel administrators are more mobile than
   female counterparts.

4. There is no apparent relationship between rates and patterns
   of mobility and the type and level of professional preparation.

5. The older one is at the time of appointment, the higher he
   tends to advance.

A number of relevant studies are limited both in scope and to
one specific functional title of student personnel workers.

Cabotaje (1963) compared the personal and professional qualifica-
tions of the deans of women in higher education in the United States and
in the Philippines. The population was limited to a selected group of
deans in each country.

Dunn (1966) was interested in the deans of women in Texas state-
supported senior colleges and universities. Her study was concerned with
seven area: (1) professional background; (2) duties and responsibilities;
(3) community involvement; (4) human relations abilities; (5) contri-
buting activities; (6) recommended educational preparation; and (7)
recommended experience preparation.

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Upcraft (1967) conducted a study of the role expectations of chief student personnel administrators. His study was limited to institutions having an enrollment over 10,000. Of ninety-three institutions in the population, eighty-three usable questionnaires (89.3 percent) were returned. Only 15.7 percent of the chief student personnel administrators felt that new student personnel workers coming to their first position should have had formal training in student personnel. Seventy-one percent felt the question was unimportant, and 13.2 percent felt that new student personnel should <u>not</u> have had formal student personnel training. Upcraft reported a higher rate of writing for publication for the more recent graduates with the Ph.D. in public institutions.

Hargrove (1969) recently completed a doctoral dissertation on the study of the personal characteristics, the background and the role of the chief student personnel directors in universities and senior colleges which are members of the Southern Association of Colleges and Schools. Hargrove found that 51.5 percent of the deans reporting believed that the best preparation an individual could procure for the position of chief student personnel director was actual experience in student personnel work.

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CHAPTER III

DESIGN AND METHODOLOGY

The Sample

    The sample in the study was composed of 1320 student personnel administrators. There were 429 chief student personnel administrators, 234 chief student personnel administrators for women's affairs, 221 chief student personnel administrators for counseling, 184 chief student personnel administrators for housing, 234 chief student personnel administrators for activities, and 18 chief student personnel administrators whose titles were not explicit.

TABLE 1. - Participation of Institutions and Student Personnel Administrators, by NASPA Regions

	Total	I	II	III	IV	V	VI	VII
NASPA Members	742	57	162	148	90	206	35	44
Percent	100	7.7	21.8	19.9	12.1	27.8	4.7	5.9
NASPA Members								
Participating	499	29	92	109	63	153	25	28
Percent Region	67.3	50.9	56.8	73.6	70.0	74.3	71.4	63.6
Percent Total	100	5.8	18.4	21.8	12.6	30.7	5.0	5.6
Questionnaires								
Returned	1320	75	229	297	175	400	73	71
Percent	100	5.7	17.3	22.5	13.3	30.3	5.5	5.4
Staff Vacancies	684	45	116	169	87	200	25	42
Percent Region	27.4	15.8	25.8	30.7	26.8	26.5	20.0	30.0
Percent Total	100	6.6	17.9	24.7	12.7	29.2	3.7	6.1

The population of the study was composed of five selected student personnel administrators in the 742 institutions that were members of NASPA, the National Association of Student Personnel Administrators, in January of 1969. If each of the 742 NASPA institutions had had a full staff of all five administrators selected for the study, the total population would have been 3,710. Because of estimated staff vacancies in the 243 institutions not responding and the 684 known staff vacancies in the 499 institutions which did participate, it is determined that the total population in the study could be set at 2,750.

Of the 742 NASPA institutions, 499 or 67.3 percent are in the sample. Of the 1,811 possible participants in these 499 institutions, after deducting the 684 staff vacancies, 1,320 or 72.9 percent participated as respondents in the sample. Of the 2,750 total population of the study, 1,320 or 48.3 percent participated as respondents in the study.

Table 1 makes possible a comparison of the participation of institutions and student personnel administrators by the seven regions into which NASPA members are divided (Appendix B). The table also makes possible a comparison of staff vacancies by regions.

Table 2 presents a comparison of the types of administrators in the sample as they relate to the NASPA regions.

In Table 3 an analysis is made of the relationship between the sample and the population. A Chi^2 of 1.4964 with 6 degrees of freedom indicates that the probability is .98 that the sample and the population are not different. It is advanced then that on a geographical basis the sample is a valid reflection of the population.

TABLE 2. - Titles of Participating Student Personnel Administrators, by NASPA Regions

	Total	I	II	III	IV	V	VI	VII	None
No title	18	1	1	0	1	3	3	7	2
Percent		5.6	5.6	0	5.6	16.7	16.7	38.9	11.1
ChSPA	429	25	75	98	56	129	22	22	2
Percent		5.8	17.5	22.8	13.1	30.1	5.1	5.1	.5
CSPWomen	234	11	42	54	31	70	15	10	1
Percent		4.7	17.9	23.1	13.2	29.9	6.4	4.3	.4
CSPCouns.	221	16	36	49	28	70	11	10	1
Percent		7.2	16.3	22.2	12.7	31.7	5.0	4.5	.5
CSPHous.	184	10	35	33	29	57	8	10	2
Percent		5.4	19.9	18.0	15.8	31.0	4.3	5.4	1.1
CSPActiv.	234	12	40	55	30	71	14	12	0
Percent		5.1	17.1	23.5	12.8	30.3	6.0	5.1	0
Total	1320	75	229	297	175	400	73	71	8
Percent		5.7	17.3	22.5	13.3	30.3	5.5	5.4	.6

Chi^2 91.281 df 35 p<.01

TABLE 3. - Distribution of Institutions in the Sample and in the Population, by Regions

	Total	I	II	III	IV	V	VI	VII
NASPA Members	742	57	162	148	90	206	35	44
Percent		7.6	21.8	19.9	12.1	27.7	4.7	5.9
The Sample	499	29	92	109	63	153	25	28
Percent		5.8	18.4	21.4	12.6	30.6	5.0	5.6

Chi^2 1.4964 df 6 p>.98

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The relationship between the sample and the population with regard to the type of institution is analyzed in Table 4. Chi^2 of .6246 with 3 degrees of freedom indicates the probability of .88 that the sample and the population are the same. Although the probability here was not so high as by regions, it was considered acceptable for the present study.

TABLE 4. - Distribution of Institutions in the Sample and in the Population, by Type of Institution

	Total	Pub-2	Pub-4	Pri-2	Pri-4
NASPA Members	742	42	288	10	401
Percent		5.8	38.8	1.3	54.0
The Sample	499	25	210	4	260
Percent		5.0	42.1	.8	52.1

Chi^2 .6246 df 3 p > .88

In Table 5 an analysis is made of the distribution of institutions in the sample and those in the population on the basis of enrollment. The Chi^2 of .1737 with 2 degrees of freedom indicates a probability of .93 that the sample was not different from the population on the basis of enrollment.

Thus on the basis of geographical distribution, on type of institution, and on enrollment, it is felt that the sample was an acceptable representation of the population and thus reflects the characteristics of the population.

The 742 NASPA institutions had a combined enrollment in the fall of 1968 of 3,950,055 students. The United States Office of Education

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TABLE 5. - Distribution of Institutions in the Sample and in the Population, by Enrollment

	Total	Under 1800	1801 to 9000	9000 and over
NASPA Members	742	285	306	151
Percent		38.4	41.2	20.3
The Sample	499	189	200	110
Percent		37.9	40.1	22.0

Chi^2 .1737 df 2 p $>$ .93

reports a total enrollment of 7,571,636 for institutions of higher education. Subtracting the 588,543 students enrolled in undergraduate occupational programs that are not acceptable for a degree, the total is 6,983,093. Thus the NASPA member institutions enrolled 56.5 percent of all degree students in the United States. Additionally, the Canadian members of NASPA enrolled 113,214 students.

The results of this study are significant only for the student personnel workers at institutions that are members of the National Association of Student Personnel Administrators. The study makes no inferences concerning other student personnel workers or other institutions.

Since the total population of the National Association of Student Personnel Administrators institutions is included in the study, the statistical analyses will be essentially descriptive rather than analytical. Any differences in means, percentages, proportions in the study will therefore reflect real differences, not inferred differences.

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Collection of the Data

The study received the strong support of the Division of Research and Publication of the National Association of Student Personnel Administrators and was approved and funded by the Executive Committee of NASPA.

A letter of transmittal from Thomas H. Dutton, chairman of the NASPA Division of Research and Publication was sent to each NASPA respondent, urging his participation (Appendix C). A cover letter of special instructions was sent with five sets of material to the NASPA institutional representative from W. Harold Grant, member of the NASPA Division of Research and Publication, and project director (Appendix D).

The chief student personnel administrator was requested to distribute a set of materials to each of the selected participants. Each set of materials was composed of a questionnaire with instructions, a cover letter from Thomas H. Dutton (Appendix C), a Myers-Briggs Type Indicator (Form F) test booklet with scoring sheet (Appendix F; Appendix G), and a postage-paid return envelope, addressed to W. Harold Grant, the NASPA project director. The study materials were mailed by third-class mail on February 17 and 18, 1969.

A second letter was sent on March 10, 1969, to those chief student personnel administrators from whom no reply had been received (Appendix H). Each was asked to return the names of the other respondents at his institution along with institutional type and enrollment. The data sheet listed unfilled positions at each institution (Appendix D).

A third letter was sent to the respondents who had not returned the material; this letter was dated March 31, 1969 (Appendix I). At the

general session of the national NASPA meeting in New Orleans on April 7, Dr. Grant made a special appeal for participation of members in the project.

A letter expressing appreciation was sent by the project director to each respondent who returned the questionnaire (Appendix J).

Instrumentation

The questionnaire technique provided the only practical vehicle capable of securing the desired data in usable form and within acceptable time limits. Use of the interview technique was patently impossible because of the great number of respondents, the wide distribution of institutions, and the restrictions of time, staff, and money.

The questionnaire (Appendix E) was subject to certain inherent limitations of this data-securing technique. It is a self-report instrument and is not subject to verification. It reaches the different respondents in different emotional states, mood, and situational demands. Thus, the nature of the reaction of respondents must necessarily be varied. It is also possible to misunderstand answers to questions. The questionnaire, as an instrument, is subject to errors of measurement. Its scales are sometimes not precise.

In addition to these unavoidable limitations the questionnaire constructed for this study asked some questions that are sensitive and requested that the respondents be identified.

There was no standardized questionnaire available to get the data required in this study. After review of instruments used in related studies, the questionnaire was constructed. It was presented to a number of practicing, highly able student personnel administrators. It

was criticized by the members of the NASPA Division on Research and Publication. It was pre-tested on a group of professional student personnel administrators.

In consideration of the harassment of most student personnel administrators, a special effort was made to keep the instrument short and simple. It was a three-page, relatively unstructured instrument, allowing brevity in most items. The more extensive questions about educational and work backgrounds, research and publication were open-ended. From the fifteen items on the questionnaire, it was possible to identify fifty-two variables related to the respondent (Appendix A). The variables identified and used in the study are: the NASPA region; the functional title; type of institution; enrollment (fall of 1968); sex; age; marital status; sibling birth order; number and sex of children; religious preference; whether respondent ever considered entering a religious profession; first full-time position; second full-time position; third position; fourth position; fifth position; sixth position; seventh position; previous to prior position; prior position; occurrence of leveraging; number of years in previous position; number of years in present position; number of years in student personnel; number of positions in student personnel, including present one; major field of highest degree; type of institution for first degree; highest degree; age at completion of bachelor's degree; age at completion of master's degree; age at completion of doctorate; adequacy of academic experience; adequacy of work experience; feeling of loyalty to institution or to student personnel; number of research projects; number of research projects in student personnel; number of publications; number of publications in student personnel; happiness in work three years ago; happiness in work now;

happiness in work anticipated three years hence; happiness in work, trend; source of conditions causing unhappiness; factors causing unhappiness; teaching and/or tenure; opinion of respondent on value of formal academic training for new student personnel workers; number of years predecessor held position; where predecessor went; what predecessor is now doing; reason for predecessor leaving; anticipated next professional move of respondent; and personality type according to Myers-Briggs Type Indicator.

Procedure

Upon receipt of material from each chief student personnel administrator, the names of the chief personnel worker for women's affairs, the chief student housing worker, the chief counseling worker, and the chief activities worker were noted on the master card for that particular institution. Notation was made where the institution had no person functioning in the selected areas. Notation was made of unused sets of material.

Questionnaires were filed by institution. Information from the chief student personnel administrator concerning institution type and enrollment was placed on questionnaires of all respondents from that particular institution.

When the deadline for return of questionnaires had been reached on May 28, identification code numbers were assigned to each respondent.

Data was extracted from the questionnaires and structured into the appropriate coded level of the fifty-two variables (Appendix A). The IBM scoring sheet No. 555 was marked for each respondent. IBM cards were automatically punched from the 555 sheet by a mark-sense electronic device.

Statistical analysis and data manipulation were performed by the IBM 3600 computer. The computer program provided frequency distribution tables, providing a vehicle to probe the probability of the relationship existing between 396 combinations of variables. Statistical techniques performed by the computer provided sums, percentages, cross-products, sums of squares, means, standard deviations of the variables. Further statistical procedures provided Chi-squares for frequency tables, making it possible to determine the significance of relationship. Level of confidence was set at .05 for most tables, at .01 for some, and at .001 for others. Caution must be used in evaluating the significance of the Chi^2 in tables with cells of under five observations, since results in such cases may be spurious.

Testing of hypotheses was accomplished by analyzing the differences in means, percentages, and proportions.

Thus the statistical procedures made it possible to describe the central tendencies of the data, the variability of the data, and the relationships of the variables.

The Hypotheses

The hypotheses of the study were fourteen in number:

I. The proportion of student personnel administrators who are only children is no greater than that of the population as a whole.

II. The proportion of student personnel administrators who are youngest children is no greater than that of the population as a whole.

III. The proportion of children of the opposite sex of student personnel administrators is no greater than that of the population as a whole.

IV. Over twenty-five percent of student personnel administrators have, at one time, seriously considered entering a religious vocation.

V. More than fifty percent of the first full-time employment of student personnel administrators was in a field other than student personnel.

VI. The highest academic degree of more than fifty percent of student personnel administrators was in a field other than student personnel administration.

VII. More than fifty percent of student personnel administrators feel that their academic training has not adequately prepared them for their present responsibilities.

VIII. More than fifty percent of student personnel administrators feel that their previous work experience has not adequately prepared them for their present responsibilities.

IX. Student personnel administrators feel more loyalty to their institutions than to their profession.

X. More than fifty percent of student personnel administrators have conducted research relevant to student personnel work.

XI. More than fifty percent of student personnel administrators have published material in a field relevant to student personnel.

XII. The happiness that student personnel administrators derive from their professional activities is on a downward trend.

XIII. More than fifty percent of student personnel administrators do not feel that new persons entering the field should have had formal training in student personnel work.

XIV. Not more than one percent of student personnel administrators left their positions through retirement.

Hypotheses I, II, and III were tested by analyzing the difference in proportions.

Hypotheses IV, V, VI, VIII, X, XI, XIII, and XIV were tested by analyzing the difference in percentages.

Hypotheses VII, VIII, IX, and XII were tested by the difference in means and the differences in percentages.

The vast accumulation of data in the frequency tables has made possible a very large number of research findings, not formally stated as either statistical or research hypotheses. An effort was made to present these findings as they relate to the larger interest of this study, the career patterns of student personnel administrators.

Where data have been collapsed into intervals, the statistical computation of mean averages and standard deviations assumed that the data were distributed rectangularly, or evenly, within each interval.

In the presentation of tables the total number of items in each category were given at the beginning of the row and column. Figures appearing within each cell are percentages of the column totals adjusted to the nearest tenth.

Summary

This chapter on Design and Methodology has described the sample and the population of the study and how they were selected. It has outlined the technique and procedures used in collecting the data. It has presented the questionnaire used and its advantages, limitations, validity, and reliability. It has stated the limitations on results of the study.

The hypotheses of the study were presented along with a description of the statistical procedures by which the hypotheses would be tested.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter seeks to analyze the 396 frequency distribution tables of the 52 variables resulting from the statistical computations. Analysis and discussion of the data have been structured into the fourteen hypotheses.

The Hypotheses

Hypothesis I. The proportion of student personnel administrators who are only children is no greater than that of the population as a whole. Rejected.

It will be noted in Table 6 that 205 of the 1320 student personnel administrators in the study were only children. This constitutes 15.5 percent. United States Census figures for the whole population, weighted for the decades in which present student personnel administrators were born (1920, 1930, 1940), indicate the proportion of only children to be 9.76 percent. Thus the sample proportion of 15.53 to 100 was greater than the general population proportion of 9.76 to 100. Not only was the proportion of only children in the sample as a whole greater than the general population, but the proportion of each type of student personnel administrator was greater than that of the population as a whole.

TABLE 6. - Sibling Birth Order of Student Personnel Administrators,
by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
None given	5	0	3	0	0	0	2
Percent	.4	0	.7	0	0	0	.9
Only Child	205	5	66	37	32	31	34
Percent	15.5	27.8	15.4	15.8	14.5	18.6	14.5
Youngest Child	336	5	106	55	64	37	69
Percent	25.5	27.8	24.7	23.5	29.0	20.1	29.5
Middle Child	347	3	115	60	56	51	62
Percent	26.3	16.7	26.8	25.6	23.3	27.7	26.5
Oldest Child	427	5	139	82	69	65	67
Percent	32.3	27.7	32.4	35.0	31.2	35.3	28.6

Chi^2 15.60 df 20 not significant .05

Abbreviations in the column headings are as follows: CSPA: the chief
student personnel administrator; CSPW: the chief student personnel
administrator for women; CSPC: the chief student personnel administra-
tor for counseling; CSPH: the chief student personnel administrator for
housing; and CSPAc: the chief student personnel administrator for
activities.

Hypothesis II. The proportion of student personnel administra-

tors who are youngest children is no greater than that of the population

as a whole. Rejected.

By referring to Table 6, it will be seen that for the entire

sample 25.5 percent of the student personnel administrators were youngest

children. The lowest percentage for any type administrator was 20.1 for

the chief student administrator for housing.

United States Census figures for the general population, weighted

for the decades in which present student personnel administrators were

born (1920, 1930, 1940), indicate the proportion of youngest children to be 18.6 percent. Thus the sample proportion of 25.45 youngest children to 100 was greater than that of the general population as a whole. The youngest-child proportion for each of the five student personnel types was greater than that of the general population as a whole.

Hypothesis III. The proportion of children of the opposite sex of student personnel administrators is no greater than that of the population as a whole. Failed to reject.

The data in Table 7 indicate that of the 962 males in the sample, 724 were parents, and that they had 951 male children and 873 female children. Of the 724 male parents 305, or 63.6 percent had more boys than girls. Of the 101 female parents, 51.3 percent had more boys than girls. Combining the figures, it is seen that 214 had more children of the opposite sex, and 343 had more of the same sex. Thus 61.4 percent had more children of the same sex.

Analyzing the data from the total number of children in each family, it is shown that for women, 51.8 percent of their children were of the opposite sex. The United States Census figures for the ratio for males of the age of children of present student personnel administrators is 50.89. Thus the women's rate was higher.

For men, the opposite is indicated. Only 47.9 percent of their children were of the opposite sex. United States Census figures show the female ratio to be 49.11 for children of the age of those of present student personnel administrators. Combining men and women, 51.02 percent of the children of student personnel administrators were of the same

sex; and 49.11 percent of the children were of the opposite sex. On the basis of the data the hypothesis could not be rejected.

TABLE 7. - The Sex of Children of Student Personnel Administrators

	Men	Women	Total
Respondents	962	358	1320
Number of parents	724	101	825
Parents with more children of opposite sex	174	40	214
Percent	36.4	51.3	
Parents with more children of same sex	305	38	343
Percent	63.6	48.7	
Number of children of opposite sex	873	113	986
Percent	47.9	51.8	48.98
Number of children of same sex	951	105	1052
Percent	52.1	48.2	51.02
Total children	1824	218	

Hypothesis IV. Over 25 percent of student personnel administrators have, at one time, seriously considered entering a religious vocation. Failed to reject.

Table 8 presents data that show that of the 1320 respondents in the sample, 438 or 33.3 percent had at one time seriously considered entering a religious vocation. Therefore the hypothesis could not be rejected.

Of types, only the chief student personnel administrator for women was below 25 percent. This category of the sample indicated 24.4 percent.

TABLE 8. - Previous Consideration of Entering a Religious Vocation,
by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1317	18	427	234	221	184	233
No answer	8	3	1	2	1	0	1
Percent	.6	16.7	.2	.9	.5	0	.4
Yes	438	3	172	57	79	52	75
Percent	33.3	16.7	40.3	24.4	35.7	28.3	32.2
No	871	12	254	175	141	132	157
Percent	66.1	66.7	59.5	74.8	63.8	71.7	67.4

Chi^2 100.8 df 10 $p < .001$

The data in Table 9 show the relationship of religious prefer-
ence to previous consideration of entering a religious vocation. Student
personnel administrators of all major religious preferences except Jewish,
10 percent, and Christian Churches (the particular denomination), with
20 percent, were above 25 percent.

The highest percentage, 54.4 percent, was Roman Catholic. There
were 215 Roman Catholics in the sample, of whom 112 were not married and
likely members of religious orders. Of the 103 married Catholics, five
or 4.8 percent have previously considered a religious vocation. Leaving
out the unmarried Catholics, 320 of 1092 in the sample or 29.3 percent
have at one time considered entering a religious vocation. Considering
full-time Catholic religious student personnel administrators, 438 or
33.3 percent had seriously considered entering a religious vocation. The
hypothesis could not be rejected.

TABLE 9. - Consideration of Entering a Religious Vocation, by Religious
Preference

	Total	N/A	Yes	No
Respondents	1315	8	437	870
Percent of total	100	.6	33.2	66.2
No preference	106	2	16	88
Percent	8.1	1.2	15.9	90.3
Baptist	82	0	31	51
Percent	6.2	0	37.8	62.2
Roman Catholic	215	0	117	98
Percent	16.3	0	54.4	45.6
Methodist	205	1	63	141
Percent	15.6	.5	30.7	68.8
Lutheran	77	0	32	45
Percent	5.9	0	41.6	58.4
Jewish	20	0	2	18
Percent	1.5	0	10.0	90.0
Presbyterian	149	1	52	96
Percent	11.3	.7	34.9	64.4
Protestant Episcopal	86	1	23	62
Percent	6.5	1.2	26.7	72.1
Churches of Christ	11	0	5	6
Percent	.8	0	45.5	54.5
United Churches of Christ	14	0	6	8
Percent	1.1	0	42.9	57.1
Christian Churches	20	0	4	16
Percent	1.5	0	20.0	80.0
Residual	104	1	27	76
Percent	7.9	1.0	26.0	73.1
Protestant, undesignated	226	2	59	165
Percent	17.2	.9	26.1	73.0

Two of the largest religious denominations, Eastern Orthodox and
Latter Day Saints, were not represented in the sample.

In Table 10 the relationship between sibling order and previous consideration of entering a religious profession is probed. The Chi^2 indicates the frequency distribution in the table is significant at the .001 level of confidence. The percent of only children who have seriously considered entering a religious profession was 27 percent; of youngest children, 32 percent; of middle children, 35.4 percent; and of oldest children 35.1 percent.

TABLE 10. - Sibling Order and Previous Consideration of Entering a Religious Vocation

	Total	No Data	Only Child	Youngest Child	Middle Child	Oldest Child
Respondents	1317	5	204	334	347	427
No data	8	1	1	4	2	0
Percent	.6	20.0	.5	1.2	.6	0
Yes	438	3	55	107	123	150
Percent	33.3	60.0	27.0	32.0	35.4	35.1
No	871	1	148	223	222	277
Percent	66.1	20.0	72.5	66.8	64.0	64.9

Chi^2 43.368 df 8 p$<$.001

In Table 11 the data presents the number of student personnel administrators who were members of the ten largest religious groups in the United States which had communicants in the sample. It is noted that the highest representation was by the Presbyterians, 33 in 100,000 members; the Episcopalians, 25 in 100,000 members; and the Methodists, 15 in 100,000 members. The lowest was by the Baptists and the Jews, each with 3 in 100,000 members.

TABLE 11. - Religious Preference of Student Personnel Administrators

	1966 Membership	SPA Members	SPA Percent	SPA per 100,000
Baptist Bodies	23,659,403	82	6.2	3
Roman Catholic	45,640,619	216	16.4	4
Methodist Bodies	12,901,573	205	15.6	15
Lutheran	8,733,799	77	5.8	8
Jewish Bodies	5,600,000	20	1.5	3
Presbyterian Bodies	4,395,247	149	11.3	33
Protestant Episcopal	3,328,580	86	6.5	25
Churches of Christ	2,500,000	11	.8	4
United Church of Christ	2,067,223	14	1.1	6
Christian Churches	1,920,760	20	1.5	10
Other Protestant		227	17.2	
None		100	7.6	
Residual		105	8.0	
No data		6	.5	

Data in tables not reproduced here indicate that the males in the sample had 35.08 percent who had previously considered entering a religious profession; females had 28.05 percent. These data indicate that the Baptists, Roman Catholics, Methodists, Jewish (highest), Episcopalians, and Churches of Christ are more loyal to student personnel; the Lutherans, Presbyterians, and Christian Churches are more loyal to the institution.

Hypothesis V. More than 50 percent of the first full-time employ-
ment of student personnel administrators was in a field other than stu-
dent personnel. Failed to reject.

In Table 12 the data suggest that only 19.2 percent of all student
personnel administrators in the sample had their first full-time employ-
ment, after the bachelor's degree, in student personnel. The hypothesis
then could not be rejected.

TABLE 12. - First Full-Time Employment of Student Personnel Administra-
tors, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
None	3	0	1	1	0	0	1
Percent	2.2	0	.2	.4	0	0	.4
College Stu. Personnel	254	2	80	35	29	49	59
Percent	19.2	11.1	18.6	15.0	13.1	26.6	25.2
College-Univ. Admin	30	0	10	4	3	5	8
Percent	2.3	0	2.3	1.7	1.4	2.7	3.4
College Teaching	77	1	35	12	16	7	6
Percent	5.8	5.5	8.2	5.1	7.2	3.8	2.6
Public Schools	423	4	150	107	73	30	59
Percent	32.0	22.2	35.0	45.7	33.0	16.3	25.2
Business-Industry	236	7	47	40	43	47	52
Percent	17.9	38.9	11.0	17.1	19.5	25.5	22.2
Gov., Mil., PublicSer.	212	2	75	21	41	40	33
Percent	16.1	11.1	17.5	9.0	18.6	21.7	14.1
Religious Service	61	0	25	9	16	4	7
Percent	4.6	0	5.8	3.8	7.2	2.2	3.0
Graduate School	23	2	6	5	0	2	8
Percent	1.7	11.1	1.4	2.1	0	1.1	3.4
Other	1	0	0	0	0	0	1
Percent	.1	0	0	0	0	0	.4

Chi^2 135.1 df 45 p$<$.01

Table 12 shows that 18.6 percent of the chief administrators had their first full-time employment in student personnel on the college level. The women's dean had 15 percent, the counseling director 13.1 percent, the housing director 26.6 percent, and the activities director 25.2 percent.

The public schools proved to be the first full-time position for 32.0 percent of all respondents, a figure considerably larger than that for student personnel, 19.2 percent.

Table 13 presents the mean ages of student personnel administrators by regions, with the highest mean age being for Region VII with 39.8; the lowest mean is for Region I, with 36.0. The overall mean for the sample was 37.9 years.

TABLE 13. - Mean Ages of Student Personnel Administrators, by NASPA Regions

	Total	I	II	III	IV	V	VI	VII
Mean ages of all Student Personnel Administrators	37.9	36.0	37.2	39.0	38.1	37.2	39.1	39.8

Table 14 delves into the relationship between the age and the sex of the sample. The mean age of the sample was 37.9. The mean age for the 955 males was 36.9; for the 356 females the mean age was 40.5. The largest percentage, 16.9 percent, of females was in the 45-50 age group; next was the 51-56 age group with 15.4 percent. The mean for the chief administrator was 40.9; for the women's dean 41.7; for the director of counseling 38.7; the housing director 36.1; the activities director 33.3.

The males in the study were an average of 3.1 years younger than the females. The largest percentage of males, 21.2 percent, was in the age group 33-38; the next was age group 39-44 with 19.3 percent.

TABLE 14. - Relationship of Sex and Age of Student Personnel
Administrators

	Total	No Answer	Male	Female
Respondents	1320	9	955	356
Under 21	3	0	2	1
Percent	.22	0	.2	.3
21-26	121	1	86	34
Percent	9.16	11.1	9.0	9.6
27-32	224	4	171	49
Percent	16.96	44.4	17.9	13.8
33-38	251	0	202	49
Percent	19.01	0	21.2	13.8
39-44	231	0	184	47
Percent	17.50	0	19.3	13.2
45-50	212	1	151	60
Percent	16.06	11.1	15.8	16.9
51-56	145	1	89	55
Percent	11.0	11.1	9.3	15.4
57-62	91	0	49	42
Percent	6.89	0	5.1	11.8
63-68	36	2	17	17
Percent	2.72	22.2	1.8	4.8
69 and over	6	0	4	2
Percent	.45	0	.4	.6
Mean	37.9	38.5	36.9	40.5

Chi^2 70.901 df 18 $p < .001$

Table 15 shows the relationship of marital status and the sex of
the respondents. Of the 1319 in the distribution, 924 or 70.05 percent
were married, and 317 or 24.03 percent unmarried. Of the 317 unmarried,
112 were Roman Catholic priests and nuns. Of the 202 female unmarried,
132 were women's deans; of the 32 widowed females, 21 were women's deans;
and of the 24 divorced females, 21 were women's deans. Of the 954 males,
826 or 86.6 percent were married; only 4 or .4 percent were widowed; and
only 8 or .8 percent were divorced. Taking out the Roman Catholic
priests, the exact number of whom is unknown, it must be that a very
high percentage of men were married; possibly 840 out of 900, or 90
percent.

TABLE 15. - Relationship of Sex and Marital Status of Student Personnel
Administrators

	Total	No Answer	Male	Female
Respondents	1319	9	954	356
No data	5	2	2	1
Percent	.37	22.2	.2	.3
Married	924	2	826	96
Percent	70.05	22.2	86.6	27.0
Unmarried	317	3	112	202
Percent	24.03	33.3	11.7	56.7
Widowed	37	1	4	32
Percent	2.80	11.1	.4	9.0
Divorced	33	1	8	24
Percent	2.50	11.1	.8	6.7
Other	3	0	2	1
Percent	.22	0	.2	.3

Chi^2 576.337 df 10 p < .001

Table 16 shows the number of years spent in student personnel by each of the five types of respondents. The data show that of 429 chief administrators, 140 or 32.6 percent had no more than five years in the profession; of 234 women's deans, 90 or 38.4 percent had no more than five years; of 221 directors of counseling, 108 or 48.9 percent; of 184 directors of housing, 112 or 60.8 percent; and of directors of activities, 152 or 64.9 percent.

TABLE 16. - Number of Years Spent in Student Personnel, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
Less than one year	102	2	18	9	25	17	31
Percent	7.7	11.1	4.2	3.8	11.3	9.2	13.2
1-5 years	506	4	122	81	83	95	121
Percent	38.3	22.2	28.4	34.6	37.6	51.6	51.7
6-10 years	328	9	120	52	57	40	50
Percent	24.8	50.0	28.0	22.2	25.8	21.7	21.4
11-15 years	163	2	71	34	26	15	15
Percent	12.3	11.1	16.6	14.5	11.8	8.2	6.4
16-20 years	130	0	64	27	16	10	13
Percent	9.8	0	15.0	11.5	7.2	5.4	5.6
21-25 years	58	1	20	18	13	4	2
Percent	4.4	5.6	4.7	7.7	5.9	2.2	.9
26-30 years	15	0	9	5	0	0	1
Percent	1.1	0	2.1	2.1	0	0	.4
31-35 years	13	0	5	5	1	1	1
Percent	1.0	0	1.1	2.1	.5	.5	.4
Over 35	5	0	0	3	0	2	0
Percent	.4	0	0	1.3	0	1.1	0
Mean number of years:	5.65	4.65	7.35	7.75	4.75	3.70	2.75

Chi^2 149.40 df 40 p < .01

The data in Table 16 indicate that the mean number of years spent in student personnel by the sample was 5.65 years. The women's dean averaged 7.75 years; the chief administrator 7.35; the director of counseling 4.75; the housing director 3.7; and the activities director 2.75.

Table 17 presents the total number of years spent in student personnel as this factor was related to the type of institution. The longest tenure was in the public universities, 7.6 years, followed by the private universities, 6 years, and the public four-year colleges, 5.85 years. The shortest tenure was in the public two-year colleges.

TABLE 17. - Total Number of Years Spent in Student Personnel, by Type of Institution

	Total	N/A	Pub-2	Pub-4	PubUni	Pri-2	Pri-4	PriUni
Respondents	1320	11	64	202	380	38	436	189
Less than 1 yr.	102	2	6	11	13	4	53	13
Percent	7.7	18.2	9.4	5.4	3.4	10.5	12.2	6.9
1-5 years	506	4	32	78	119	18	186	69
Percent	38.3	36.4	50.0	38.6	31.3	47.4	42.7	36.5
6-10 years	328	2	16	55	99	6	107	43
Percent	24.8	18.2	25.0	27.2	26.0	15.8	24.5	22.8
11-15 years	163	1	4	24	62	5	36	31
Percent	12.3	9.1	6.3	11.9	16.3	13.2	8.3	16.4
16-20 years	130	1	2	20	46	4	36	21
Percent	9.8	9.1	3.1	9.9	12.1	10.5	8.3	11.1
21-25 years	58	1	3	9	24	1	12	8
Percent	4.4	9.1	4.7	4.5	6.3	2.6	2.8	4.2
26-30 years	15	0	1	2	7	0	3	2
Percent	1.1	0	1.6	1.0	1.8	0	.7	1.1
31 and over	18	0	0	3	10	0	3	2
Percent	1.4	0	0	1.5	2.6	0	.7	1.1
Mean	5.65	4.55	3.70	5.85	7.60	4.15	4.10	6.00
S. D.	2.35	3.00	1.25	2.25	2.95	1.40	1.70	2.15

In Table 18 the relationship between the total number of years
spent in student personnel and sex is presented. Males had an average
of 5.3 years, women 6.55 years. Of 955 men, 446 or 46.7 percent had no
more than five years experience. Of 356 women, 157 or 44.1 percent had
less than five years experience.

TABLE 18. - Relationship Between Sex and Number of Years in Student
Personnel

	Total	N/A	Men	Women
Respondents	1320	9	955	356
Under one year	102	1	71	30
Percent	7.7	11.1	7.4	8.4
1-5 years	506	4	375	127
Percent	38.3	44.4	39.3	35.7
6-10 years	328	1	246	81
Percent	24.8	11.1	25.8	22.8
11-15 years	163	2	119	42
Percent	12.3	22.2	12.5	11.8
16-20 years	130	0	96	34
Percent	9.8	0	10.1	9.6
21-25 years	58	0	31	27
Percent	4.4	0	3.2	7.6
26-30 years	15	1	9	5
Percent	1.1	11.1	.9	1.4
31-35 years	13	0	7	6
Percent	1.0	0	.7	1.7
36 and over	5	0	1	4
Percent	.4	0	.1	1.1
Mean		4.50	5.30	6.55

Chi^2 34.371 df 16 $p < .01$

Data not presented in tables indicate that the higher the enrollment of an institution, the greater the total number years of experience in student personnel. The mean for institutions with under 500 enrollment is 2.35 years; for those with enrollments from 501 to 1000, the mean is 3.05 years; from 1001 to 2500, 4.05 years; from 2501 to 5000, 5.5 years; from 5001 to 10,000, 5.9 years; and from 10,001 to 15,000, the mean is 8.5 years.

A comparison of the total number of years in student personnel and the major field of highest degree suggests that as the mean average was approached, the percentage of respondents whose highest degree was in counseling, student personnel, and higher education increased.

Data not placed in tables indicate an association between the total number of years in student personnel and the feeling of loyalty of the sample. The data suggest that as the total number of years in student personnel increased, the feeling of loyalty to the institution increased. For those whose total experience in student personnel was under one year, the loyalty mean was 49.7 (on a scale on which loyalty to the institution is 0 and loyalty to the profession is 100); for those who had been in student personnel 26 to 30 years, the mean was 43.1; and for those who had 36 years or more in student personnel, the loyalty mean was 36.5, which was 13.2 points more "feeling of loyalty" to the institution than in the first group.

Number of years in student personnel also seemed related to causes of unhappiness. The two most frequent causes of unhappiness reported by the sample were "student activism" and "administration." Data not presented in tables suggest that for student personnel administrators with

less experience the "administration" was the greater source of unhappiness. For those with more experience, "student activism" was the greater source of unhappiness.

Data not placed in tables indicate that student personnel administrators' value on formal training for new workers entering the field increased as their experience increased.

In Table 19 it is observed that of the 1320 respondents in the sample, 496 or 37.6 percent were in their first position in student personnel. By title, the director of counseling had 101 of 221, or 45.7 percent, in their first student personnel position; the director of activities had 105 of 234, or 44.9 percent, in their first student personnel position.

Of the 1320 in the sample 866 or 65.6 percent were presently employed in either their first or second positions in student personnel.

The overall mean number of positions was 2.22 positions; for the chief administrator it was 2.41 positions; for the women's dean it was 2.32; for the director of housing, 2.29; for the director of activities, 2.00; and for the director of counseling, it was 1.94 positions.

Table 20 presents the relationship between the age of the sample and their mean number of positions in student personnel.

Table 21 presents the number of years spent by the sample in their previous position. The mean number of years for the total sample is 2.10. Of 429 chief administrators, 262 or 61 percent had spent under five years in their previous position. Of 221 directors of counseling, 177 or 80 percent had spent under five years in their previous position. Of 184 directors of housing, 136 or 73.9 percent had spent under five years in their previous position, and of 234 directors of activities, 181 or

77.4 percent. Any longevity at all appeared only with the chief admin-
istrator, who had 9 or 2.1 percent with 17 or more years in previous
position, or with the women's dean, who had 10 or 2.4 percent with 17 or
more years.

TABLE 19. - Number of Positions Held in Student Personnel, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
None	3	0	0	1	0	0	2
Percent	.2	0	0	.4	0	0	.9
One (present)	496	6	140	79	101	65	105
Percent	37.6	33.3	32.6	33.8	45.7	35.3	44.9
Two	367	5	124	65	66	53	54
Percent	27.8	27.8	28.9	27.8	29.9	28.8	23.1
Three	242	4	73	51	29	37	48
Percent	18.3	22.2	17.0	21.8	13.3	20.1	20.5
Four	119	3	49	22	18	12	15
Percent	9.0	16.7	11.4	9.4	8.1	6.5	6.4
Five	61	0	29	8	5	11	8
Percent	4.6	0	6.8	3.4	2.3	6.0	3.4
Six	21	0	9	4	2	4	2
Percent	1.6	0	2.1	1.7	.9	2.2	.9
Seven	10	0	5	3	0	2	0
Percent	.8	0	1.2	1.3	0	1.1	0
Eight	1	0	0	1	0	0	0
Percent	.1	0	0	.4	0	0	0
Mean Number	2.22	2.22	2.41	2.32	1.94	2.29	2.00

Chi^2 56.62 df 40 p <.05

TABLE 20. - Relationship Between Age and Number of Positions in
Student Personnel

	Number Positions	Mean	S.D.
Under 21	3	1.33	.57
Percent	.2		
21-26 years of age	121	1.84	.84
Percent	9.16		
27-32 years of age	224	2.27	1.31
Percent	16.96		
33-38 years of age	251	2.31	1.27
Percent	19.01		
39-44 years of age	231	2.38	1.53
Percent	17.50		
45-50 years of age	212	2.29	1.35
Percent	16.06		
51-56 years of age	145	2.01	1.29
Percent	10.98		
57-62 years of age	91	2.23	1.37
Percent	6.89		
63-68 years of age	36	2.25	1.44
Percent	2.72		
69 and over	6	2.00	.63
Percent	.45		
Total	1320	2.22	1.32

Data not in tables indicated that institutions with enrollment under 500 had 12.5 percent of their student personnel administrators in new positions. Institutions with 501 to 1000 had 31.9 new positions;

TABLE 21. - Number of Years Spent in Previous Position, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
Less than one year	41	0	4	7	9	8	13
Percent	3.1	0	.9	3.0	4.1	4.3	5.6
1-4 years	887	12	258	153	168	128	168
Percent	67.2	66.7	60.1	65.4	76.0	69.6	71.8
5-8 years	246	4	104	42	28	33	35
Percent	18.6	22.2	24.2	18.0	12.7	18.0	15.0
9-12 years	84	2	39	15	8	11	9
Percent	6.4	11.1	9.1	6.4	3.6	6.0	3.8
13-16 years	32	0	15	7	5	1	4
Percent	2.4	0	3.5	3.0	2.3	.5	1.7
17-20 years	19	0	3	6	3	2	5
Percent	1.4	0	.7	2.6	1.4	1.1	2.1
21-24 years	6	0	4	2	0	0	0
Percent	.5	0	.9	.9	0	0	0
25-28 years	5	0	2	2	0	1	0
Percent	.4	0	.5	.9	0	.5	0
Mean	2.10	2.26	2.98	2.74	1.62	1.86	1.70

Chi^2 64.231 df 35 $p < .01$

in institutions with enrollments from 1001 to 2500, there were 33.2 percent new positions; with from 5001 to 10,000 there were 27.6 percent; with 10,001 to 15,000 there were 27.0 percent; with 15,001 to 20,000, there were 21.9 percent; and with over 20,000 there were 36.4 percent.

Table 22 presents the mean number of years student personnel administrators spent in their previous position, in their present positions, and in student personnel as these variables relate to the regions of NASPA. Only Region III, the Southern states, and Region VI, the Northwest, were above the mean for the previous position, the mean for the present position, and the mean for the total time in student personnel. Region I was below the mean in all three instances.

TABLE 22. - Mean Number of Years Spent in Previous Position, in Present Position, and in Student Personnel, by NASPA Regions

	Total	I	II	III	IV	V	VI	VII
Previous Position	2.10	1.98	2.26	2.98	2.26	2.14	2.12	2.02
Present Position	2.15	.90	1.34	2.30	2.18	1.62	2.34	2.18
Student Personnel	5.65	4.80	5.70	5.70	5.10	4.65	6.30	6.60

Table 23 is concerned with the number of years spent in present position by student personnel administrators. The overall mean of 2.15 years is smaller than the mean of the women's dean with 3.35 years, the chief administrator with 2.95 years, the director of counseling with 2.35 years. It exceeds the 0.5 mean of the director of housing and the 0.75 mean of the director of activities.

Of the 429 chief administrators, 71 or 16.6 percent had under one year in their present position; 274 or 63.7 percent had under four years. Of the 233 women's deans, 46 or 19.7 percent had under one year in their present position; 145 or 62.2 percent had under four years. Of the 221 directors of counseling, 57 or 25.8 percent had under one year in their

present position; 147 or 66.5 percent had under four years. Of 184

directors of housing, 66 or 35.9 percent had under one year; 149 or

81 percent had under four years. The director of activities had 27.5

percent under one year, and 82 percent under four years. Few had over

20 years in their present position: the chief administrator with one

percent, the women's dean with 2.1 percent, the director of counseling

with 1.8 percent, the director of housing with 2.7 percent, and the direc-

tor of activities with 1.3 percent.

TABLE 23. - Number of Years Spent in Present Position, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1318	18	429	233	221	184	233
Under one year	310	6	71	46	57	66	64
Percent	23.5	33.3	16.6	19.7	25.8	35.9	27.5
1-4 years	609	7	203	99	90	83	127
Percent	46.2	38.9	47.3	42.5	40.7	45.1	54.5
5-8 years	223	3	83	44	42	23	28
Percent	16.9	16.7	19.3	18.9	19.0	12.5	12.0
9-12 years	82	2	40	18	14	4	4
Percent	6.2	11.1	9.3	7.7	6.3	2.2	1.7
13-16 years	39	0	15	11	7	2	4
Percent	3.0	0	3.5	4.7	3.2	1.1	1.7
17-20 years	35	0	13	10	7	2	3
Percent	2.7	0	3.0	4.3	3.2	1.1	1.3
21-24 years	14	0	2	3	4	3	2
Percent	1.1	0	.5	1.3	1.8	1.6	.9
25-28 years	3	0	0	1	0	1	1
Percent	.2	0	0	.4	0	1.1	.4
29 and over	3	0	2	1	0	0	0
Percent	.2	0	.5	.4	0	0	0
Mean Number Years	2.15	0.75	2.95	3.35	2.35	0.50	0.75

Chi^2 82.738 df 40 p $<$.01

Table 24 presents a frequency distribution of the number of years
spent in present position and the type of institution in which the stu-
dent personnel administrators in the sample were employed. The overall
percentage for having under one year experience was 23.5 percent. Private
two-year institutions showed 42.1 percent; private universities 27 per-
cent. The smallest percentage was in the public four-year college, 18.9
percent.

TABLE 24. - Number of Years Spent in Present Position, by Type of
Institution

	Total	N/A	Pub-2	Pub-4	PubUni	Pri-2	Pri-4	PriUni
Respondents	1318	11	64	201	379	38	436	189
Under one year	310	2	14	38	77	16	112	51
Percent	23.5	18.2	21.9	18.9	20.3	42.1	25.7	27.0
1-4 years	609	5	37	94	167	11	209	86
Percent	46.2	45.5	57.8	46.8	44.1	28.9	47.9	45.5
5-8 years	223	4	5	37	67	8	75	27
Percent	16.9	36.4	7.8	18.4	17.7	21.1	17.2	14.3
9-12 years	82	0	6	13	27	1	23	12
Percent	6.2	0	9.4	6.5	7.1	2.6	5.3	6.3
13-16 years	39	0	1	9	17	1	7	4
Percent	3.0	0	1.6	4.5	4.5	2.6	1.6	2.1
17-20 years	35	0	0	6	13	1	8	7
Percent	2.7	0	0	3.0	3.4	2.6	1.8	3.7
21-24 years	14	0	1	3	8	0	1	1
Percent	1.1	0	1.6	1.5	2.1	0	.2	.5
25-28 years	3	0	0	0	1	0	1	1
Percent	.2	0	0	0	.3	0	.2	.5
29 and over	3	0	0	1	2	0	0	0
Percent	.2	0	0	.5	.5	0	0	0

Chi^2 53.809   df 48   p<.05

Data not in tables indicate that for women the mean number of

years employment in present position was 1.90; for men it was 1.8 years.

These data indicate no consistent association between the tenure in pres-

ent position and loyalty to the institution or to the profession. There

was indicated an association between total number of years in student per-

sonnel and loyalty to the institution. The data suggest that student per-

sonnel administrators with the less tenure in present position found more

unhappiness with the "administration" while those with longer tenure

found more unhappiness with students. The "administration" was a source

of unhappiness for 6.98 percent of the sample. For those with one to

four years in present position, it was 7.6 percent; for those with five

to eight years it was 10.8 percent; for those with thirteen to sixteen

years it was 2.5 percent; and for those with seventeen to twenty years

in present position it was 5.7 percent.

Of the 736 student personnel administrators whose prior position

was in student personnel, 191 or 26 percent have been in their present

student personnel position less than one year; 346 or 47 percent have

been in their present position for one to four years. Combining the two,

537 or 73 percent have been in present position no more than four years.

Table 25 emphasizes certain of the first full-time positions of

the student personnel administrators in the sample. Of 1320 in the

sample, 254 or 19.2 percent entered student personnel as their first full-

time position; 423 or 32 percent entered the public schools as their

first full-time position; 236 or 17.9 percent were in business first;

and 212 or 16.1 percent entered government, the military, or public ser-

vice first.

TABLE 25. - First Full-Time Position in College Personnel, Public
Schools, Business, and Government, by NASPA Regions

	Total	I	II	III	IV	V	VI	VII
College Personnel								
Number	254	21	55	51	17	85	14	11
Percent	19.2	28.0	24.0	17.6	9.7	21.3	19.2	15.5
Public Schools								
Number	423	16	75	111	72	120	12	17
Percent	32.0	21.0	32.8	38.2	41.1	30.0	16.4	23.9
Business								
Number	236	16	36	44	32	77	15	10
Percent	17.9	21.3	15.7	15.2	18.3	19.3	20.5	14.1
Government								
Number	212	11	31	51	31	61	17	10
Percent	16.1	14.7	13.5	17.6	17.7	15.3	23.3	14.1

Table 26 presents the relationship between the sex of the respondents and their first full-time employment after their bachelor's degree. The data indicate that 20.7 percent of the men were first employed in student personnel as contrasted to 15.4 percent for the women. The public schools, as first employer, claimed 41.2 percent of the women, as contrasted to 28.6 percent of the men. In government, military and public service, there were 18.1 percent of the men and 10.7 percent of the women.

Tables 12, 27, 29, 31, and 33 are concerned with the title of the student personnel administrator and his full-time positions after earning his bachelor's degree. Table 12 is concerned with the first position, table 27 with the second, 29 with the third, 31 with the fourth, and table 33 with the fifth position.

TABLE 26. - Relationship Between Sex and First Full-Time Position

	Total	N/A	Men	Women
Respondents	1320	9	955	356
None	3	0	2	1
Percent	.2	0	.2	.3
College Personnel	254	1	198	55
Percent	19.24	11.1	20.7	15.4
College Administration	30	0	23	7
Percent	2.27	0	2.4	2.0
College Teaching	77	2	60	15
Percent	5.83	22.2	6.3	4.2
Public Schools	423	3	273	147
Percent	32.04	33.3	28.6	41.3
Business, Industry	236	1	161	74
Percent	17.87	11.1	16.9	20.8
Gov't, Mil., Pub. Serv.	212	1	173	38
Percent	16.06	11.1	18.1	10.7
Religious Service	61	1	49	11
Percent	4.62	11.1	5.1	3.1
Graduate School	23	0	15	8
Percent	1.74	0	1.6	2.2
Other	1	0	1	0
Percent	.07	0	.1	0

Chi^2 39.660   df 18 $p < .01$

In Tables 28, 30, 32, 34, 35, and 38, the categories of full-time employment considered are: (1) college and university student personnel; (2) college and university administration; (3) college and university teaching; (4) public schools; (5) business and industry; (6) government, military, and other public service; (7) religious service; and (8) graduate school.

TABLE 27. - Second Full-Time Position, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
None	44	0	4	10	6	8	16
Percent	3.3	0	.9	4.3	2.7	4.3	6.8
College Personnel	423	4	144	65	52	73	85
Percent	32.0	22.2	33.6	27.8	23.5	39.7	36.3
College Administration	42	0	17	10	7	3	5
Percent	3.2	0	4.0	4.3	3.2	1.6	2.1
College Teaching	121	1	53	27	24	7	9
Percent	9.2	5.6	12.4	11.5	10.9	3.8	3.8
Public Schools	319	4	117	61	64	29	44
Percent	24.2	22.2	27.3	26.1	29.0	15.8	18.8
Business, Industry	159	5	31	26	26	37	34
Percent	12.0	27.8	7.2	11.1	11.7	20.1	14.5
Gov't, Mil., Pub. Serv.	134	4	40	20	23	19	28
Percent	10.2	22.2	9.3	8.5	10.4	10.3	12.0
Religious Service	49	0	13	12	12	4	8
Percent	3.7	0	3.0	5.1	5.4	2.2	3.4
Graduate School	29	0	10	3	7	4	5
Percent	2.2	0	2.3	1.3	3.2	2.2	2.1

Chi^2 102.16 df 40 $p < .01$

Table 28 presents the comparison of the first full-time position and the second; Table 30 compares the second and the third positions; Table 32 compares the third and the fourth; Table 34 compares the fourth and the fifth; and Table 35 compares the fifth and the sixth.

From Table 12 it will be observed that of the 1320 student personnel administrators in the sample, 254 or 19.2 percent had their first full-time position in student personnel; 30 or 2.3 percent started their

TABLE 28. - Relationship of the First and Second Full-Time Positions

Second Position		None	First Position (1) SPA	(2) Adm.	(3) Tea.	(4) P.S.	(5) Bus.	(6) Gov.	(7) Rel.	(8) Grad.
Totals	3	254	30	77	423	236	212	61	24	
None	44	2	36	0	0	1	3	2	0	0
Percent	3.3	66.7	14.2	0	0	.2	1.3	.9	0	0
(1) SPA	423	0	173	15	22	80	40	70	10	13
Percent	32.0	0	68.1	50.0	28.6	18.9	16.9	33.1	16.4	55.5
(2) Adm.	42	0	7	7	4	12	8	2	2	0
Percent	3.2	0	2.8	23.3	5.2	2.8	3.4	.9	3.3	0
(3) Tea.	121	0	10	2	32	45	10	13	7	2
Percent	9.2	0	3.9	6.7	41.6	10.6	4.2	6.1	11.5	8.0
(4) P.S.	319	1	10	1	5	208	45	42	6	1
Percent	24.2	33.3	3.9	3.3	6.5	49.2	19.1	19.8	9.8	4.0
(5) Bus.	159	0	6	1	4	22	87	35	3	1
Percent	12.0	0	2.4	3.3	5.2	5.2	36.9	16.5	4.9	4.0
(6) Gov.	134	0	11	4	7	39	27	38	5	3
Percent	10.2	0	4.3	13.3	9.1	9.2	11.4	17.9	8.2	12.0
(7) Rel.	49	0	0	0	2	5	10	6	26	0
Percent	3.7	0	0	0	2.6	1.2	4.2	2.8	42.6	0
(8) Grad.	29	0	1	0	1	11	6	4	2	4
Percent	2.2	0	.4	0	1.3	2.6	2.5	1.9	3.3	16.0

Chi^2 1133.053 df 72 p < .001

careers in other type college or university administration; 77 or 5.8 percent began their careers as college or university teachers; 423 or 32 percent started out as public school teachers; 236 or 17.8 percent started in business and industry; 212 or 16.1 percent started in the military, government, or some branch of public service.

For the second full-time position, shown in Table 27, student personnel attracted 32 percent; the public schools dropped to 24.2 percent;

TABLE 29. - Third Full-Time Position, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
None	137	2	30	18	18	27	42
Percent	10.4	11.1	7.0	7.7	8.1	14.7	17.9
College Personnel	563	5	186	101	79	93	99
Percent	42.7	27.8	43.4	43.2	35.7	50.5	42.3
College Administration	45	2	25	7	2	6	3
Percent	3.4	11.1	5.8	3.0	.9	3.3	1.3
College Teaching	102	0	49	23	21	3	6
Percent	7.7	0	11.4	9.8	9.5	1.6	2.6
Public Schools	229	5	81	40	38	24	41
Percent	17.3	27.8	18.9	17.1	17.2	13.0	17.5
Business, Industry	97	2	18	20	17	18	22
Percent	7.3	11.1	4.2	8.5	7.7	9.8	9.4
Gov't, Mil., Pub. Serv.	94	2	25	19	29	6	13
Percent	7.1	11.1	5.8	8.1	13.1	3.3	5.6
Religious Service	27	0	7	4	9	3	4
Percent	2.0	0	1.6	1.7	4.1	1.6	1.7
Graduate School	26	0	8	2	8	4	4
Percent	2.0	0	1.9	.9	3.6	2.2	1.7

Chi^2 117.055 df 40 p<.01

business and government dropped percentages while college administration and college teaching increased.

Of the 429 chief administrators, 150 or 35 percent had their first employment in the public schools and 117 or 27.3 percent had their second position in the public schools.

Table 29 presents data which indicate that in the third full-time position student personnel claimed 42.7 percent of the 1320, up from

TABLE 30. - Relationship of the Second and Third Full-Time Positions

Third Position		None	(1) SPA	(2) Adm.	(3) Tea.	(4) P.S.	(5) Bus.	(6) Gov.	(7) Rel.	(8) Grad.
	Totals	44	423	42	121	319	159	134	49	29
None	137	38	91	1	1	1	2	3	0	0
Percent	10.4	86.4	21.5	2.4	.8	.3	1.3	2.2	0	0
(1) SPA	563	3	280	25	54	79	45	38	22	17
Percent	42.7	6.8	66.2	59.5	44.6	24.8	28.3	28.4	44.9	58.6
(2) Adm.	45	0	6	3	7	11	9	8	1	0
Percent	3.4	0	1.4	7.1	5.8	3.4	5.7	6.0	2.0	0
(3) Tea.	102	0	16	3	36	27	7	9	1	3
Percent	7.7	0	3.8	7.1	29.8	8.5	4.4	6.7	2.0	10.3
(4) P.S.	229	1	9	1	13	153	22	22	5	3
Percent	17.3	2.3	2.1	2.4	10.7	48.0	13.8	16.4	10.2	10.3
(5) Bus.	97	1	3	4	4	10	47	25	3	0
Percent	7.3	2.3	.7	9.5	3.3	3.1	29.6	18.7	6.1	0
(6) Gov.	94	0	11	4	4	29	22	23	0	1
Percent	7.1	0	2.6	9.5	3.3	9.1	13.8	17.2	0	3.4
(7) Rel.	27	0	1	0	1	3	1	4	16	1
Percent	2.0	0	.2	0	.8	.9	.6	3.0	32.7	3.4
(8) Grad.	26	1	6	1	1	6	4	2	1	4
Percent	2.0	2.3	1.4	2.4	.8	1.9	2.5	1.5	2.0	13.8

Chi^2 1319.72 df 64 p < .001

32 percent. The percentage in the public schools continued to decline, from 24.2 percent to 17.3 percent. Business and industry declined from 12 percent to 7.3 percent. Government, military, and public service declined from 10.2 percent to 7.1 percent. Religious service and graduate school declined. College teaching declined slightly, from 9.2 percent to 7.7 percent.

TABLE 31. - Fourth Full-Time Position, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
None	346	4	81	53	50	65	93
Percent	26.2	22.2	18.9	22.6	22.6	35.3	39.7
College Personnel	563	6	195	117	81	78	86
Percent	42.7	33.3	45.5	50.0	36.7	42.4	36.7
College Administration	44	0	24	3	5	8	4
Percent	3.3	0	5.6	1.3	2.3	4.3	1.7
College Teaching	90	2	44	17	21	3	3
Percent	6.8	11.1	10.3	7.3	9.5	1.6	1.3
Public Schools	131	5	46	20	25	11	24
Percent	9.9	27.8	10.7	8.5	11.3	6.0	10.3
Business, Industry	52	1	13	10	9	10	9
Percent	3.9	5.6	3.0	4.3	4.1	5.4	3.8
Gov't, Mil,, Pub. Serv.	49	0	11	9	20	3	6
Percent	3.7	0	2.6	3.8	9.0	1.6	2.6
Religious Service	20	0	6	3	7	1	3
Percent	1.5	0	1.4	1.3	3.2	.5	1.3
Graduate School	25	0	9	2	3	5	6
Percent	1.9	0	2.1	.9	1.4	2.7	2.6

Chi^2 125.681   df 40 $p < .05$

The data in Table 31 indicate that in the fourth full-time position student personnel remained at 42.7 percent. Further declines were noted in college teaching, public schools (from 17.3 percent to 9.9 percent), and in government and military (from 7.1 to 3.7 percent).

It must be emphasized that mobility for student personnel or, for that matter, for any of the other type positions listed, did not have a

TABLE 32. - Relationship of the Third and Fourth Full-Time Positions

Fourth Position		None	(1) SPA	(2) Adm.	Third Position (3) Tea.	(4) P.S.	(5) Bus.	(6) Gov.	(7) Rel.	(8) Grad.
	Totals	137	563	45	102	229	97	94	27	26
None	346	131	213	0	0	0	0	1	1	0
Percent	26.2	95.6	37.8	0	0	0	0	1.1	3.7	0
(1) SPA	563	5	299	26	61	83	29	35	8	17
Percent	42.7	3.6	53.1	57.8	59.8	36.2	29.9	37.2	29.6	65.4
(2) Adm.	44	0	8	10	7	7	4	7	0	1
Percent	3.3	0	1.4	22.2	6.9	3.1	4.1	7.4	0	3.8
(3) Tea.	90	0	19	7	29	15	5	9	3	3
Percent	6.8	0	3.4	15.6	28.4	6.6	5.2	9.6	11.1	11.5
(4) P.S.	131	1	4	1	2	98	14	8	1	2
Percent	9.9	.7	.7	2.2	2.0	42.8	14.4	8.5	3.7	7.7
(5) Bus.	52	0	3	1	0	6	27	13	2	0
Percent	3.9	0	.5	2.2	0	2.6	27.8	13.8	7.4	0
(6) Gov.	49	0	8	0	2	9	11	15	2	2
Percent	3.7	0	1.4	0	2.0	3.9	11.3	16.0	7.4	7.7
(7) Rel.	20	0	2	0	0	5	1	2	10	0
Percent	1.5	0	.4	0	0	2.2	1.0	2.1	37.3	0
(8) Grad.	25	0	7	0	1	6	6	4	0	1
Percent	1.9	0	1.2	0	1.0	2.6	6.2	4.3	0	3.8

Chi^2 1529.112 df 64 $p < .001$

one-way direction. The respondents in the sample moved into and out of the different type positions.

Generally speaking, each position change of the student personnel administrators in the sample brought them either into or another position closer to their present employment as student personnel administrators.

TABLE 33. - Fifth Full-Time Position, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
None	607	7	164	105	88	100	143
Percent	46.0	38.9	38.2	44.9	39.8	54.3	61.1
College Personnel	476	7	187	90	65	65	62
Percent	36.1	38.9	43.6	38.5	29.4	35.3	26.5
College Administration	30	0	16	2	3	4	5
Percent	2.3	0	3.7	.9	1.4	2.2	2.1
College Teaching	56	0	19	10	21	0	6
Percent	4.2	0	4.4	4.3	9.5	0	2.6
Public Schools	67	3	20	16	15	5	8
Percent	5.1	16.7	4.7	6.8	6.8	2.7	3.4
Business, Industry	24	1	6	2	7	3	5
Percent	1.8	5.6	1.4	.9	3.2	1.6	2.1
Gov't, Mil., Pub. Serv.	32	0	9	5	13	2	3
Percent	2.4	0	2.1	2.1	5.9	1.1	1.3
Religious Service	17	0	5	2	6	4	0
Percent	1.3	0	1.2	.9	2.7	2.2	0
Graduate School	11	0	3	2	3	1	2
Percent	.8	0	.7	.9	1.4	.5	.9

Chi^2 109.775 df 40 p < .01

In Table 28, there is shown to be no second position for 44 or 3.3 percent of the 1320 in the sample. These 44 persons were then holding their first full-time job. This 3.3 percent contrasts rather dramatically with the figures in Table 12 which indicate that for the entire sample 254 or 19.2 percent had their first position in student personnel. The percentages for all the sample whose first full-time position was in student personnel was 19.2 percent (15.9 percent of these having had

TABLE 34. - Relationship of the Fourth and Fifth Full-Time Positions

Fifth Position		None	Fourth Position							
			(1) SPA	(2) Adm.	(3) Tea.	(4) P.S.	(5) Bus.	(6) Gov.	(7) Rel.	(8) Grad.
Totals		346	563	44	90	131	52	49	20	25
None	607	342	261	0	2	2	0	0	0	0
Percent	46.0	98.8	46.4	0	2.2	1.5	0	0	0	0
(1) SPA	476	3	259	27	61	62	20	23	7	14
Percent	36.1	.9	46.0	61.4	67.8	47.3	38.5	46.9	35.0	56.0
(2) Adm.	30	1	6	8	6	3	2	1	0	3
Percent	2.3	.3	1.1	18.2	6.7	2.3	3.8	2.0	0	12.0
(3) Tea.	56	0	19	2	12	10	6	5	0	2
Percent	4.2	0	3.4	4.5	13.3	7.6	11.5	10.2	0	8.0
(4) P.S.	67	0	5	2	2	42	8	4	2	2
Percent	5.1	0	.9	4.5	2.2	32.1	15.4	8.2	10.0	8.0
(5) Bus.	24	0	3	0	1	3	10	6	0	1
Percent	1.8	0	.5	0	1.1	2.3	19.2	12.2	0	4.0
(6) Gov.	32	0	6	3	4	5	2	7	3	2
Percent	2.4	0	1.1	6.8	4.4	3.8	3.8	14.3	15.0	8.0
(7) Rel.	17	0	1	0	2	1	3	2	8	0
Percent	1.3	0	.2	0	2.2	.8	5.8	4.1	40.0	0
(8) Grad.	11	0	3	2	0	3	1	1	0	1
Percent	.8	0	.5	4.5	0	2.3	1.9	2.0	0	4.0

Chi^2 1402.619 df 64 p < .001

more than one full-time job and 3.3 percent being in their first full-time job). The 15.9 percent represented student personnel administrators who are presently in student personnel and whose first full-time employment was in student personnel. The data do not indicate how many job generations was necessary to accumulate the 15.9 percent. The question arises as to whether the current rate (3.3 percent) of new student

TABLE 35. - Relationship of the Fifth and Sixth Full-Time Positions

Sixth Position		None	Fifth Position (1) SPA	(2) Adm.	(3) Tea.	(4) P.S.	(5) Bus.	(6) Gov.	(7) Rel.	(8) Grad.
	Total	607	476	30	56	67	24	32	17	11
None	844	601	236	4	0	0	0	1	1	1
Percent	63.9	99.0	49.6	13.3	0	0	0	3.1	5.9	9.1
(1) SPA	361	5	223	14	44	40	8	15	8	4
Percent	27.3	.8	46.8	46.7	78.6	59.7	33.3	46.9	47.1	36.4
(2) Adm.	15	0	3	6	0	2	2	2	0	0
Percent	1.1	0	.6	20.0	0	3.0	8.3	6.3	0	0
(3) Tea.	40	1	8	3	9	6	2	3	3	5
Percent	3.0	.2	1.7	10.0	16.1	9.0	8.3	9.4	17.6	45.5
(4) P.S.	29	0	2	3	0	18	3	2	1	0
Percent	2.2	0	.4	10.0	0	26.9	12.5	6.3	5.7	0
(5) Bus.	8	0	0	0	0	0	8	0	0	0
Percent	.6	0	0	0	0	0	33.3	0	0	0
(6) Gov.	12	0	2	0	2	1	1	6	0	0
Percent	.9	0	.4	0	3.6	1.5	4.2	18.8	0	0
(7) Rel.	6	0	0	0	0	0	0	2	4	0
Percent	.5	0	0	0	0	0	0	6.3	23.5	0
(8) Grad.	5	0	2	0	1	0	0	1	0	1
Percent	.4	0	.4	0	1.8	0	0	3.1	0	9.1

Chi^2 1906.474 df 64 p < .001

personnel administrators is large enough to sustain the rate of 15.9 percent, given the fact that some of the new full-time student personnel administrators will, from time to time, move to other types of work.

Of the 1320 in the sample 137 or 10.4 percent had had only two full-time positions; 346 or 26.2 percent had had only three full-time positions; 607 or 46 percent had had four; and 844 or 63.9 percent had had five.

TABLE 36. - Previous to Prior Position, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
None	130	1	30	17	16	28	38
Percent	9.8	5.6	7.0	7.3	7.2	15.2	16.2
College Personnel	467	7	172	86	57	70	75
Percent	35.4	38.9	40.1	36.8	25.8	38.0	32.1
College Administration	64	1	29	9	5	12	8
Percent	4.8	5.6	6.8	3.8	2.3	6.5	3.4
College Teaching	122	2	58	25	25	3	9
Percent	9.2	11.1	13.5	10.7	11.3	1.6	3.8
Public Schools	244	4	80	47	45	21	47
Percent	18.5	22.2	18.6	20.1	20.4	11.4	20.1
Business, Industry	94	0	11	19	15	26	23
Percent	7.1	0	2.6	8.1	6.8	14.1	9.8
Gov't, Mil., Pub. Serv.	108	2	22	16	38	14	16
Percent	8.2	11.1	5.1	6.8	17.2	7.6	6.8
Religious Service	53	0	18	8	14	3	10
Percent	4.1	0	4.2	3.4	6.3	1.6	4.3
Graduate School	38	1	9	7	6	7	8
Percent	2.9	5.6	2.1	3.0	2.8	3.8	3.4

Chi^2 141.987 df 40 p$<$.01

In the interpretation of Tables 28, 30, 32, 34, and 35, it must be noted that respondents may have moved to another type position or may simply have another type job in student personnel. These possibilities are not reflected in the data.

Table 36 presents data that of 1320 respondents in the sample, 467 of 35.4 percent were in student personnel while in their previous to prior position. Thus 64.6 percent were not in student personnel two positions before their present employment in student personnel. The

TABLE 37. - Immediately Prior Position, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
None	45	0	6	9	9	7	14
Percent	3.4	0	1.4	3.8	4.1	3.8	6.0
College Personnel	738	10	258	140	98	113	119
Percent	55.9	55.6	60.1	59.8	44.3	61.4	50.9
College Administration	65	0	32	10	7	5	11
Percent	4.9	0	7.5	4.3	3.2	2.7	4.7
College Teaching	138	2	46	25	42	8	15
Percent	10.5	11.1	10.7	10.7	19.0	4.3	6.4
Public Schools	155	2	48	26	28	21	30
Percent	11.7	11.1	11.2	11.1	12.7	11.4	12.8
Business, Industry	58	4	8	5	8	14	19
Percent	4.4	22.2	1.9	2.1	3.6	7.6	8.1
Gov't, Mil., Pub. Serv.	60	0	16	10	15	6	13
Percent	4.5	0	3.7	4.3	6.8	3.3	5.6
Religious Service	37	0	11	4	10	6	6
Percent	2.8	0	2.6	1.7	4.5	3.3	2.6
Graduate School	23	0	4	5	4	4	6
Percent	1.7	0	.9	2.1	1.8	2.2	2.6
Other	1	0	0	0	0	0	1
Percent	.1	0	0	0	0	0	.4

Chi^2 107.49 df 45 $p < .05$

chief administrators with 40 percent had the highest employment in student personnel in the previous to prior position, followed by the housing director with 38 percent and the women's dean with 36.8 percent. Two positions earlier, 18.5 percent of present student personnel administrators were employed in public schools, and 9.2 percent as college teachers.

TABLE 38. - Relationship of Prior Position and Previous to Prior Position

Prior Position		None	Previous to Prior Position							
			(1) SPA	(2) Adm.	(3) Tea.	(4) P.S.	(5) Bus.	(6) Gov.	(7) Rel.	(8) Grad.
	Total	130	467	64	122	244	94	108	53	38
None	45	35	4	1	3	1	0	1	0	0
Percent	3.4	26.9	.9	1.6	2.5	.4	0	.9	0	0
(1) SPA	738	44	384	35	67	97	25	48	16	22
Percent	55.9	33.8	82.2	54.7	54.9	39.8	26.6	44.4	30.2	57.9
(2) Adm.	65	2	13	14	10	7	9	7	2	1
Percent	4.9	1.5	2.8	21.9	8.2	2.9	9.6	6.5	3.8	2.6
(3) Tea.	138	7	32	8	27	26	10	14	7	7
Percent	10.5	5.4	6.9	12.5	22.1	10.7	10.6	13.0	13.2	18.4
(4) P.S.	155	18	10	4	5	90	14	10	2	2
Percent	11.7	13.8	2.1	6.3	4.1	36.9	14.9	9.3	3.8	5.3
(5) Bus.	58	11	7	0	3	4	24	8	1	0
Percent	4.4	8.5	1.5	0	2.5	1.6	25.5	7.4	1.9	0
(6) Gov.	60	10	6	2	5	14	5	13	3	2
Percent	4.5	7.7	1.3	3.1	4.1	5.7	5.3	12.0	5.7	5.3
(7) Rel.	37	2	2	0	0	4	2	6	21	0
Percent	2.8	1.5	.4	0	0	1.6	2.1	5.6	39.6	0
(8) Grad.	24	1	9	0	2	1	5	1	1	4
Percent	1.8	.8	1.7	0	1.6	.4	5.3	.9	1.9	10.5

Chi^2 1062.222 df 72 p $<$ .001

Table 37 presents the immediately prior position as related to titles of the respondents. This data indicates that 738 or 55.9 percent of the respondents were then working in student personnel. It also indicates that 44.1 percent were not working in student personnel. The title with the highest percentage of respondents whose previous position was in student personnel was the director of housing with 61.4 percent, followed

by the chief administrator with 60.1 percent, the women's dean with 59.8 percent, the director of activities with 50.9 percent, and the director of counseling with 44.3 percent.

Of the 1320 respondents 11.7 percent had their previous full-time employment in the public schools. This percentage was consistent for all titles. Of the 1320 respondents 10.5 percent were in college teaching, and 4.9 percent were in other college administration positions.

Table 38 compares the immediately prior position with the previous to prior position. The table suggests the movement of present student personnel administrators from the other type positions into student personnel. Persons working in public schools dropped from 16.3 percent to 11.7 percent. College teachers increased from 122 or 10.1 percent to 138 or 10.5 percent.

Table 39 presents the anticipated next professional move by the respondents. of 1319 total, 227 or 17.2 percent said they did not know. The highest category was "promotion in student personnel" with 357 or 27.1 percent. Of the 428 chief administrators, 92 or 24.5 percent anticipated promotion in student personnel, possibly as a title change or at another institution with larger salary. Of the 1319 total, 95 or 7.2 percent planned to go into college teaching, or perhaps return to college teaching.

Table 40 presents the teaching and tenure status of the sample as these categories relate to the regions of NASPA. Of the 1320 respondents 672 or 50.9 percent did not teach; neither did their positions carry tenure. Of the 1320 in the sample, 240 or 18.18 percent both taught and had tenure. In this category, Region IV had the highest percentage, 25.7 percent. Of the total sample 209 or 15.83 percent taught but did

TABLE 39. - Anticipated Next Professional Move, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1319	18	428	234	221	184	234
No Answer	16	0	10	2	1	2	1
Percent	1.2	0	2.3	.9	.5	1.1	.4
Do not know	227	7	67	48	39	31	35
Percent	17.2	38.9	15.7	20.5	17.6	16.8	15.0
College Presidency	21	0	19	2	0	0	0
Percent	1.6	0	4.4	.9	0	0	0
College Vice-Pres.	36	0	31	1	2	1	1
Percent	2.7	0	7.2	.4	.9	.5	.4
Promotion outside SPA	29	0	12	3	3	5	6
Percent	2.2	0	2.8	1.3	1.4	2.7	2.6
Promotion in SPA	357	5	92	27	49	80	104
Percent	27.1	27.8	21.5	11.6	22.2	43.5	44.4
Lateral Move in SPA	63	0	16	15	11	4	17
Percent	4.8	0	3.7	6.4	5.0	2.2	7.3
Demotion in SPA	6	0	4	0	2	0	0
Percent	.5	0	.9	0	.9	0	0
College Teaching	95	1	45	20	11	11	7
Percent	7.2	5.6	10.5	8.5	5.0	6.0	3.0
Gov't, Mil., Pub. Serv.	7	0	2	2	0	3	0
Percent	.5	0	.5	.9	0	1.6	0
Business, Industry	16	0	1	2	5	4	4
Percent	1.2	0	.2	.9	2.3	2.2	1.7
Public Schools	7	0	1	1	2	2	1
Percent	.5	0	.2	.4	.9	1.1	.4
Religious Service	9	0	5	0	2	1	1
Percent	.7	0	1.2	0	.9	.5	.4
Retirement	93	2	36	35	8	7	5
Percent	7.1	11.1	8.4	15.0	3.6	3.8	2.1
Resignation	2	0	1	1	0	0	0
Percent	.2	0	.2	.4	0	0	0

TABLE 39. - Continued

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Residual	4	0	1	0	1	1	1
Percent	.3	0	.2	0	.5	.5	.4
No Move Anticipated	316	3	82	72	85	28	46
Percent	24.0	16.7	19.2	30.8	38.5	15.2	19.7
Graduate School	15	0	3	3	0	4	5
Percent	1.1	0	.7	1.3	0	2.2	2.1

Chi^2 305.539 df 85 p<.01

TABLE 40. - Teaching and Tenure of Student Personnel Administrators,
by Regions

	Total	I	II	III	IV	V	VI	VII
Respondents	1320	75	229	297	175	400	73	71
No Answer	3	0	0	1	1	0	0	1
Percent	.2	0	0	.3	.6	0	0	1.4
Teaching and Tenure	240	8	34	57	45	68	14	14
Percent	18.2	10.7	14.8	18.8	25.7	17.0	19.2	19.7
Teaching; no Tenure	209	14	25	57	24	78	7	4
Percent	15.8	18.7	10.9	18.8	13.7	19.5	9.6	5.6
No Teaching; Tenure	196	6	23	27	33	70	16	21
Percent	14.8	8.0	10.0	8.9	18.9	17.5	21.9	29.6
No Teaching; No Tenure	672	47	147	154	72	184	36	31
Percent	50.9	62.7	64.2	56.8	41.1	46.0	49.3	43.7

Chi^2 85.158 df 28 p<.001

not have tenure; and 196 or 14.84 percent did not teach but their position carried tenure or they had earned tenure in a teaching position.

Table 41 presents the teaching and tenure status of the sample analyzed by titles. The highest percentage of teaching and having tenure was with the director of counseling with 33.5 percent, followed by the chief administrator with 21.2 percent. The highest percentage of not teaching nor having tenure was with the director of activities with 64.1 percent. The highest percentage whose positions had tenure but respondents did no teaching was with the women's dean with 18.4 percent.

Data not presented in tables indicated that student personnel administrators are more likely to teach in the smaller and the larger institutions, and less likely to teach in the medium size institutions.

Table 42 presents the relationship between the occurrence of leveraging by student personnel administrators and their titles. The data indicate that of 1312 respondents in the sample, 692 or 52.7 percent received promotion in student personnel after returning to it from graduate school or from some other position. The highest persentage for this procedure was with the director of counseling, with 59.8 percent, followed by the chief administrator with 55.4 percent.

Data not in tables indicated that leveraging occurred 61.7 percent by student personnel administrators whose immediately prior position was in student personnel. For those whose prior position was in graduate school, the percentage was 73.9 percent, the highest of any category.
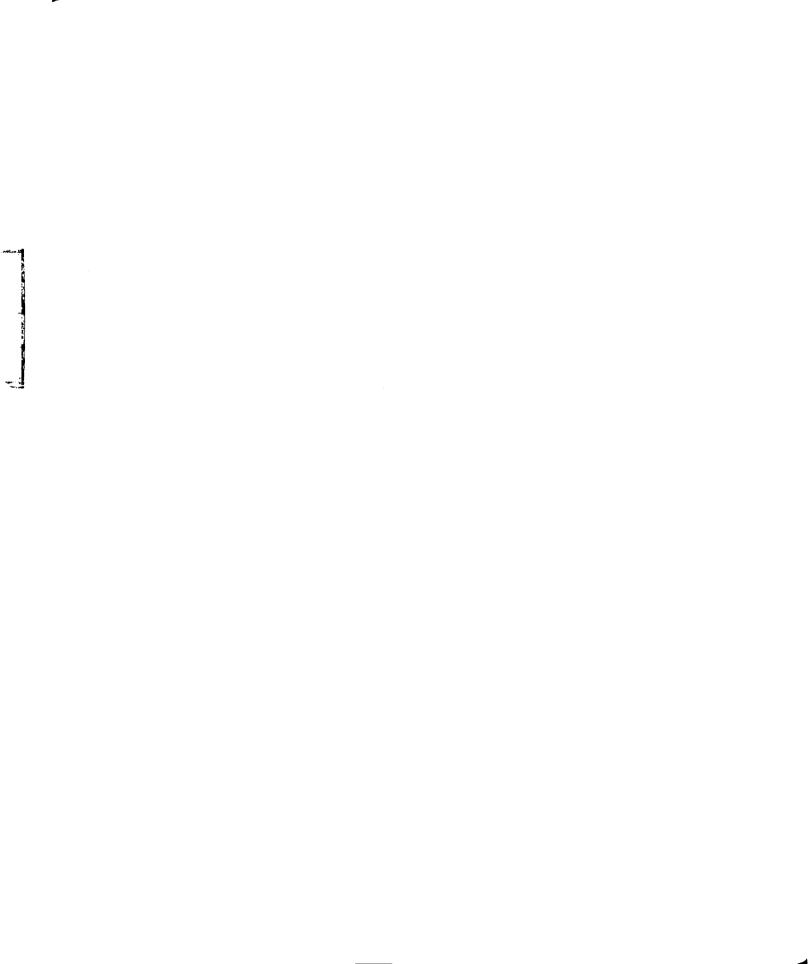
TABLE 41. - Teaching and Tenure of Student Personnel Administrators,
by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
No answer	3	1	0	2	0	0	0
Percent	.2	5.6	0	.9	0	0	0
Teaches, has tenure	240	2	91	31	74	18	24
Percent	18.2	11.1	21.2	13.2	33.5	9.8	10.3
Teaches, no tenure	209	1	74	31	41	30	32
Percent	15.8	5.6	17.2	13.2	18.6	16.3	13.7
Tenure, no teaching	196	6	58	43	37	24	28
Percent	14.8	33.3	13.5	18.4	16.7	13.0	12.0
No tenure, no teaching	672	8	206	127	69	112	150
Percent	50.9	44.4	48.0	54.3	31.2	60.9	64.1

Chi^2 121.569 df 20 $p < .001$

TABLE 42. - Occurrence of Leveraging

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1312	18	426	234	219	184	231
No data	11	0	3	3	3	0	2
Percent	.8	0	.7	1.3	1.4	0	.8
No	609	7	187	116	85	90	124
Percent	46.4	38.9	43.9	49.6	38.8	48.9	53.7
Yes	692	11	236	115	131	94	105
Percent	52.7	61.1	55.4	49.1	59.8	51.1	45.5

Hypothesis VI. The highest academic degree of more than fifty
percent of student personnel administrators was in a field other than
student personnel administration. Failed to reject.

The data in Table 43 reveal that of the 1318 student personnel
administrators in the sample, 540 or 41 percent earned their highest aca-
demic degree in counseling, guidance and student personnel; 77 or 5.8 per-
cent earned their highest degree in Education Administration. Combining
the two gives only 46.8 percent. Therefore the hypothesis could not be
rejected.

Combining higher education with counseling and student personnel,
the chief administrator had 42.9 percent; the women's dean 54.3 percent;
the director of counseling 59.8 percent; the director of housing 40.0 per-
cent; and the director of activities 38.9 percent.

Several degrees in the social sciences may be considered as being
in the field of student personnel: psychology, social and cultural anthro-
pology, and certain fields of sociology. If these degrees were counted
as being in the field, then the percentage would be raised, possibly
enough to reject the hypothesis. The data do not make it possible to
determine correctly the number of such degrees.

The data in Table 44 present the highest earned academic degrees
of student personnel administrators analyzed by NASPA regions. Of the 22
who had not earned a high school diploma, eight were from Region III, four
from Region V, and three from Regions I and IV. Region VII had two.

The master's degree was the highest earned degree for 706 or 53.5
percent of the sample. Of the regions, Region II was the highest with
59 percent, and Region VII was lowest with 42.3 percent.

TABLE 43. - Major Field of the Highest Academic Degree of Student
Personnel Administrators, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1318	18	428	234	221	183	234
None	24	1	2	5	0	8	8
Percent	1.8	5.6	.5	2.1	0	4.4	3.4
Educ: General	139	2	50	17	9	20	41
Percent	10.5	11.1	11.7	7.3	4.1	10.9	17.5
Educ: Administration	67	1	27	6	6	10	17
Percent	5.1	5.6	6.3	2.6	2.7	5.5	7.3
Educ: Elementary	7	0	0	1	0	2	4
Percent	.5	0	0	.4	0	1.1	1.7
Educ: Secondary	22	0	11	6	2	2	1
Percent	1.7	0	2.6	2.6	.9	1.1	.4
Educ: Counsel, SPA	540	9	153	117	123	63	75
Percent	41.0	50.0	35.7	50.0	55.7	34.4	32.1
Higher Education	77	0	31	10	9	11	16
Percent	5.8	0	7.2	4.3	4.1	6.0	6.8
Social Sciences	188	1	55	29	48	27	28
Percent	14.3	5.6	12.9	12.4	21.7	14.8	12.0
Humanities	97	3	35	22	7	9	21
Percent	7.4	16.7	8.2	9.4	3.2	4.9	9.0
Science	69	0	24	15	5	12	13
Percent	5.2	0	5.6	6.4	2.3	6.6	5.6
Business, Home Econ.	41	1	14	2	5	14	5
Percent	3.1	5.6	3.3	.9	2.3	7.7	2.1
Religion, Law	47	0	26	4	7	5	5
Percent	3.6	0	6.1	1.7	3.2	2.7	2.1

Chi^2 158.600 df 55 $p < .01$

TABLE 44. - Highest Academic Degree of Student Personnel Administrators,
by NASPA Regions

	Total	I	II	III	IV	V	VI	VII
Respondents	1320	75	229	297	175	400	73	71
No degree	22	3	2	8	3	4	0	2
Percent	1.6	4.0	.9	2.6	1.7	1.0	0	2.8
High School	3	0	1	0	0	0	2	0
Percent	.22	0	.4	0	0	0	2.7	0
Associate	1	0	0	1	0	0	0	0
Percent	.1	0	0	.3	0	0	0	0
Bachelor's	126	9	18	28	16	37	11	7
Percent	9.5	.2	7.9	9.2	9.1	9.3	15.1	9.9
Master's	706	36	135	162	94	213	36	30
Percent	53.5	48.0	59.0	53.5	53.7	53.3	49.3	42.3
Ed. Specialist	11	2	0	4	0	4	0	1
Percent	.8	2.7	0	1.3	0	1.0	0	1.4
Ed.D.	208	10	35	49	29	56	16	13
Percent	15.8	13.3	15.3	16.2	16.6	14.0	21.9	18.3
Ph.D. (level)	236	15	38	41	32	86	7	17
Percent	17.9	20.0	16.6	13.5	18.3	21.5	9.6	23.9
Post Ed.D.	3	0	0	1	1	0	0	1
Percent	.2	0	0	.3	.6	0	0	1.4
Post Ph.D.	4	0	0	3	0	0	1	0
Percent	.3	0	0	1.0	0	0	1.4	0

Chi^2 120.548 df 63 p < .01

For the total sample 208 or 15.8 percent earned the Ed.D. degree, the highest percentage being in Region II with 21.9 percent, followed by Region VII with 18.3 percent. A total of 236 or 17.9 percent earned the Ph.D. degree (or its equivalent), with the highest percentage, 23.9, in Region VII, followed by Region V with 21.5 percent.

Combining all doctoral level degrees, Region I reported 25, or 33.3 percent; Region II reported 73 or 31.9 percent; Region III reported 94 or 31 percent; Region IV reported 62 or 35.5 percent; Region V reported 142 or 35.5 percent; Region VI reported 24 or 32.9 percent; and Region VII reported 30 or 42.2 percent.

For all regions, 1168 or 88.6 percent of the 1320 respondents had earned the master's or a higher degree.

Table 45 presents data showing the relationship between the highest degree earned and the major field in which the degree was earned. It is noted that of the 705 master's degrees, 491 or 69.6 percent were in education. Of the 705 master's degrees 336 or 47.7 percent were in counseling, guidance, student personnel, and higher education.

Of the 211 Ed.D. degrees, 165 or 61.4 percent, were in counseling, guidance, student personnel, and higher education.

Of the 240 Ph.D. degrees (or its equivalent), 113 or 47.6 percent were in counseling, guidance, student personnel, and higher education.

Of the 1320 respondents 605 or 45.8 percent had master's or doctor's degrees in a field directly related to student personnel. A number of fields in the social sciences would not be far removed from student personnel.

Other data collected in the study, but not reproduced here in tables, suggest other relationships of interest. Of the 1320 respondents 240 or 18.2 percent held teaching appointments and had tenure. It is noted that 2.4 percent of the holders of bachelor's degrees both taught and had tenure. For those with master's degrees, the figure was 13.3 percent; for the education specialists, 18.2 percent. Respondents with

TABLE 45. - Highest Academic Degree and Major Field of Highest Degree

	Total	None	H.S.	Assoc.	B.A.	M.A.	Ed.Sp.	Ed.D.	Ph.D.
Respond:	1320	22	3	1	125	705	11	211	240
None	24	19	2	0	0	3	0	0	0
Percent	1.8	86.4	66.7	0	0	.4	0	0	0
Ed. Gen.	139	0	0	0	16	96	1	16	10
Percent	10.5	0	0	0	12.8	13.6	9.1	7.6	4.2
Ed. Adm.	67	0	0	0	0	41	1	23	2
Percent	5.1	0	0	0	0	5.8	9.1	10.9	.8
Ed. Elem.	7	0	0	0	2	5	0	0	0
Percent	.5	0	0	0	1.6	.7	0	0	0
Ed. Sec.	22	1	0	1	2	13	0	5	0
Percent	1.7	4.5	0	100.0	1.6	1.8	0	2.4	0
Coun.-SPA	540	1	1	0	3	313	5	128	89
Percent	41.0	4.5	33.3	0	2.4	44.4	45.5	60.7	37.1
Higher Ed.	77	0	0	0	0	23	1	29	24
Percent	5.8	0	0	0	0	3.3	9.1	13.7	10.0
Social Sci.	188	0	0	0	41	87	1	8	51
Percent	14.3	0	0	0	32.8	12.3	9.1	3.8	21.3
Humanities	97	1	0	0	24	49	0	1	22
Percent	7.4	4.5	0	0	19.2	6.9	0	.5	9.3
Science	69	0	0	0	20	38	2	1	8
Percent	5.2	0	0	0	16.0	5.4	18.2	.5	3.3
Bus.-Home Ec.	41	0	0	0	14	24	0	0	3
Percent	3.1	0	0	0	11.2	3.4	0	0	1.3
Rel.-Law	47	0	0	0	3	13	0	0	31
Percent	3.6	0	0	0	2.4	1.8	0	0	12.9

Chi^2 1266.134 df 77 $p < .001$

the Ed.D. degree had a figure of 25 percent who taught and had tenure; those with the Ph.D. degree 36 percent; and those with a postdoctoral degree 50 percent.

With regard to the religious preference and holding of the doctor's degree, 36 percent of the Methodists and of the Episcopalians had earned the doctorate, 32 percent of the Baptists and of the Lutherans, 28 percent of the Roman Catholics, 25 percent of the Presbyterians, and 9 percent of the members of the Churches of Christ.

Of the factors causing unhappiness, student activism was the most frequently given factor, being named by 6.9 percent of all student personnel administrators. Holders of the bachelor's degree named it in 6.3 percent of their responses; holders of the master's in 6.1 percent; holders of the Ed.D. in 5.7 percent; and holders of the Ph.D. in 7.6 percent.

The holders of the Ed.D. reported that they found their educational experience more adequate that did the holders of the Ph.D. or the holders of the master's.

Thirty-eight percent of the married respondents had earned doctoral degrees; 23.6 percent of the unmarried respondents had. Overall, 34 percent of the respondents held earned doctor's degrees.

The data indicate an association between size of enrollment and percentage of respondents holding doctorates. As the enrollment increases, the percentage with doctorates increases. In institutions of under 500 enrollment, 19 percent of the student personnel administrators held doctorates; in institutions of 2500 to 5000 there were 34 percent; in institutions of 10,000 to 15,000 there were 43 percent; and in institutions over 20,000 there were 55 percent.

The relationship between the highest degree earned and feelings of loyalty to the institution or to student personnel is noted. In rank order the highest loyalty reported "to the institution" was by: the

three holders of the high school diploma; the four postdoctorate Ph.D.
holders; the three postdoctorate Ed.D. holders; and the one educational
specialist.

In rank order the highest loyalty reported "to student personnel"
was by: the holders of the Ed.D. degree and the holders of the master's.

Table 46 gives the mean ages for the completion of the bachelor's
degrees, the master's degrees, and the doctor's degrees. The range for
completing the bachelor's degree was 23.1 years for the women's dean to
23.8 years for the chief administrator. The overall mean for the bache-
lor's degree was 23.5. The overall mean age for earning the master's
degree was 31.5; the range was from 30.0 for the director of housing to
32.7 for the women's dean. The overall mean age for earning the doctorate
was 37.5; the range was from 33.1 for the director of activities to 41.7
for the women's dean.

The women's deans were the youngest to get the bachelor's degree;
they were the oldest to get the master's and the oldest to get the doctor's
degree.

Data not placed in tables indicate that the mean age of men who
completed the master's degree was 25.5 years. The mean age of women who
completed the master's was 26.8 years. Men completed the doctorate at
the mean age of 34.1; women at the mean age of 39.8.

Table 47 presents the relationship between the feeling of ade-
quacy of one's academic experience and the major field of highest degree,
in mean averages and standard deviations.

Those whose highest degree was in elementary éducation had the
lowest mean, 50.2.. Those whose highest degree was in higher education

TABLE 46. - Age for Completion of Bachelor's, Master's, and Doctor's Degrees, by Title

	Total	Percent of Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Bachelor's	1296	98.3	17	427	230	221	174	227
Mean Age	23.5		23.7	23.8	23.1	23.7	23.3	23.2
Master's	1140	86.3	14	390	211	203	136	186
Mean Age	31.5		30.8	31.7	32.7	31.6	30.0	30.7
Doctor's	454	34.4	4	208	42	131	32	37
Mean Age	37.4		34.7	36.8	41.7	37.3	34.9	33.1

had the highest mean, 65.1, followed by counseling and student personnel with a mean of 62.2, and social science with a mean of 60.5.

Data not in tables indicate that the employment of persons with their highest degrees in counseling, guidance, and student personnel is not closely associated with the enrollment of the institution.

Women earned 51.96 percent of their highest degrees in counseling, guidance, student personnel, and higher education. Men earned 44.9 percent of their highest degrees in these fields. Of the women in the sample, 19.65 percent earned the doctorate; of the men, 39.03 percent earned the doctorate. Of the women, 68.25 percent earned the master's as their highest degree; of the men, 47.85 held the master's as their highest degree.

There seems to be little association between sex and feeling of adequacy about one's academic experience. The mean for women was 59.0 and the mean for men was 60.0.

TABLE 47. - Adequacy of Academic Experience and Major Field of Highest
Academic Degree: Mean and Standard Deviation

Major Field	Total	Mean	Standard Deviation
Total	1318	59.8	17.2
None	24	52.8	17.6
Percent	1.8		
Education, General	139	58.5	15.4
Percent	10.5		
Education, Administration	67	59.4	16.9
Percent	5.1		
Education, Elementary	7	50.2	12.7
Percent	.5		
Education, Secondary	22	56.7	16.8
Percent	1.7		
Education, Counseling and Student Personnel	540	62.2	16.6
Percent	41.0		
Higher Education	77	65.1	18.0
Percent	5.8		
Social Sciences	188	60.5	17.2
Percent	14.3		
Humanities	97	54.7	17.2
Percent	7.4		
Science	69	51.8	18.7
Percent	5.2		
Business, Home Economics	41	54.0	17.3
Percent	3.1		
Religion, Law	47	57.4	17.5
Percent	3.6		

The higher the figure for the mean, the greater the feeling of adequacy.

Hypothesis VII. More than fifty percent of student personnel administrators feel that their academic training has not adequately prepared them for their present responsibilities. Rejected.

The data in Table 48 indicate that of the 1320 respondents only 159 (the total for categories Inadequate through 35-44 on the scale) feel that their academic experience is less than adequate. A total of 141 responded in the mid-interval. In the more-than-adequate categories, 55-64 through 85 and over, there were 1020 or 68.2 percent. The hypothesis therefore was rejected.

Of the chief administrators, 81.6 percent were above the mid-interval; of the women's deans, 71 percent; of the directors of counseling, 86.5 percent; of the directors of housing, 73.3 percent; of the directors of activities, 60.1 percent.

The mean for the entire sample is 59.7. The median is 64.2. Analyzing the data by mean, median, or percentages, it is concluded that the hypothesis must be rejected. More than 50 percent of the student personnel administrators do feel that their academic experience has been adequate.

Table 49 presents a frequency distribution of the two variables "adequacy of academic experience" and "adequacy of work experience." The two were correlated at .466 by Pearson Product Moment correlation. The contingency coefficient was .6674, with the upper limit .93. The mean of "adequacy of academic experience" was 59.7. The hypothesis was rejected.

TABLE 48. - Adequacy of the Academic Experience of Student Personnel
Administrators, by Title

Adequacy of Academic Experience Scale	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
Inadequate	4	0	1	1	0	2	0
Percent	.3	0	.2	.4	0	1.1	0
Under 15	3	0	2	0	0	0	1
Percent	.2	0	.5	0	0	0	.4
15-24	40	1	10	7	4	6	12
Percent	3.0	5.6	2.3	3.0	1.8	3.3	5.1
25-34	9	0	3	3	1	1	1
Percent	.7	0	.7	1.3	.5	.5	.4
35-44	103	1	27	19	12	20	24
Percent	7.8	5.6	6.3	8.1	5.4	10.9	10.3
45-54	141	2	36	38	13	20	32
Percent	10.7	11.1	8.4	16.2	5.9	10.9	13.7
55-64	386	4	131	56	68	54	73
Percent	29.2	22.2	30.5	24.0	30.8	29.3	31.2
65-74	124	5	37	24	24	13	21
Percent	9.4	27.8	8.6	10.3	10.9	7.1	9.0
75-84	383	4	144	66	70	49	50
Percent	29.0	22.2	33.6	28.2	31.7	26.6	21.4
85 and over	127	1	38	20	29	19	20
Percent	9.6	5.6	8.9	8.5	13.1	10.3	8.5

Chi^2 63.248   df 45   p<.05   Mean 59.7

TABLE 49. - Adequacy of Academic Experience and of Work Experience

Adequacy Acad.Exp.	Total	Mean	Adequacy of Work Experience Scale								
			0-14	15-24	25-34	35-44	45-54	55-64	65-74	75-84	85+
0-14	7	74.5	0	0	0	1	0	0	1	2	3
Per.			0	0	0	14.3	0	0	14.3	28.6	43.0
15-24	40	52.5	0	3	1	9	2	12	3	6	4
Per.			0	7.5	2.5	22.5	5.0	30.0	7.5	15.0	10.0
25-34	9	42.2	1	0	1	2	0	3	2	0	0
Per.			11.1	0	11.1	22.2	0	33.3	22.2	0	0
35-44	103	54.7	1	1	1	19	7	37	14	22	1
Per.			1.0	1.0	1.0	18.4	6.8	35.9	13.6	21.5	1.0
45-54	141	59.0	0	1	0	4	50	21	20	29	16
Per.			0	.7	0	2.8	35.5	14.9	14.2	20.6	11.3
55-64	386	63.2	1	3	0	13	11	146	63	118	31
Per.			.3	.8	0	3.4	2.8	37.8	16.3	30.6	8.0
65-74	124	68.1	0	0	0	2	5	9	55	36	17
Per.			0	0	0	1.6	4.0	7.3	44.4	29.0	13.7
75-84	383	73.1	1	2	0	3	14	24	16	238	85
Per.			.3	.5	0	.8	3.7	6.3	4.2	62.1	22.2
85+	127	79.6	0	1	0	0	5	7	1	24	89
Per.			0	.8	0	0	3.9	5.5	.8	18.9	70.1
Total 1320			4	11	3	53	94	259	175	475	246
Mean(W) 66.5											
Mean(A) 59.7 .			44.5	47.2	24.5	39.2	51.9	51.6	55.5	64.5	70.8

Chi^2 876.321 df 64 $p < .001$

Contingency coefficient .6674 upper limit .93
Pearson Product Moment Correlation .466

Hypothesis VIII. More than fifty percent of student personnel administrators feel that their previous work experience has not adequately prepared them for their present responsibilities. Rejected.

Table 50 presents the respondents' feelings about the adequacy of their work experience. The data revealed that all and each of the five types of student personnel administrators in the sample felt that their work experience had been more than adequate. The mean for the table was 66.5. Only 71 of the 1320, or 5.4 percent, respondents were below the mid-interval. Only 94 or 7.1 percent were in the mid-interval. There were 1155 or 87.6 percent above the mid-interval. The largest response was 475 or 36 percent in the next to highest interval on the scale. Table 49 presents a comparison of the respondents' opinion of the adequacy of their academic experience and their opinion of the adequacy of their work experience. The two appear to be highly correlated.

Table 49 indicates that student personnel administrators felt that their work experience (mean of 66.5) was more adequate than their academic experience (mean of 59.7).

The data reveal that the mean, the median, and the proportions of responses indicate that over fifty percent of the respondents felt that their work experience was adequate. The hypothesis was rejected.

Table 51 draws a comparison of the means for respondents' opinions on the adequacy of their work experience and of their academic experience by age. The age group 45-50 had the highest opinion of the combined evaluations, followed by the age group 69 and over. The age group under 21 and the age group 63-68 had the lowest estimate.

TABLE 50. - Adequacy of Work Experience, by Title

Adequacy of Work Experience	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
Inadequate	3	0	1	0	1	0	1
Percent	.2	0	.2	0	.5	0	.4
Under 15	1	0	0	0	0	0	1
Percent	.1	0	0	0	0	0	.4
15-24	11	0	2	2	3	2	2
Percent	.8	0	.5	.9	1.4	1.1	.9
25-34	3	0	2	1	0	0	0
Percent	.2	0	.5	.4	0	0	0
35-44	53	2	9	13	11	6	12
Percent	4.0	11.1	2.1	5.6	5.0	3.3	5.1
45-54	94	1	26	24	10	12	21
Percent	7.1	5.6	6.1	10.3	4.5	6.5	9.0
55-64	259	3	82	50	46	27	51
Percent	19.6	16.7	19.1	21.4	20.8	14.7	21.8
65-74	175	5	60	30	28	30	22
Percent	13.3	27.8	14.0	12.8	12.7	16.3	9.4
75-84	475	4	158	71	88	65	89
Percent	36.0	22.2	36.8	30.0	39.8	35.3	38.0
85 and over	246	3	89	43	34	42	35
Percent	18.6	16.7	20.7	18.4	15.4	22.8	15.0

Chi^2 48.196   df 45   p < .05   Mean 66.5

TABLE 51. - Relationship of Means for Adequacy of Work Experience and
for Adequacy of Academic Experience, by Age

	Total	Work Experience		Academic Experience	
		Rank	Mean	Rank	Mean
	1320				
Under 21	3	1	47.8	2	57.8
21-26	121	3	63.3	4	58.2
27-32	224	4	65.2	6	59.0
33-38	251	7	67.3	3	58.1
39-44	231	8	68.0	7	60.9
45-50	212	9	68.7	10	62.2
51-56	145	6	66.4	5	58.9
57-62	91	5	66.0	9	61.7
63-68	36	2	59.5	1	57.5
69 and over	6	10	69.5	8	61.1
Overall Mean			66.5		59.7

TABLE 52. - Loyalty to Institution or to Student Personnel, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
Loyalty to Institution	4	0	1	0	1	1	1
Percent	.3	0	.2	0	.5	.5	.4
Under 14	37	2	15	4	6	6	4
Percent	2.8	11.1	3.5	1.7	2.7	3.3	1.7
15-24	121	0	48	18	15	19	21
Percent	9.2	0	11.2	7.7	6.8	10.3	9.0
25-34	35	2	17	0	8	3	5
Percent	2.7	11.1	4.0	0	3.6	1.6	2.1
35-44	144	2	60	21	18	25	18
Percent	10.9	11.1	14.0	9.0	8.1	13.5	7.7
45-54 (Equal loyalty)	530	7	162	117	90	63	91
Percent	40.2	38.9	37.8	50.0	40.7	34.2	39.0
55-64	204	3	64	38	34	29	36
Percent	15.5	16.7	14.9	16.2	15.4	15.8	15.4
65-74	75	0	17	16	17	12	13
Percent	5.7	0	4.0	6.8	7.7	6.5	5.6
75-84	116	2	32	10	23	18	31
Percent	8.8	11.1	7.5	4.3	10.4	9.8	13.2
85 and over	54	0	13	10	9	8	14
Loyalty to Student Personnel	4.1	0	3.0	4.3	4.1	4.3	6.0

Chi^2 69.997 df 45 $p < .01$ Mean 45.8

Hypothesis IX. Student personnel administrators feel more loyalty to their institutions than to their profession. Rejected.

In Table 52 it is seen that the mean of all student personnel administrators on the loyalty scale was 45.8. This would indicate that

TABLE 53. - Loyalty to Institution or to Student Personnel, in Relation to Mid-Interval, by Title

Loyalty Scale	Total	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1298	428	234	220	183	233
To Institution						
Under 44	331	140	43	47	53	48
Percent	24.8	32.8	18.5	22.1	29.2	21.6
45-54 (Mid-Interval)	523	162	117	90	63	91
Percent	40.2	40.0	59.7	40.5	34.7	39.1
Over 55	444	126	74	83	67	94
Percent	35.0	27.2	21.8	37.4	36.1	39.3
To Student Personnel						

the loyalty student personnel administrators feel was skewed to the institutions rather than to the profession.

Table 53 collapses the intervals on either side of the mid-interval and omits the respondents who cannot be identified by title. Of the 1298 respondents, 444 or 35 percent indicated that their loyalty was skewed toward the profession; 523 or 40.2 percent were in the mid-interval; and 333 or 24.8 percent were skewed toward the institutions. Of the five types, only the chief administrator was more loyal to the institution, with 32.8 percent favoring the institution as against 27.2 percent for the profession. The lowest feeling of loyalty to the institution was the women's dean with 18.5 percent, followed by the director of activities with 21.6 percent. The hypothesis was rejected.

The highest loyalty to the profession, using mean scores, was the director of activities at 39.3 percent, followed by the counseling director at 37.4 percent. The women's dean was highest at mid-interval with 59.7 percent.

In Table 54 the relationship between age and feeling of loyalty
to the institution or to the profession is presented. The mean for the
total sample was 45.8. The mean of the loyalty scale became consistently
lower, that is, more loyal to the institution, as age increased. For the
age group 26 and under, the mean was 46.6; for the age group 27-32, the
mean was 46.4; for the age group 33-38, it was 45.2; for the age group
45-50, it was 44.8; for the age group 51-56, it was 44.3; for the age
group 57-62, it was 42; and for the over 63 group, it was 40.5. Thus
the increase in loyalty to the institution was associated with the in-
crease in age. It is noteworthy that the same association exists in the
mid-interval; as age increased the percentage of student personnel admin-
istrators indicating equal loyalty to the institution and to the profession
increased. For the age group 26 and under, only 20.6 percent were in the
mid-interval loyalty scale; in the age group 45-50, there were 39.2 per-
cent; in the age group 63 and over, there were 56.3 percent. The younger
student personnel administrators were more loyal to the profession.

For the total sample 341 or 25.9 percent were below the mid-interval;
530 or 40.2 percent were in the mid-interval; and 449 or 33.9 percent were
above the mid-interval and more loyal to student personnel as a profession.

In Table 55 the loyalty of the sample as it relates to the regions
of NASPA is reviewed. Of the total 1320 respondents in the sample, 341
or 25.8 percent were more loyal to the institution; 449 or 34 percent
were more loyal to the profession; 530 or 40.2 percent were in the mid-
interval of equal loyalty to the institution and to the profession.

An analysis of the means indicated that the highest loyalty to the
profession was found in Region I, the New England states, followed by

TABLE 54. - Age and the Feeling of Loyalty to the Institution or to
Student Personnel

	Total	26 and under	27-32	33-38	39-44	45-50	51-56	57-62	63 and over
Respond:	1320	124	224	251	231	212	154	91	42

Loyalty to Institution

No Answer	4	0	0	1	1	1	0	1	0
Percent	.3	0	0	.4	.4	.5	0	1.1	0
0-14	37	3	6	10	8	2	2	5	1
Percent	2.8	2.5	2.7	4.0	3.5	.9	1.4	5.5	2.4
15-24	121	15	14	20	20	28	15	6	3
Percent	9.2	12.4	6.3	8.0	8.7	13.2	10.3	6.6	7.1
25-34	35	3	8	6	7	5	2	4	0
Percent	2.7	2.5	3.6	2.4	3.0	2.4	1.4	4.4	0
35-44	144	9	17	35	20	25	20	13	5
Percent	10.9	7.4	7.6	13.9	8.7	11.8	13.8	14.3	12.0
45-54	530	40	75	94	105	83	65	45	23
Percent	40.2	33.1	33.5	37.5	45.5	39.2	44.8	49.5	56.3
55-64	204	25	40	36	34	31	22	11	5
Percent	15.5	20.6	17.9	14.3	14.7	14.6	15.2	12.1	12.0
65-74	75	6	22	11	9	10	10	4	3
Percent	5.7	5.0	9.8	4.4	3.9	4.7	6.9	4.4	7.1
75-84	116	15	27	27	22	17	5	1	2
Percent	8.8	12.4	12.1	10.8	9.5	8.0	3.4	1.1	4.8
85 and over	54	8	15	11	5	10	4	1	0
Percent	4.1	6.6	6.7	4.4	2.2	4.7	2.8	1.1	0

Loyalty to Student Personnel

| Mean | 45.8 | 46.6 | 46.4 | 45.2 | 44.7 | 44.8 | 44.3 | 42.0 | 40.5 |

Chi^2 105.023   df63   p < .05

TABLE 55. - Loyalty to Institution or to Student Personnel, by NASPA
Regions

	Total	N/A	I	II	III	IV	V	VI	VII
Respond:	1320	8	75	229	289	175	400	73	71

Loyalty to Institution

	Total	N/A	I	II	III	IV	V	VI	VII
Under 44	341	3	18	62	66	40	142	21	22
Percent	25.8	37.5	24.0	27.1	22.8	22.8	35.3	28.8	31.0
45-54	530	4	27	92	135	68	149	29	26
Percent	40.2	50.0	36.0	40.2	46.7	38.9	37.3	39.7	36.6
Over 55	449	1	30	75	88	67	109	23	23
Percent	34.0	12.5	40.0	32.7	30.5	38.3	27.2	31.5	32.4

Loyalty to Student Personnel

	Total	N/A	I	II	III	IV	V	VI	VII
Mean	45.8	32.7	47.8	44.6	45.8	46.2	46.2	42.4	44.6
S.D.	18.3	21.6	16.7	18.6	18.0	18.1	18.5	18.6	20.1

Scale: 0 - Loyalty to Institution; 100 - Loyalty to Student Personnel

Regions IV and V, states in the North Central Accrediting Association.
The highest feeling of loyalty to the institution was found in Region V,
followed by Region VI.

Analyzing the table by the number and percent of responses more
loyal to institution, the mid-interval responses, and the responses more
loyal to the profession, the picture changes.

The highest percentage of responses loyal to the institution was in
Region V with 35.5 percent. The highest response in the mid-interval,
where equal loyalty is given to the institution and to the profession, was
found in Region III, the states in the Southern Association. The highest
response in loyalty to profession, 40.0 percent, was found in Region I.

In Table 56 the student personnel administrator's loyalty to his institution and to his profession is analyzed according to the type of institution. The mean response most loyal to the institution, 44.7, was found in the private four-year colleges and private universities. The mean response most favorable to the profession, 49.5, was found in the private two-year colleges.

Among the public institutions, the mean response most loyal to the institution, 45.6, was found in the university, followed by the four-year college, 47.3.

In both public and private institutions the greatest loyalty to the profession was found in the two-year institutions.

The data in tables not shown indicated little association between the enrollment of the institution, or the previous consideration of entering a religious profession, on the one hand, and loyalty to the institution or profession on the other. With regard to marital status, however, the data indicated that married student personnel administrators, mean of 45.3, are more loyal to the institution than those unmarried, mean of 47.2, or of those divorced, mean of 48.2.

ABLE 56. - Loyalty to Institution or to Student Personnel, by Type
of Institution

cale	Total	N/A	Pub-2	Pub-4	PubUni	Pri-2	Pri-4	PriUni
Respondents:	1320	11	44	202	380	38	436	189

Loyalty to Institution

Does not apply	4	0	2	0	1	0	1	0
Percent	.3	0	3.1	0	.3	0	.2	0
5-14	37	0	0	4	14	1	10	8
Percent	2.8	0	0	2.0	3.7	2.6	2.3	4.2
15-24	121	0	2	19	38	3	43	16
Percent	9.2	0	3.1	9.4	10.0	7.9	9.9	8.5
25-34	35	0	0	5	6	1	18	5
Percent	2.7	0	0	2.5	1.6	2.6	4.1	2.6
35-44	144	2	7	16	34	3	57	25
Percent	10.9	18.2	10.9	7.9	8.9	7.9	13.1	13.2
45-54	530	4	27	85	164	12	171	67
Percent	40.2	36.7	42.2	42.1	43.3	31.6	39.2	35.4
55-64	204	1	13	30	49	9	62	40
Percent	15.5	9.1	20.3	14.9	12.9	23.7	14.2	21.1
65-74	75	1	4	12	26	1	21	10
Percent	5.7	9.1	6.3	5.9	6.8	2.6	4.8	5.3
75-84	116	1	7	22	29	6	39	12
Percent	8.8	9.1	10.9	10.9	7.6	15.8	8.9	6.3
85 and over	54	2	2	9	19	2	14	6
Percent	4.1	18.2	3.1	4.5	5.0	5.3	3.2	3.2

Loyalty to Student Personnel

Mean	45.8	55.4	48.7	47.3	45.6	49.5	44.7	44.7
S.D.	18.3	18.6	17.2	18.3	18.9	19.4	18.0	17.8

Hypothesis X. More than fifty percent of student personnel admin-
istrators have conducted research relevant to student personnel work.
Rejected.

Table 57 shows that of the 1320 respondents in the sample, 922
or 69.8 percent had conducted no research in the field of student person-
nel. For each type of student personnel administrator, the percent doing
no research in the field was over 57 percent. The hypothesis was rejected.

TABLE 57. - Research of Student Personnel Administrators, Relevant to
the Field, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
No answer	18	0	7	3	1	3	4
Percent	1.4	0	1.6	1.3	.5	1.6	1.7
None	922	14	300	182	126	126	174
Percent	69.8	77.8	70.0	77.8	57.0	68.5	74.4
One	187	2	56	25	36	35	33
Percent	14.2	11.1	13.1	10.7	16.3	19.0	14.1
Two	107	2	33	16	27	13	16
Percent	8.1	11.1	7.7	6.8	12.1	7.1	6.8
Three	34	0	12	4	10	4	4
Percent	2.6	0	2.8	1.7	4.5	2.2	1.7
Four	16	0	7	2	6	1	0
Percent	1.2	0	1.6	.9	2.7	.5	0
Five	14	0	7	1	3	0	3
Percent	1.1	0	1.6	.4	1.4	0	1.3
Six	7	0	3	1	2	1	0
Percent	.5	0	.7	.4	.9	.5	0
Seven	7	0	2	0	4	1	0
Percent	.5	0	.5	0	1.8	.5	0
Eight and over	8	0	2	0	6	0	0
Percent	.6	0	.5	0	2.7	0	0

Chi^2 73.373 df 45 p < .01

According to Table 57, the directors of counseling had the highest research performance, with 16.3 percent doing one research, 2.2 percent doing two, 4.5 percent three, and 2.7 percent four. For all types of student personnel administrators, only 28.8 percent had done relevant research in student personnel

Table 58 indicates the association between research and the major field of the highest degree. The field having the highest percentage of research in student personnel was higher education with 51.9 percent, followed by student personnel with 36.9 percent, social science with 31.9 percent and education administration with 31.3 percent. The least research was done by respondents with degrees in elementary education, religion and law, business, the humanities, and secondary education.

Data not in tables indicated no significant difference in the research production of those who had Ed.D. degrees, 56.7 percent, and Ph.D. degrees, 56.4 percent. The data indicated an association between sex and research in student personnel, as 32.3 percent of the men had done research against 24.4 percent of the women. The data indicated that the older the administrator was when he earned the doctorate, the more likely he was to have done research in student personnel. Also, as enrollment increased, the percentage conducting research increased.

Data not in tables also showed that 33 percent of married respondents conducted research as contrasted to 19.9 percent of the unmarried, 10.8 percent of those widowed, and 20.2 percent of those divorced.

TABLE 58. - Relation of Research in Student Personnel and Major Field
of Highest Academic Degree

		Total	Research in Student Personnel			N/A
			None	One	Two plus	
Respondents		1320	922	187	193	18
No degree		24	21	3	0	0
Percent		1.8	87.5	12.5	0	0
Education:	General	139	109	14	15	1
Percent		10.4	78.4	10.1	11.2	.7
Education:	Administration	67	46	10	10	1
Percent		5.1	68.7	14.9	14.9	1.5
Education:	Elementary	7	7	0	0	0
Percent		.5	100.0	0	0	0
Education:	Secondary	22	18	2	2	0
Percent		1.7	81.8	9.1	9.1	0
Education:	Counsel+SPA	540	341	91	102	6
Percent		41.0	63.1	16.9	18.9	1.1
Higher Education		77	38	24	17	1
Percent		5.8	48.1	31.2	19.4	1.3
Social Sciences		188	128	21	36	3
Percent		14.3	68.1	11.2	19.1	1.6
Humanities		97	85	8	3	1
Percent		7.4	87.6	8.2	3.2	1.1
Science		69	56	6	5	3
Percent		5.2	79.7	8.7	7.3	4.3
Business, Home Economics		41	34	4	3	0
Percent		3.1	82.9	9.8	7.3	0
Religion, Law		47	39	4	2	2
Percent		3.6	83.0	8.5	4.3	4.3
Total Percent			69.9	14.2	15.9	

Chi^2 64.023 df 33 $p < .001$

Hypothesis XI. More than fifty percent of student personnel admin-

istrators have published material in a field relevant to student person-

nel. Rejected.

The data in Table 59 reveal that of 1320 respondents in the sample

1068 or 80.9 percent had published no material in a field relevant to stu-

dent personnel. Only 236 or 17.9 percent had published relevant material.

The hypothesis was rejected.

TABLE 59. - Publications by Student Personnel Administrators of Material
Relevant to the Field, by Title

Number of relevant publications	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
No answer	16	0	5	3	0	2	6
Percent	1.2	0	1.2	1.3	0	1.1	2.6
None	1068	16	331	198	162	160	201
Percent	80.9	88.9	77.2	84.6	73.3	87.0	85.9
One	93	1	31	22	16	9	14
Percent	7.0	5.6	7.2	9.4	7.2	4.9	6.0
Two	53	0	18	5	15	7	8
Percent	4.0	0	4.2	2.1	6.8	3.8	3.4
Three	27	0	12	2	8	4	1
Percent	2.0	0	2.8	.9	3.6	2.2	.4
Four	17	1	11	2	2	0	1
Percent	1.3	5.6	2.6	.9	.9	0	.4
Five	13	0	6	0	4	1	2
Percent	1.0	0	1.4	0	1.8	.5	.9
Six	4	0	1	1	1	1	0
Percent	.3	0	.2	.4	.5	.4	0
Seven	14	0	5	1	7	0	1
Percent	1.1	0	1.2	.4	3.2	0	.4
Eight and over	15	0	9	0	6	0	0
Percent	1.1	0	2.1	0	2.7	0	0

Chi^2 76.598 df 45 p < .01

Other data show that the least publishing was by the director of housing at 11.9 percent, followed by the director of activities at 12.0 percent. The greatest amount of publishing was by the director of counseling at 26.7 percent, followed by the chief administrator at 21.6 percent and the women's dean at 14.1 percent.

Men did more publishing than women; their figure was 21.1 percent as compared with the 13.8 percent of the women. An association appeared to exist between enrollment and publication: the larger the enrollment of the institution, the greater the percentage of publication by student personnel administrators. There also appeared to be an association with marital status; only 5.4 percent of the widowed had published, while 11.1 percent of the unmarried, 20.3 percent of the married, and 30.0 percent of the divorced reported publications in the field of student personnel.

Hypothesis XII. The happiness that student personnel administrators derive from their professional activities is on a downward trend. Rejected.

Table 60 is a synthesis of three unprinted tables all of which were significant at the .05 level of confidence, using Chi-square. The table shows the overall mean for the happiness scale of student personnel administrators three years ago as 67.1; the happiness scale for now as 66.4; the happiness scale anticipated three years hence as 69.0. Those who were more unhappy now than three years ago included the chief administrator, whose mean was down 2.9; the women's dean, whose mean was down 1.0; the director of housing, down 0.6. The overall mean was down 0.7.

TABLE 60. - Mean Averages of Happiness in Work: Three Years Ago, Now, and Anticipated Three Years Hence

	Number	Three Years Ago	Now	Three Years Hence
Overall Mean	1320	67.1	66.4	69.0
S.D.		18.1	18.8	18.2
No Title	18	74.5	67.8	65.6
S.D.		10.8	20.8	21.6
Chief Administrator	429	68.3	65.4	67.4
S.D.		17.9	19.3	18.7
Women's Dean	234	66.3	65.3	65.9
S.D.		18.6	19.0	19.4
Counseling Director	221	68.5	72.2	74.3
S.D.		17.4	15.5	14.4
Housing Director	184	63.9	63.3	68.1
S.D.		19.7	20.7	20.7
Activities Director	234	66.4	66.5	71.1
S.D.		17.7	17.8	15.7

(The higher the average, the higher the happiness.)

The happiness expected three years hence, however, indicated that all student personnel administrators expected to be happier than they are now. All except the chief administrators and the women's deans expected to be happier three years hence than they were three years ago.

Although there was a slight decrease in happiness now as compared to three years ago, student personnel administrators expected happiness to increase. The trend cannot be said to be downward, since the slight downward trend reversed to an upward trend. The hypothesis was rejected.

TABLE 61. - Comparison of the Happiness in Work: Three Years Ago, Now, and Anticipated Three Years Hence

	Total	Three Years Ago	Now	Three Years Hence
Respondents		1320	1320	1320
Unhappy				
0-44	357	111	135	111
Percent	9.0	8.4	10.2	8.4
45-54 (Mid-Interval)	299	115	104	80
Percent	7.6	8.7	7.9	6.1
55-100	3304	1094	1081	1129
Percent	83.4	82.9	81.9	85.5
Happy				

Chi^2 10.7768 df 4 p$<$.05

The data in Table 61 indicate that of 1320 respondents 135 or 10.2 percent were unhappier now than three years ago. Only 111 or 8.4 percent, however, expected to be unhappy three years hence.

Of the 1320 in the sample the data show that 1081 or 81.9 percent were happier in their work now compared to 1094 and 82.9 percent three years ago. In three years hence, however, 1129 or 85.5 percent anticipated continued or greater happiness. Thus the trend of student personnel administrators' happiness in their work decreased slightly for the present but is expected to rise in the near future. A total of 1129 or 85.5 percent expect to be happy three years from now as opposed to 111 or 8.4 percent who expect to be less happy.

In Table 62 the happiness trend of student personnel administrators is related to the NASPA regions. The table begins with the more pessimistic categories and ends with the more optimistic.

TABLE 62. - Happiness Trend: Now as Compared to Three Years Ago, and as Anticipated Three Years Hence, by NASPA Regions

	Total	I	II	III	IV	V	VI	VII
Less, expect less	58	4	6	16	10	19	1	2
Percent	4.4	5.3	2.6	5.3	5.7	4.8	1.4	2.8
Less, expect same	107	9	23	21	8	35	5	6
Percent	8.1	12.0	12.7	6.9	4.6	8.8	6.8	8.5
Less, expect more	154	11	27	26	15	56	11	8
Percent	11.7	14.7	11.8	8.6	8.6	14.0	15.1	11.3
Same, expect less	75	6	9	19	7	24	3	7
Percent	5.7	8.0	3.9	6.3	4.0	6.0	4.1	9.9
Same, Expect same	548	25	93	141	76	159	28	26
Percent	41.5	33.3	40.6	46.5	43.4	39.8	38.4	36.6
Same, expect more	131	6	29	37	18	32	6	3
Percent	9.9	8.0	12.7	12.0	10.3	8.0	8.2	4.2
More, expect less	33	1	7	3	3	12	3	4
Percent	2.5	1.3	3.1	1.0	1.7	3.0	4.1	5.6
More, expect same	180	13	35	29	37	46	10	10
Percent	13.6	17.3	15.3	9.6	21.1	11.5	13.7	14.1
More, expect more	28	0	0	3	1	16	5	3
Percent	2.1	0	0	1.0	.6	4.0	6.8	4.2
Does not apply	6	0	0	2	0	1	1	2

Chi^2 104.133 df 63 p<.01

Of the 1320 in the sample only 58 or 4.4 percent were less happy now than they were three years ago and expect to be still less happy three years hence. The mean of this group on the happiness scale was 35.4. Region VI had only 1.4 percent and Region IV had 5.7 percent. No change was expressed by 548 or 41.5 percent and they expected no change. The mean for this group was 73.2. This group, 41.5 percent of the total sample, was exceptionally stable on a high level of happiness, 73.2.

TABLE 63. - Happiness in Work Discounting Future and Discounting Past,
by NASPA Regions

	Total	I	II	III	IV	V	VI	VII
Less happy now								
than 3 yrs. ago	319	24	56	63	33	110	17	16
Percent	24.2	32.0	23.8	20.8	19.3	27.5	23.3	22.5
More happy now								
than 3 yrs. ago	192	14	42	35	41	74	18	17
Percent	14.5	18.7	18.3	11.6	43.9	18.5	24.6	23.9
Expect to be less								
happy in 3 yrs.	166	0	22	39	20	55	7	13
Percent	12.6	0	9.6	12.9	11.4	13.8	9.6	18.3
Expect to be more								
happy in 3 yrs.	465	17	56	66	34	104	22	14
Percent	35.2	22.7	24.5	21.7	19.4	26.0	30.1	19.7

Table 63 seeks to refine the happiness trend by limiting considera-
tion to a comparison of only two time periods. The data relates these to
the NASPA regions.

Region I, New England, had the highest percentage, 24.2 percent,
of being less happy now than three years ago.

Region IV, the Plains states, had the highest percentage, 43.5 per-
cent, of being happier now than three years ago.

Region VII, California, had the highest percentage, 18.3 percent,
expecting to be less happy in three years.

Region VI, the Northwest, had the highest percentage, 30.1 percent,
expecting to be more happy in three years.

TABLE 64. - Relationship of Age and Happiness in Work: Three Years Ago
Now, and Anticipated Three Years Hence

	Total	Percent	Three Years Ago	Now	Three Years Hence
Under 21: Mean	3	.22	74.5	74.5	67.8
S.D.			14.3	15.4	11.5
21-26: Mean	121	9.2	64.4	66.6	69.9
S.D.			18.7	19.6	18.7
27-32: Mean	224	16.96	64.4	65.9	70.8
S.D.			19.1	18.1	16.9
33-38: Mean	251	19.01	66.3	66.7	70.5
S.D.			18.1	18.9	17.4
39-44: Mean	231	17.50	69.0	66.9	70.9
S.D.			16.8	18.9	16.5
45-50: Mean	212	16.06	66.2	65.1	66.4
S.D.			20.5	20.0	19.4
51-56: Mean	145	10.98	68.4	65.1	65.3
S.D.			15.6	18.3	19.5
57-62: Mean	91	6.89	70.9	67.5	65.7
S.D.			16.9	18.9	21.6
63-68: Mean	36	2.72	73.1	71.7	68.6
S.D.			14.1	14.4	15.1
69 and over: Mean	6	.45	82.5	82.8	82.8
S.D.			4.0	.4	4.0
Overall: Mean	1320		67.1	66.4	69.0
S.D.			18.1	18.8	18.2

The higher the number, the greater the happiness.

Table 64 presents the happiness mean averages and standard devia-
tions for three years ago, now, and three years hence, categorized by
age. The age groups showing a decline are: 39-44, 45-50, 51-56, 57-62,
and 63-68. Those failing to show an increase in three years hence are:
under 21, 57-62, and 63-68.

TABLE 65. - Mean Averages of Happiness in Work; by Sex

	Total	N/A	Men	Women
Three years ago	67.1	68.9	67.3	66.7
Now	66.4	64.5	66.5	66.4
Three years hence	69.0	66.7	69.8	67.1

In Table 65 the relationship of the happiness trend and sex is presented, using mean averages. The mean averages for women was slightly less than that for the men for three years ago, for now, and anticipated for three years hence.

Data not presented in tables indicated that no meaningful relationship existed between happiness or happiness trend and the enrollment of the institutions of the student personnel administrators in the study.

Data not in tables did suggest, however, several interesting relationships on the happiness of student personnel administrators and other variables. Of the men in the sample, 78.2 percent reported no source of unhappiness; women reported 72.8 percent no source of unhappiness. Men named "administration" as the source of unhappiness in 6.9 of the response and "students" in 6.8 percent. Women named "administration" in 7.3 percent of their response and "students" in 7.0 percent. In evaluating the factors causing unhappiness men indicated student activism in 6.6 percent of their response; women in 6.7 percent.

There appeared to be an association between the happiness of student personnel administrators and the extent to which they did research

and publication. Those who researched and published reported greater happiness in their work than those who did no research and publication.

Data not in tables indicated an association between age and source of unhappiness. Respondents of younger age name "administration" over "students" in a higher percentage of responses. Older age groups named the students over the administration in a higher percentage of responses. The total sample named the administration as source of unhappiness in 6.96 percent of responses. For the age group 27-32 it was 8.9 percent; for the age group 33-38 it was 7.96 percent. The total sample named students as the source of unhappiness in 6.89 percent of the responses. For the age group 39-44 it was 7.4 percent; for age 51-56 it was 13.1 percent; for age group 63-68 it was 11.1 percent; for those over 69 it was 16.7 percent.

Data not in tables indicated no meaningful relationship between the happiness trend of student personnel administrators and the size of the institution. There seemed to be no association between the source of unhappiness or the factor causing unhappiness and the size of the institution.

Hypothesis XIII. More than fifty percent of student personnel administrators do not feel that new persons entering the field should have had formal training in student personnel work. Rejected.

By referring to Table 66 it will be seen that the opinion of all student personnel administrators as to the importance of formal training for new people entering the field was 63.3, a figure which places it above the 50 percent level on the scale. It is further obvious that only 157

TABLE 66. - Opinion on Importance of Formal Training for New Student
Personnel Administrators, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1319	18	429	234	220	184	234

Unimportant

Should not have	1	0	1	0	0	0	0
Percent	.1	0	.2	0	0	0	0
Under 15	13	0	4	3	2	2	2
Percent	1.0	0	.9	1.3	.9	1.1	.9
15-24	42	1	12	6	6	7	10
Percent	3.2	5.6	2.8	2.6	2.7	3.8	4.3
25-34	13	0	4	2	3	1	3
Percent	1.0	0	.9	,9	1.4	.5	1.3
35-44	90	1	30	11	13	13	22
Percent	6.8	5.6	7.0	4.7	5.9	7.1	9.4
45-54	118	2	37	19	14	19	27
Percent	8.9	11.1	8.6	8.1	6.4	10.3	11.5
55-64	259	4	85	44	25	50	51
Percent	19.6	22.2	19.8	18.8	11.4	27.2	21.8
65-74	85	0	29	22	12	12	10
Percent	6.4	0	6.8	9.4	5.5	6.5	4.3
75-84	439	8	152	81	80	54	64
Percent	33.3	44.4	35.4	34.6	36.4	29.3	27.4
85 and over	259	2	75	46	65	26	45
Percent	19.6	11.1	17.5	19.7	29.5	14.1	19.2

Very Important

Mean: 63.3
S.D.: 19.0

Chi^2 55.032 df 45 p < .05

or 12.1 percent indicated opinions below the mid-interval, while 1045 or

79 percent were above the mid-interval. The hypothesis was rejected.

TABLE 67. - Opinion on Importance of Formal Training for New Student
Personnel Administrators, by NASPA Regions

	Total	I	II	III	IV	V	VI	VII
Respondents	1319	75	229	297	175	399	73	71
Mean Averages		60.6	60.9	61.4	63.7	64.7	65.0	65.0
S.D.		19.9	19.8	18.8	18.5	19.1	17.7	17.7

Scale: 100. Low figure indicates low importance

Table 67 presents evidence that the respondents of Region VI and
Region VII thought it more important that new personnel entering the field
have had formal training. The other regions in rank order of the value
placed on formal training were: Region V, Region IV, Region III,
Region II, and Region I.

Data not placed in tables indicated that the women student person-
nel administrators placed greater value, mean of 65.5, on formal training
for new personnel than did the men, mean of 62.5.

Hypothesis XIV. Not more than one percent of student personnel
administrators left their positions through retirement. Rejected.

In Table 68 the data suggest that of the 1320 respondents in the
study, 449 or 34 percent were in positions in which there had been no
predecessor. Of the 871 positions having predecessors, 76 or 8.7 percent
left their positions through retirement. The hypothesis was rejected.

The highest percentage of retirement was with the women's dean.
Of 234 women's deans, 79 were new positions, leaving 155 who had prede-
cessors. Of the 155, thirty-one or 20 percent retired. The lowest

TABLE 68. - Reason Predecessor Left His Position, by Title of Incumbent

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
Not Known	51	1	19	11	6	7	7
Percent	3.9	5.6	4.4	4.7	2.7	3.8	3.0
Promotion	194	2	77	11	28	35	41
Percent	14.7	11.1	18.0	4.7	12.7	19.0	17.5
Other Position Preferred	270	7	99	55	44	25	40
Percent	20.5	38.9	23.1	23.5	19.9	13.6	17.1
Unsuccessful	90	1	38	12	14	15	10
Percent	6.8	5.6	8.9	5.1	6.3	8.2	4.3
Released	73	1	27	14	9	14	8
Percent	5.5	5.6	6.3	6.0	4.1	7.6	3.4
Illness	31	1	10	11	3	1	5
Percent	2.3	5.6	2.3	4.7	1.4	.5	2.1
Retirement	76	0	23	31	8	6	8
Percent	5.8	0	5.4	13.2	3.6	3.3	3.4
Death	14	1	6	3	0	4	0
Percent	1.1	5.6	1.4	1.3	0	2.2	0
Further Schooling	72	0	19	7	13	15	18
Percent	5.5	0	4.4	3.0	5.9	8.2	7.7
New Position	449	4	111	79	96	62	97
Percent	34.0	22.2	25.9	33.8	43.4	33.7	41.5

Chi^2 126.2 df 45 p$\leqslant$.01

retirement figures were for the director of counseling and the director of activities. The highest percent of positions with no predecessor was for the director of counseling, with 43.4 percent.

Of 1320 in the sample, 194 or 14.7 percent were promoted; 270 or 20.5 percent preferred another position, often because of pressures;

90 or 6.8 percent were felt to be unsuccessful; 73 or 5.5 percent were released, or left to prevent being released; 31 or 2.3 percent were ill; 76 or 5.8 percent retired; 14 or 1.1 percent died; 72 or 5.5 percent returned to school; and 449 or 34 percent left for other reasons or there was no predecessor.

Table 69 compares the number of years predecessor held his position with the title of the incumbent. Of the 429 chief administrators, 103 or 24 percent had no predecessor; of 234 women's deans, 44 or 18.8 percent had no predecessor; of the counseling directors, 89 or 40.3 percent had no predecessors; and of the activities director, 76 or 32.5 percent had no predecessor. Of the entire sample 37 or 2.8 percent of the predecessors held their positions less than one year. Of the 951 respondents who did have predecessors, however, the figures become sharper. Of the 951 predecessors, 37 or 3.9 percent held their position for less than one year; 550 or 57.9 percent held their position from one to four years. Thus 61.8 percent of the predecessors held their position under four years; 79.6 percent held their position less than eight years; 88.5 percent less than twelve years; and 92.4 percent less than sixteen years.

Table 70 presents the number of years predecessor held position as it relates to the type of institution. The percentage of predecessors serving less than four years was highest in the private four-year institutions, 48.2 percent, and in the private universities, 47.7 percent.

The type of institution with the largest percentage of new positions was the public two-year college, 35.9 percent, followed by the private two-year college with 31.6 percent, and the public university with 29.2 percent.

TABLE 69. - Number of Years Predecessor Held Position, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
Less than one year	37	0	10	8	5	7	7
Percent	2.8	0	2.3	3.4	2.3	3.8	3.0
1-4 years	550	10	171	88	91	96	94
Percent	41.7	55.6	39.9	37.6	41.2	52.2	40.2
5-7 years	170	1	71	36	20	10	32
Percent	12.9	5.6	16.6	15.4	9.0	5.4	13.7
9-12 years	84	1	28	22	10	11	12
Percent	6.4	5.6	6.5	9.4	4.5	6.0	5.1
13-16 years	37	0	19	9	4	1	4
Percent	2.8	0	4.4	3.8	1.8	.5	1.7
17-20 years	34	2	14	9	2	3	4
Percent	2.6	11.1	3.3	3.8	.9	1.6	1.7
21-24 years	7	0	1	4	0	0	2
Percent	.5	0	.2	1.7	0	0	.9
25-28 years	15	1	6	8	0	0	0
Percent	1.1	5.6	1.4	3.4	0	0	0
29 and over	17	0	6	6	0	2	3
Percent	1.3	0	1.4	2.6	0	1.1	1.3
New Position	369	3	103	44	89	54	76
Percent	28.0	16.7	24.0	18.8	40.3	29.3	32.5

Chi^2 114.061 df 45 p<.01

Data not in tables indicated that of the 76 predecessors reported as retiring 4 or 5.2 percent had held their position less than four years; 12 or 15.8 percent from five to eight years; 14 or 18.4 percent from nine to twelve years; 26 or 34.1 percent from thirteen to twenty-four years; and 20 or 26.5 percent for over twenty-five years.

TABLE 70. - Number of Years Predecessor Held Position, by Type of
Institution

	Total	N/A	Pub-2	Pub-4	PubUni	Pri-2	Pri-4	PriUni
Respondents	1320	11	64	202	380	38	436	189
Under one year	37	1	3	3	8	0	20	2
Percent	2.8	9.1	4.7	1.5	2.1	0	4.6	1.1
1-4 years	550	2	25	90	139	16	190	88
Percent	41.7	18.2	39.1	44.6	36.6	42.1	43.6	46.6
5-8 years	170	2	7	26	49	4	57	25
Percent	12.9	18.2	10.9	12.9	12.9	10.5	13.1	13.2
9-12 years	84	0	4	13	27	2	27	11
Percent	6.4	0	6.3	6.4	7.1	5.3	6.2	5.8
13-16 years	37	0	2	3	12	2	14	4
Percent	2.8	0	3.1	1.5	3.2	5.3	3.2	2.1
17-20 years	34	0	0	6	13	0	9	6
Percent	2.6	0	0	3.0	3.4	0	2.1	3.2
21-24 years	7	0	0	0	3	0	2	2
Percent	.5	0	0	0	.8	0	.5	1.1
25-28 years	15	0	0	1	9	2	1	2
Percent	1.1	0	0	.5	2.4	5.3	.2	1.1
29 and over	17	0	0	4	9	0	2	2
Percent	1.3	0	0	2.0	2.4	0	.5	1.1
New Position	369	6	23	56	111	12	114	47
Percent	28.0	54.5	35.9	27.7	29.2	31.6	26.1	24.9

Chi^2 60.474 df 54 not significant

Data not in tables indicated that of 76 predecessors, two or 2.6 percent, retired in institutions with enrollment under 1000; 21 or 27.6 percent with 1001 to 5000; 18 or 23.7 percent with 5001 to 10,000; 13 or 17.1 percent with 10,001 to 15,000; 6 or 7.8 percent with 15,001 to 20,000; and 4 or 5.3 percent with over 20,000.

TABLE 71. - Reason Predecessor Left Position, by Type of Institution

	Total	N/A	Pub-2	Pub-4	PubUni	Pri-2	Pri-4	PriUni
Respondents	1320	11	64	202	380	38	436	189
Reason Unknown	51	1	1	6	20	1	16	6
Percent	3.9	9.1	1.6	3.0	5.3	2.6	3.7	3.2
Promotion	194	0	15	33	58	10	47	31
Percent	14.7	0	23.4	16.3	15.3	26.3	10.8	16.4
Preferred Other Position	270	1	9	40	73	6	98	43
Percent	20.5	9.1	14.1	19.8	19.2	15.8	22.5	22.8
Unsuccessful	90	1	2	12	19	7	36	13
Percent	6.8	9.1	3.1	5.9	5.0	18.4	8.3	6.9
Released	73	0	4	14	19	0	21	15
Percent	5.5	0	6.3	6.9	5.0	0	4.8	7.9
Illness	31	0	0	5	11	0	10	5
Percent	2.3	0	0	2.5	2.9	0	2.3	2.6
Retirement	76	0	3	15	32	0	19	7
Percent	5.8	0	4.7	7.4	8.4	0	4.4	3.7
Death	14	0	1	2	6	0	4	1
Percent	1.1	0	1.6	1.0	1.6	0	.9	.5
Graduate School	72	1	3	11	14	0	36	7
Percent	5.5	9.1	4.7	5.4	3.7	0	8.3	3.7
Other (marriage, new position)	499	7	26	64	128	14	149	61
Percent	34.0	63.6	40.6	31.7	33.7	36.8	34.2	32.3

Chi^2 73.743 df 54 p < .05

In Table 71 the data present the incumbent student personnel administrator's opinion of the reason the predecessor left his position. In the category "preferred other position" the respondents implied that the predecessor was leaving under some pressure. In the category "illness," respondents included mental fatigue, emotional and psychological stress

as well as physical illness. In the category "unsuccessful" respondents
implied that the predecessor was not adequate, or capable, or fitted to
do the job; that he realized this and left of his own volition, probably
before he would be released.

Of the 38 predecessors 10 or 26.3 percent left because of promo-
tion. There were no predecessors in private two-year institutions who
left because of illness, release, retirement, death, or for graduate
school. The private two-year institutions did have the highest percentage
of new positions, 36.8 percent.

In Table 72 the data presents the incumbent's opinion as to the
position to which the predecessor moved. Of the 234 women's deans in the
sample, 34 or 14.5 percent retired. With the removal of the 25 new posi-
tions among the women's deans, however, the percentage of the 34 retirees
increases to 16.3 percent. With similar refinement of the figures for
the chief administrators, 22 of 421, or 5.2 percent, retired.

The greatest percentage of promotion was by the director of activi-
ties, 13.7 percent; the greatest percentage of return to graduate school
was also by the director of activities, 9.5 percent. The chief adminis-
trator had the greatest percentage of lateral movement, 12.7 percent,
the greatest percentage of return to college teaching, 16.1 percent, and
the greatest percentage of death in office, 1.4 percent.

Table 73 presents the report of the incumbent about the position
his predecessor held at the time the questionnaire was completed.

TABLE 72. - Position to Which Predecessor Moved, by Title

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
Respondents	1320	18	429	234	221	184	234
No answer	4	1	1	1	0	1	0
Percent	.3	5.5	.2	.4	0	.5	0
Do not know	51	0	11	13	11	9	7
Percent	3.9	0	2.6	5.6	5.0	4.9	3.0
Promotion in SPA	97	2	22	7	13	21	32
Percent	7.3	11.1	5.2	3.0	5.9	11.4	13.7
Lateral Move in SPA	142	5	55	18	18	21	25
Percent	10.8	27.8	12.7	7.7	7.1	11.4	9.7
Demotion in SPA	26	0	13	6	2	2	3
Percent	2.0	0	3.0	2.6	.9	1.1	1.3
Promotion in Education	100	0	57	4	14	14	11
Percent	7.6	0	13.3	1.7	3.3	7.6	4.7
College Teaching	143	1	69	30	27	8	8
Percent	10.8	5.6	16.1	12.8	12.2	4.3	3.4
Public Schools	31	2	10	5	1	7	6
Percent	2.3	11.1	2.3	2.1	.5	3.8	2.5
Graduate School -	89	0	24	12	15	16	22
Percent	6.7	0	5.6	5.1	6.8	8.7	9.5
Business, Industry	40	0	8	5	8	13	6
Percent	3.0	0	3.0	2.1	3.6	7.1	2.5
Gov't, Mil., Pub. Serv.	25	2	5	1	5	3	9
Percent	1.9	11.1	1.1	.4	2.3	1.6	3.9
On leave	8	0	4	1	2	0	1
Percent	.6	0	.9	.4	.9	0	.4
Illness	26	1	10	10	1	1	3
Percent	2.0	5.6	2.3	4.3	.5	.5	1.3
Retirement	76	0	22	34	8	6	8
Percent	5.8	0	5.2	14.6	3.6	3.3	3.4
Death	14	1	6	3	0	4	0
Percent	1.1	5.5	1.4	1.3	0	2.2	0

TABLE 72. - Continued

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
New Position	369	3	102	44	15	54	78
Percent	28.0	16.5	23.9	18.8	6.8	29.3	23.5
Marriage	23	0	2	15	1	0	5
Percent	1.7	0	.5	6.5	.5	0	2.1
Religious Service	52	0	8	25	5	4	10
Percent	3.9	0	1.9	10.7	2.3	1.2	4.2

Chi^2 283.760 df 85 $p < .001$

TABLE 73. - Position Predecessor Now Holds, by Title

Respondents	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
	1320	18	429	234	221	184	234
Do not know	52	0	12	17	8	9	6
Percent	3.9	0	2.8	7.3	3.6	5.0	2.6
College President	21	0	13	1	4	1	2
Percent	1.6	0	3.0	.4	1.8	.5	.9
College Vice President	38	0	27	1	5	2	3
Percent	2.9	0	6.3	.4	2.3	1.1	1.3
Dean of Students	88	3	39	9	8	12	17
Percent	6.7	16.7	9.1	3.8	3.6	6.5	7.3
Assoc. Dean of Students	17	0	6	1	3	2	5
Percent	1.3	0	1.4	.4	1.4	1.1	2.1
Ass't Dean of Students	12	1	2	4	1	0	4
Percent	.9	5.6	.5	1.7	.5	0	1.7
Dean of Women	20	1	1	14	2	0	2
Percent	1.5	5.6	.2	6.0	.9	0	.9
Dir. Stu. Housing	13	0	1	0	0	8	4
Percent	1.0	0	.2	0	0	4.3	1.7
Dir. Stu. Counseling	23	2	6	2	8	3	2
Percent	1.7	11.1	1.4	.9	3.6	1.6	.9
Dir. Stu. Activities	4	0	0	0	1	1	2
Percent	.3	0	0	0	.5	.5	.9
Director Union	11	0	0	2	0	1	8
Percent	.8	0	0	.9	0	.5	3.4
Dir. Stu. Finan. Aids	9	0	4	0	0	3	2
Percent	.7	0	.9	0	0	1.6	.9
Dir. Placement	1	0	1	0	0	0	0
Percent	.1	0	.2	0	0	0	0
Foreign Stu. Adviser	3	0	1	1	0	0	1
Percent	.2	0	.2	.4	0	0	.4
Other Position SPA	77	0	23	13	10	14	17
Percent	5.8	0	5.4	5.6	4.5	7.6	7.3

TABLE 73. - Continued

	Total	N/A	CSPA	CSPW	CSPC	CSPH	CSPAc
College Teaching	166	2	76	35	33	10	10
Percent	12.6	11.1	17.7	15.0	15.0	5.4	4.3
Promotion outside SPA	62	0	26	3	11	11	11
Percent	4.7	0	6.1	1.3	5.0	6.0	4.7
Public Schools	31	1	11	6	1	7	5
Percent	2.3	5.6	2.6	2.6	.5	3.8	2.1
Graduate School	59	0	14	5	10	15	15
Percent	4.5	0	3.3	2.1	4.5	8.3	6.4
Business, Industry	44	0	6	6	12	13	7
Percent	3.3	0	1.4	2.6	5.4	7.1	3.0
Gov't, Public Service	21	1	4	2	3	3	8
Percent	1.6	5.6	.9	.9	1.4	1.6	3.4
Military	1	0	0	0	0	0	1
Percent	.1	0	0	0	0	0	.4
Religious Service	28	0	15	4	1	2	6
Percent	2.1	0	3.5	1.7	.5	1.1	2.6
On Leave	8	0	4	2	1	1	0
Percent	.6	0	.9	.9	.5	.5	0
Illness	8	0	3	4	1	0	0
Percent	.6	0	.7	1.7	.5	0	0
Retirement	72	2	20	33	5	4	1
Percent	5.5	11.1	4.7	14.1	2.3	2.2	.4
Death	29	1	12	9	2	4	1
Percent	2.2	5.6	2.8	3.8	.9	2.2	.4
Married	33	1	0	17	2	4	9
Percent	2.5	5.6	0	7.3	.9	2.2	3.8
New Position	369	3	102	44	89	54	77
Percent	28.0	16.7	23.8	18.8	40.3	29.3	32.9

Chi^2 423.814 df 140 p < .001

CHAPTER V

SUMMARY AND DISCUSSION

The purpose of this study was to determine the associations

existing among the career patterns, the educational backgrounds, the work

experiences, the personal characteristics, and opinions of student

personnel administrators on their feelings of loyalty, their feelings

of happiness in their work, and their feelings of adequacy in their jobs.
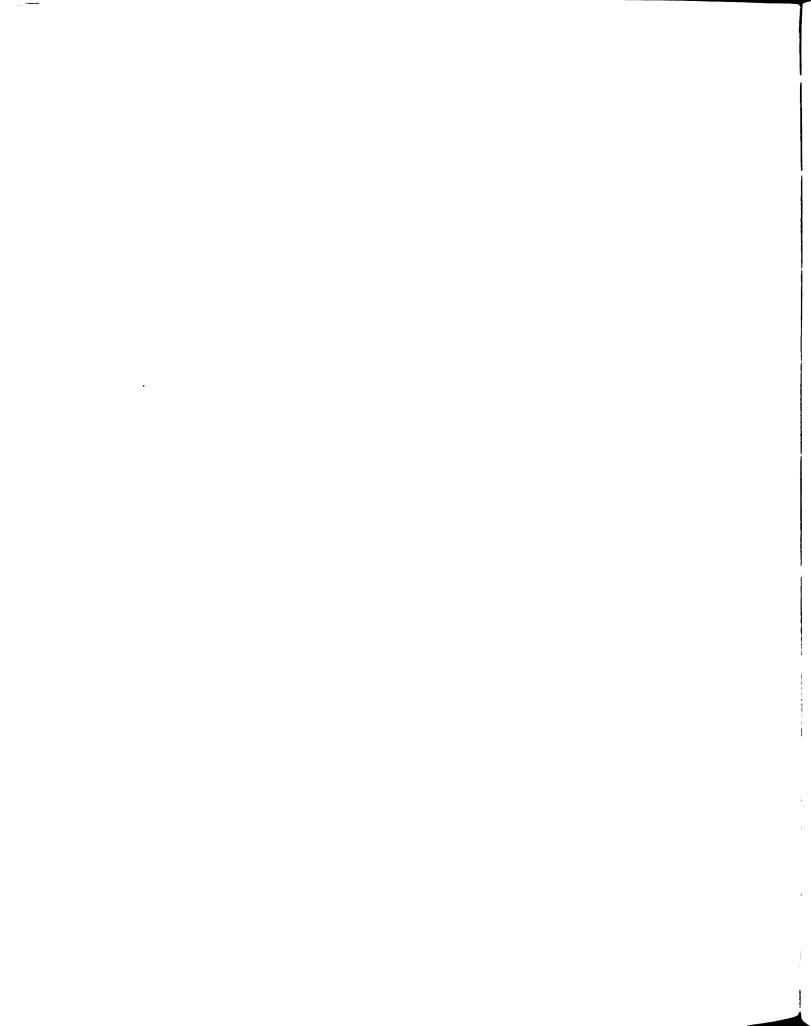
The sample consisted of 1320 chief student personnel administra-

tors, chief student personnel administrators for women's affairs, chief

administrators for student counseling, chief administrators for student

housing, and chief administrators for student activities. The sample

of 499 institutions came from a population of 742 institutions that

were members of the National Association of Student Personnel Adminis-

trators in January of 1969. The sample institutions constituted 67.3

percent of the total population of institutions. The sample of 429

chief administrators, 234 women's deans, 221 counseling directors,

184 housing directors, 234 activities directors, and 18 administrators

of undetermined type constituted 72.9 percent of the filled positions

in the sample institutions. The 1320 respondents in the sample con-

stituted a 48.3 percent response of the total estimated filled posi-

tions in the population. The sample institutions were representative

of the population by geographical distribution, enrollment, and type

of institution (see Tables 1, 3, and 4).

The findings of the study make no inferences about institutions not in NASPA in January of 1969, nor about types of student personnel administrators not included in the study.

Data from the returned questionnaires were coded into a schedule of 53 variables (Appendix A) and punched by a mark-sense machine into IBM cards for the IBM 3600 computer.

The computer provided 396 frequency distribution tables showing the association of certain variables. The computer program provided sums, percentages, cross products, sums of squares, means, standard deviations, and chi-squares. The fourteen hypotheses were tested by analyzing the difference of percentages, means, and proportions, as appropriate to the data. The hypotheses and the results of their testing are:

I. The proportion of student personnel administrators who are only children is no greater than that of the population as a whole. Rejected.

II. The proportion of student personnel administrators who are youngest children is no greater than that of the population as a whole. Rejected.

III. The proportion of children of the opposite sex of student personnel administrators is no greater than that of the population as a whole. Failed to reject.

IV. Over twenty-five percent of student personnel administrators have, at one time, seriously considered entering a religious vocation. Failed to reject.

V. More than fifty percent of the first full-time employment of student personnel administrators was in a field other than student personnel. Failed to reject.

VI. The highest academic degree of more than fifty percent of student personnel administrators was in a field other than student personnel administration. Failed to reject.

VII. More than fifty percent of student personnel administrators feel that their academic training has not adequately prepared them for their present responsibilities. Rejected.

VIII. More than fifty percent of student personnel administrators feel that their previous work experience has not adequately prepared them for their present responsibilities. Rejected.

IX. Student personnel administrators feel more loyalty to their institutions than to their profession. Rejected.

X. More than fifty percent of student personnel administrators have conducted research relevant to student personnel work. Rejected.

XI. More than fifty percent of student personnel administrators have published material in a field relevant to student personnel work. Rejected.

XII. The happiness that student personnel administrators derive from their professional activities is on a downward trend. Rejected.

XIII. More than fifty percent of student personnel administrators do not feel that new persons entering the field should have had formal training in student personnel work. Rejected.

XIV. Not more than one percent of student personnel administrators left their positions through retirement. Rejected.

Summary of Findings

The study has revealed a number of findings of interest. Summaries of selected data from Chapter IV follow.

Age, Sex, and Marital Status. The mean age of the sample was 37.9 years. For men, it was 36.9; for women, it was 40.5. For chief administrators the mean age was 40.9; for women's deans it was 41.7; for counseling directors 38.7; for housing directors 36.1; and for activities directors 33.3.

Seventy percent of the sample were married, 86.6 percent of the men and 27 percent of the women. Of the men, 1.2 percent were widowed or divorced; of the women, 15.7 percent.

New England had the lowest mean age, 36 years; California had the highest mean age, 39.8 years.

Highest Degree Held. For the sample 53.5 percent had earned the master's degree as their highest degree, 16.0 percent had earned the Ed.D. degree, and 18.2 percent had earned the Ph.D. degree (or its equivalent). Thus 34.2 percent had earned the doctorate; and 88.5 percent had earned a master's degree, a specialist's degree, or a doctor's degree.

The mean age for earning the bachelor's degree was 23.5, for the master's degree 31.5, and for the doctorate 37.5.

The women's deans were the youngest to get the bachelor's, 23.1 years, and the oldest, at 41.7, to get the doctorate.

The mean age of the men for receiving the doctorate was 34.1; for the women it was 39.8.

Field of Preparation. For the sample, 41.0 percent earned their highest degree in guidance, counseling, and student personnel; 5.8 percent earned their highest degree in higher education; 10.5 percent in education administration; 0.5 percent in elementary education; and 1.7 percent in secondary education.

Outside of education, 14.3 percent earned their highest degree in the social sciences; 7.4 percent in the humanities; and 5.2 percent in science.

Of the Ed.D. degrees, 60.7 percent were in counseling and student personnel, and 13.7 percent were in higher education.

Of the Ph.D. degrees, 37.1 percent were in counseling and student personnel, 10 percent were in higher education, and 21.3 percent were in the social sciences.

Thirty-eight percent of those married had earned doctor's degrees against 23.6 percent of the unmarried.

Professional Experience in Present Position. Student personnel administrators had a mean average of 2.15 years in their present student personnel position. The women's dean had a mean average of 3.35 years, the chief administrator 2.95, the counseling director 2.35, the housing director 0.5, and the activities director 0.75. Student personnel administrators at public institutions had more mean years of service in present positions than did those at private institutions. Of the entire sample only 55 or 4.2 percent had been in their present position more than 17 years.

Two hundred and forty or 18.2 percent both taught and had tenure, while 50.9 percent neither taught nor had tenure. The counseling director had the highest percentage of teaching and having tenure with 33.5 percent. The highest percentage of not teaching nor having tenure was the activities director with 64.1 percent.

Previous Experience of Student Personnel Administrators. The mean number of years in their previous position for the sample was 2.1 years. For the chief administrator it was 2.98 years; for the women's dean 2.74; for the counseling director 1.62; for the housing director 1.86; and for the activities director 1.70.

For the sample 254 or 19.2 percent had their first full-time work position in student personnel; 423 or 32 percent had theirs in the public schools; 236 or 17.9 percent in business; and 212 or 16.1 percent in government, military, or public service. Region I, New England, was the NASPA region with the highest percentage of those whose first full-time positions had been in student personnel; Region IV, the Mid-West plains, had the lowest percentage.

Men had 20.7 percent with their first position in student personnel; women had 15.4 percent. Men had 28.3 percent with their first position in public schools; women 41.3 percent. Chief administrators had 33.6 percent with their first position in student personnel; women's deans 27.8 percent; counseling directors 23.5 percent; housing directors 39.7; and activities directors 36.3 percent

Of the 1320 in the sample 55.9 percent were in student personnel in their immediately prior position; 44.1 percent were not.

Of the 1320 in the sample 35.4 percent were in student personnel in their previous to prior position; 64.6 percent were not.

Of 1312 respondents 692 or 52.7 percent did engage in leveraging; 46.4 percent did not.

The Total Student Personnel Work Experience. The mean number of years spent in student personnel for the sample was 5.65. For the chief administrators it was 7.35 years; for the women's dean 7.75; for the counseling director 4.74 years; for the housing director 3.70 years; and for the activities director 2.75 years.

In public universities the mean number of total years in student personnel was 7.60; for private universities 6.0 years; for public four-year colleges 5.85 years; for private two-year colleges 4.15 years; for private four-year colleges 4.10 years; and for public two-year colleges it was 3.7 years.

The mean number of total years in student personnel administration was 6.55 years for women and 5.3 years for men.

The mean number of positions in student personnel was 2.22 for the sample, 2.41 for the chief administrator, 2.32 for the women's dean, 1.94 for the counseling director, 2.29 for the housing director, and 2.00 for the activities director.

The mean number of positions for student personnel administrators was 2.27 for ages 27 to 32; it was 2.31 for ages 33 to 38; it was 2.29 for ages 45 to 50; it was 2.01 for ages 51 to 56; and it was 2.23 for ages 57 to 62.

Research and Publication by Student Personnel Administrators. Of
1320 in the sample 63.2 percent had done no research, 69.8 percent had
done no research relevant to student personnel. Of the 1320 in the sample
75.5 percent had not published any material, and 80.9 percent had not
published any material relevant to student personnel.

Of the 187 student personnel administrators who did one research
in student personnel, those who had earned their highest degree in higher
education accounted for 31.2 percent. Of the 193 in the sample doing
two research projects in student personnel, those who had earned their
highest degrees in higher education accounted for 19.4 percent, those
in counseling and student personnel accounted for 18.9 percent, and those
in social sciences accounted for 19.1 percent.

Feelings of Adequacy About Educational and Work Experience. On a
scale where 0 was total inadequacy and 100 was total adequacy, student
personnel administrators had a mean of 59.7 for adequacy feelings about
their academic experience and a mean of 66.5 for adequacy feelings about
their work experience. In adequacy of academic experience, the counsel-
ing director had the highest mean, followed by the chief administrator
and the housing director.

Those who had earned their degrees in higher education had the
greatest feelings of adequacy about their academic experience, a mean
of 65.1, followed by those who had earned their highest degree in coun-
seling and student personnel, with a mean of 62.2. The lowest mean
was for those whose degree was in elementary education, and the next
lowest was science with a mean of 51.8.

The feelings of adequacy of academic experience and of work experience were highly correlated. The chi-square was significant at the .001 level of confidence.

The age group 45 to 50 had the highest combined feeling of adequacy of academic experience and work experience, with a cumulative rank of 19, followed by the age group 69 and over with the rank of 18, and the 39 to 44 age group with 15. The lowest was the age group under 21 and the age group 63 to 68, both of whom had the rank of 3, followed by the age group 21 to 26 with 7.

Opinion of Student Personnel Administrators Concerning the Importance of Formal Training for New Personnel Entering the Field. Of 1319 in the sample, 118 or 8.9 percent had no strong feeling on this matter and responded in the mid-interval; 159 or 12.1 percent responded below the mid-interval indicating their low estimate of the importance of formal training of new personnel. Thus 1042 or 79.0 percent felt such training was important. There were 698 or 52.9 percent who felt very strongly, above 75 on a scale of 100, that such training was important.

The regions placing the highest value on the importance of formal training of new personnel were Regions VI and VII with a mean of 65.0, followed by Region V with a mean of 64.7, Region IV with a mean of 63.7, Region III with a mean of 61.4, Region II with a mean of 60.9, and Region I with a mean of 60.6.

The Feeling of Happiness in Work of Student Personnel Administrators. On a scale where 0 is despondence and 100 is as happy as one could possibly be, the overall mean for happiness in work of student

personnel administrators was 67.1 three years ago, 66.4 now, and 69.0 anticipated three years hence. The counseling director had the highest mean for all three time periods. Of 1320 in the sample only 8.4 percent were below the mid-interval (unhappy) three years ago as against 82.9 percent above the mid-interval and only 8.7 percent in the mid-interval. In the "now" time period, there were 10.2 percent below the mid-interval, 7.9 percent in the mid-interval, and 81.9 percent above the mid-interval. For happiness anticipated three years hence, 8.4 percent were below the mid-interval, 6.1 percent in the mid-interval, and 85.5 percent above the mid-interval.

Discounting the past, Region VII expected to be most unhappy in three years, Region VI expected to be most happy.

The data showed that happiness in work was lower for the middle age groupings than for either the younger or the older age groupings.

The mean for happiness now, and anticipated three years hence, was greater for men than for women. Women had the highest, by 0.4, three years ago.

The most frequently reported factor in unhappiness was the administration and lack of administrative support, in 7.0 percent of the responses, and student activism and confrontation tactics in 6.6 percent of the responses. Only 0.2 percent of the respondents named students' misuse of drugs as the greatest factor in unhappiness.

Feelings of Loyalty to the Institution or to the Profession. Of 1298 in the sample 24.8 percent were below the mid-interval and more loyal to the institution; 40.2 percent were in the mid-interval; and 35 percent were above the mid-interval and felt more loyalty to the

profession of student personnel. Of the chief administrators, 32.8

percent reported more loyalty to the institution; of the women's deans

18.5 percent reported more loyalty to the institution; of the counsel-

ing directors, 22.1 percent; of the housing directors, 29.2 percent;

and of the activities directors, 21.6 percent. Of the chief adminis-

trators, 27.2 percent reported more loyalty to the profession; of the

women's deans, 21.8 percent reported more loyalty to the profession;

of the counseling directors, 37.4 percent; of the housing directors,

36.1 percent; and of the activities directors, 39.3 percent.

Loyalty to the institution increased as age increased.

The highest feeling of loyalty to the institution was found in

NASPA Region V, followed by Region VI,

The highest feeling of loyalty to the profession, mean of 49.5,

was found in the private two-year colleges, followed by the public two-

year colleges. The highest loyalty to the institution was found in the

private university, followed by the public university.

The Religious Orientation of Student Personnel Administrators.

Of 1320 respondents 438 or 33.3 percent had, at one time, seriously con-

sidered entering a religious vocation. Of 427 chief administrators

40.3 percent had such consideration; of 234 women's deans 24.4 percent;

of 221 counseling directors 35.7 percent; of 184 housing directors 28.3

percent; and of 234 activities directors 32.2 percent.

For each 100,000 church members of its denomination in the United

States, the sample included the following number of student personnel

administrators: 33 Presbyterians, 25 Episcopalians, 15 Methodists,

10 Christian Church members, 8 Lutherans, 6 United Church of Christ

members, 4 Roman Catholics, 4 Churches of Christ members, 3 Baptists, and 3 Jews.

Anticipated Next Professional Move of the Student Personnel
Administrator. Of the 1320 in the sample 4.3 percent expected to be president or vice president of an institution of higher education; 2.2 percent expected promotion in education but outside of student personnel; 27.1 percent expected promotion in student personnel; 4.8 percent lateral movement in student personnel; 7.2 percent college teaching positions; 7.1 percent retirement; and 24.0 percent expected no change. Only 1.1 percent anticipated their next move to be graduate school; and only 0.7 percent expected to go to a position in the public schools.

Thus 55.4 percent expected to remain in student personnel, 7.1 percent expected to retire, leaving 37.5 percent who planned to change fields.

The Predecessor of the Present Student Personnel Administrator.
Of the 1320, predecessors of 14.7 percent were promoted. Predecessors of 18.0 percent of the chief administrators were promoted, 4.7 percent of the women's deans, 12.7 percent of the counseling directors, 19.0 percent of the housing directors, and 17.5 percent of the activities directors.

Of the 1320, predecessors of 76 or 5.8 percent retired, including predecessors of 5.4 percent of the chief administrators, of 13.2 percent of the women's deans, of 3.6 percent of counseling directors, of 3.3 percent of housing directors, and of 3.4 percent of activities directors.

Death claimed only 1.1 percent of the total sample, the percentages being 1.4 percent of the chief administrators, 1.3 percent of the women's deans, 2.2 percent of the housing directors, with no deaths occurring among the counseling directors or the activities directors.

Of the 1320 in the sample 369 or 28.0 percent reported that they were in new positions for which there were no predecessors. Twenty-four percent of the chief administrators held such new positions, 18.8 percent of the women's deans, 40.3 percent of the counseling directors, 29.3 percent of the housing directors, and 32.5 percent of the activities directors. The type institution having the highest percentage of new positions was the public two-year college with 35.9 percent; the private two-year college had 31.6 percent. The private university had the lowest number of new positions, 24.9 percent, followed by the private four-year college with 26.1 percent.

The public university had the highest number of retired predecessors, with 8.4 percent, and the private university was next with 7.4 percent.

Discussion

In the writer's judgment the study has presented many data that are of value in assessing the present status of student personnel as a profession. One of the principal criteria of a fully developed profession is the control of entry into the profession by a professional group that has legal or quasi-legal authority.

There are no formal academic requirements for employment in student personnel, nor are there requirements for practical experience

or a period of internship. There is no authority that controls licensing of student personnel administrators or entry into the profession.

Student personnel meets another criterion of a profession, that of providing a socially needed function. The work is, without question, a service-type vocation, necessary to the proper functioning of the colleges and the universities. It has great appeal to persons who have evidenced a high motivation for service, shown by the fact that over thirty-three percent of those in the sample had at one time seriously considered entering a religious vocation.

The great body of student personnel administrators, as evidenced in this study, are not stable in their employment in student personnel. About forty percent of present student personnel workers were in a different type of work in their previous position and about sixty-seven percent were in a different type of work in their "prior to previous" position.

The mean length of service of present student personnel administrators is not typical of a true profession. When the average length of service is only 5.65 years, and when only 5.8 percent of its personnel retired in service, it can hardly be claimed that student personnel administration is a true profession. Only 55.4 percent of those now in student personnel expect their next professional move to be in the area of student personnel. Surely the figure is lower than would be expected in a stable profession.

At the present time student personnel has no established code of ethics, to which a person must subscribe to become a member. It has no constituted authority or sanctions to appeal to in cases of malpractice.

There are some very positive indications, however, supported by the data in this study, that definite, measurable progress is being made toward the professionalization of student personnel administration.

The data indicate a dramatic increase in the value which practicing student personnel administrators place on the formal training of new student personnel workers. The Upcraft study (1967), cited earlier, showed that only 12.1 percent of his respondents felt that such training was important. The present study indicates that the opinion of student personnel administrators at this time is overwhelmingly in favor of formal training for new student personnel workers. This is a remarkable change of attitude by practicing student personnel administrators.

The present study indicates an increase in the level of professional training of student personnel workers. A higher percentage of terminal degrees in fields related to student personnel is a positive indication of the current higher level of professional preparation.

Unquestionably this trend of greater professionalization will continue. The respondents in the study who had the highest appropriate professional degrees placed the highest importance on formal training of new personnel.

Another encouraging sign for the development of student personnel as a profession is the increase, however halting, of a body of theoretical and practical literature and a body of theoretical and practical knowledge pertinent to the field. The existence of professional journals will add greatly to this growing body of theory and knowledge, although more vigorous activity is needed in this area of student personnel.

It will be many years before entrance into student personnel will be formalized and controlled. It will be many years also before institutions will be asked and encouraged, or actually required, to meet certain professionally determined criteria for a student personnel program before being accredited by a "Professional Council of Student Personnel Administrators," or some similarly named accrediting agency. However, the trend is definitely toward such professional maturation.

The study, then reveals an increasing trend of professionalization in student personnel and a firmer base for such progress.

The study consequently has implications for institutions that have formal preparation of student personnel administrators in their curriculum. The great increase in the value placed on formal academic training by currently practicing student personnel administrators will necessarily result in an increased enrollment in student personnel training departments. The study revealed a great increase in new student personnel positions, often filled with personnel not professionally trained. This situation will necessitate leaves for graduate study by many of the new inexperienced administrators. Enrollments in departments that train student personnel administrators will increase.

Training institutions must be prepared to teach a younger group of graduate students. The study revealed a significant decrease in the mean ages of student personnel administrators over past studies, as much as four years younger for men and nine years younger for women. The mean age of the sample in this study was 37.9 years. The effect of the younger student on the teaching techniques, the personalities, the life styles, and the ages of the professors in training departments is a matter of concern for those responsible for the training departments.

At present the mean number of years spent in student personnel work is 5.65 years. Training departments should be greatly concerned with such short careers and should make every reasonable effort to select their students and prepare their graduates for a full lifetime career in student personnel. If this proves impossible and the short professional student personnel career trend continues, then it will be incumbent on training departments to broaden their curriculum to prepare their graduates for broader professional objectives. Already some departments of counseling, guidance and student personnel have wisely become associated with departments of higher education, thus strengthening the preparation of their graduates for broader areas of service. If present trends continue and student personnel is not to be a permanent lifetime work, then the institution must work to develop the skills, knowledge, and competencies that will be required in related fields.

The lack of experience and formal training of present student personnel administrators should challenge the training institutions and departments to develop or continue a dynamic program of institutes and short courses. They must develop expanded opportunities for full-time graduate work for those in the profession as well as for those entering the profession.

The low level of research and publication of student personnel administrators should also challenge the training departments. The need is urgent for the development of a body of research designs suited for use by the practicing student personnel administrator. Research must become a part of the life style of student personnel administrators; but the demands of research must be consistent with the time available to the practitioner.

Publication of relevant material by student personnel administrators is currently at a very low level, and it will increase only when and if efforts to stimulate more publication are made by student personnel professional associations and training departments.

The recent shift in the feelings of loyalty of student personnel administrators from their institutions to their profession must be thoughtfully assessed by training departments. Is the trend desirable? What factors are involved? What influence does training itself have in forming these attitudes? Why did those student personnel administrators who have professional terminal degrees in student personnel report more feelings of loyalty to their profession than to their institutions? Is this in any way related to an apparent trend in many large institutions for non-student personnel persons to be brought in by the president to fill the top-ranking student personnel position, leaving the professionally trained administrators unpromoted and low in morale?

The study has presented a number of matters that should be the thoughtful concern of the training institutions and their departments of counseling, guidance, student personnel and higher education.

Never in the history of American education has student dissent and violence been so general, so deep, or so prolonged. The situation is considered so critical that it is the public concern of the President of the United States, the Congress, and the Attorney-General, as well as almost every administrative officer of the colleges and universities of the United States and of most of the countries of the world.

The results of the study, however, indicate that the feelings of happiness in their work was significantly in contrast to what would

reasonably have been expected. One needs only to read each daily issue

of the newspaper, the weekly magazines, the learned journals, the Con-

gressional Record, the state legislative journals, and the books currently

being printed to learn the great unhappiness and concern of responsible

citizens and educators about student activism and the revolt of the col-

lege generation. The student personnel administrator, next to the presi-

dent, is the person in the position that bears the friction in student

confrontation techniques. The student personnel administrator is almost

always the middle man, trying to reach a viable compromise between diver-

gent individuals or groups. Although dissent is a part of the system,

goals can be met and objectives accomplished only with a system that works.

Systems that work are built on cooperation and the effective division of

labor. The student personnel administrator must be a specialist in the

field of human relations.

So, of all people on the campus, the student personnel administra-

tor is caught by student unrest in a most strategic, vital, and active

position.

In view of the accepted state of campus unrest, one would expect

the student personnel administrator to be considerably more unhappy in

his work than three years ago, for campus unrest and violence was much

more widespread and serious in 1968-1969 than in any previous school year,

certainly more than three years ago.

Looking into the future of three years from now, most observers

have voiced the opinion that things are going to get worse before they

get better. In conversation among student personnel colleagues one hears

many statements indicating recent deep dissatisfaction with the new

elements of confrontation and estrangement which seem to have entered

campus relationships. The expectation then would be that student person-

nel administrators would expect to be less happy three years hence.

The results of the study are contrary to each expectation.

The mean for happiness in work now was 66.4, as compared to 67.1

three years ago. This was a decrease of 0.7. For happiness expected

three years hence, the mean increased from the present 66.4 to 69.0,

an anticipated rise of 2.6. The feeling states of happiness in work of

student personnel administrators are more dramatically demonstrated by

the number and percentages of responses below and above the mid-interval.

Three years ago, 1094 of 1320 respondents, or 82.9 percent, reported

that they were above the mid-interval in happiness; only 8.4 percent

reported themselves below the mid-interval. At present 1081 or 81.9

percent reported themselves above the mid-interval of happiness in work

against 10.2 percent reporting themselves below the mid-interval. In

the happiness expected three years from now, 1129 or 85.5 percent responded

above the mid-interval against 8.4 percent below the mid-interval.

The administration and lack of support from the administration

was given as the main source of unhappiness by 7.0 percent of the respon-

dents. Student activism was given as the second largest source of un-

happiness, with 6.9 percent of the respondents citing it. The younger

administrators named the administration more frequently; the older admin-

istrators named student activism more frequently. The percentages serve

to emphasize the position of the student personnel administrators as the

intermediary between students and top administration.

The high level of happiness in their work of student personnel

administrators indicates, in my judgment, a basically optimistic and

and dynamic personality set that is typical of student personnel admin-
istrators. They are optimists, and when they can no longer remain
optimists under existing conditions and relations, they leave student
personnel for other positions that are not dissonant with their life
style.

The study points up the need which student personnel administra-
tors have for support from the president's office, including understand-
ing, moral support, and policy support. In recent campus emergencies
the president's office and civil authorities have assumed many preroga-
tives formally exercised by the student personnel administrator.

Frustrations caused by administrative procedures included the
increased complexity, bureaucracy, and paper work required by the business
office and the personnel departments. All too often the student person-
nel administrator must spend too much time on paper work, trying to
follow meticulous forms and intricacies of business office procedures.
His effort would more profitably be expended on his prime responsibility
of working with students.

It is of interest to note that in spite of the uproar about col-
lege students misuse of drugs, that only 0.2 percent of respondents in
this study named it as the greatest source of their unhappiness.

The study indicates that student personnel administrators are
confident people, confident in the adequacy of their academic experi-
ence and in the adequacy of their work experience. A large number had
a sense of security that allowed them to be happy under trying circum-
stances. Many were fulfilling a desire to serve their fellowman, as
evidenced by the large number who had seriously considered a religious
vocation.

It is hoped that this study has accumulated useful data and has provided the basis for some insight and understanding of the career pattern, the educational backgrounds, the work experiences, the personal characteristics, and the feelings of loyalty and happiness of student personnel administrators.

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APPENDIX A

SCHEDULE OF VARIABLES

SCHEDULE OF VARIABLES

Variable	Responses Number	Percent	IBM Card Column No.
1. NASPA Region			2
Region I	75	5.7	
Region II	229	17.3	
Region III	297	22.4	
Region IV	175	13.3	
Region V	400	30.3	
Region VI	73	5.5	
Region VII	71	5.4	
2. Number within Region (001-999)			3, 4, 5
3. Functional Title			6
None	18	1.4	
Chief Student Personnel Administrator	429	32.5	
Chief Student Personnel Administrator for Women's Affairs	234	17.7	
Chief Student Personnel Administrator for Counseling	221	16.7	
Chief Student Personnel Administrator for Housing	184	13.9	
Chief Student Personnel Administrator for Activities	234	17.7	
4. Type of Institution			7
Public Two-Year College	75	5.7	
Public Four-Year College	202	15.3	
Public University	380	28.8	
Private Two-Year College	38	2.9	
Private Four-Year College	436	33.0	
Private University	189	14.3	

| Variable | Responses | | IBM Card |
	Number	Percent	Column No.
5. Enrollment - Fall, 1968			8
0 - 500	23	1.7	
501-1000	138	10.5	
1001 - 2500	389	29.5	
2501 - 5000	238	18.0	
5001 - 10,000	254	19.2	
10,000 - 15,000	148	11.2	
15,001 - 20,000	64	4.8	
20,001 and over	66	5.0	
6. Sex of Respondent			9
Male	961	72.8	
Female	359	27.2	
7. Age			10
Under 21	3	.2	
21-26	121	9.2	
27-32	224	17.0	
33-38	251	19.0	
39-44	231	17.5	
45-50	212	16.0	
51-56	145	11.0	
57-62	91	6.9	
63-68	36	2.7	
69 and over	6	.5	
8. Marital Status			11
No answer	5	.4	
Married	924	70.1	
Unmarried	317	24.0	
Widowed	37	2.8	
Divorced	33	2.5	
Separated	3	.2	
9. Sibling Birth Order			12
No answer	5	.4	
Only Child	205	15.5	
Youngest Child	336	25.5	
Middle Child	347	26.3	
Oldest Child	427	32.4	
10. Number and Sex of Children			13, 14
No Children	495	37.5	
1 Male, 0 Female	75	5.7	

Variable	Responses Number	Percent	Column No. IBM Card
2 Male, 0 Female	100	7.6	
3 Male, 0 Female	34	2.6	
4 Male, 0 Female	3	.2	
5 Male, 0 Female	1	.1	
6+ Male, 0 Female	00	0.0	
0 Male, 1 Female	85	6.4	
0 Male, 2 Female	56	4.2	
0 Male, 3 Female	24	1.8	
0 Male, 4 Female	11	.8	
0 Male, 5 Female	1	.1	
0 Male, 6+ Female	2	.2	
1 Male, 1 Female	168	12.7	
2 Male, 1 Female	79	6.0	
3 Male, 1 Female	21	1.6	
4 Male, 1 Female	5	.4	
5+ Male, 1 Female	2	.2	
1 Male, 2 Female	67	5.1	
1 Male, 3 Female	20	1.5	
1 Male, 4 Female	6	.5	
1 Male, 5+ Female	2	.2	
2 Male, 2 Female	30	2.3	
3 Male, 2 Female	13	1.0	
4 Male, 2 Female	5	.4	
5+ Male, 2 Female	0	0.0	
2 Male, 3 Female	7	.5	
2 Male, 4 Female	1	.1	
2 Male, 5+ Female	1	.1	
3 Male, 3 Female	4	.3	
4 Male, 3 Female	1	.1	
5+ Male, 3 Female	0	0.0	
3 Male, 4 Female	1	.1	
11. Religious Preference			15, 16
None	106	8.0	
Baptist	82	6.2	
Roman Catholic	216	16.4	
Methodist	205	15.6	
Lutheran	77	5.8	
Jewish	20	1.5	
Presbyterian	149	11.3	
Eastern Orthodox	0	0.0	
Protestant Episcopal	86	6.5	
Churches of Christ	11	.8	
United Churches of Christ	14	1.1	
Latter Day Saints	0	0.0	
Christian Churches	20	1.5	
Residual (Other)	105	8.0	
Protestant	227	17.2	

Variable	Responses Number	Percent	IBM Card Column No.
12. Previous Consideration Entering Religious Vocation			17
Yes	438	33.3	
No	871	66.1	
13. First Full-Time Position After Bachelor's Degree			18
None	3	.2	
College Personnel	254	19.2	
College Administration	30	2.3	
College Teaching	77	5.8	
Public Schools	423	32.0	
Business, Industry	236	17.9	
Gov't, Mil., Pub.Service	212	16.1	
Religious Service	61	4.6	
Graduate School	23	1.7	
Other	1	.1	
14. Second Full-Time Position			19
None	44	3.3	
College Personnel	423	32.0	
College Administration	42	3.2	
College Teaching	121	9.2	
Public Schools	319	24.2	
Business, Industry	159	12.0	
Gov't, Mil., Pub. Service	134	10.2	
Religious Service	49	3.7	
Graduate School	29	2.2	
Other	0	0.0	
15. Third Full-Time Position			20
None	137	10.4	
College Personnel	563	42.7	
College Administration	45	3.4	
College Teaching	102	7.7	
Public Schools	229	17.3	
Business, Industry	97	7.3	
Gov't, Mil., Pub. Service	94	7.1	
Religious Service	27	2.0	
Graduate School	26	2.0	
Other	0	0.0	
16. Fourth Full-Time Position			21
None	346	26.2	
College Personnel	563	42.7	
College Administration	44	3.3	
College Teaching	90	6.8	
Public Schools	131	9.9	

Variable	Responses		IBM Card
	Number	Percent	Column No.
Business, Industry	52	3.9	
Gov't, Mil., Pub. Service	49	3.7	
Religious Service	20	1.5	
Graduate School	25	1.9	
Other	0	0.0	
17. Fifth Full-Time Position			22
None	607	46.0	
College Personnel	476	36.1	
College Administration	30	2.3	
College Teaching	56	4.2	
Public Schools	67	5.1	
Business, Industry	24	1.8	
Gov't, Mil., Pub. Service	32	2.4	
Religious Service	17	1.3	
Graduate School	11	.8	
Other	0	0.0	
18. Sixth Full-Time Position			23
None	844	63.9	
College Personnel	361	27.3	
College Administration	15	1.1	
College Teaching	40	3.0	
Public Schools	29	2.2	
Business, Industry	8	.6	
Gov't, Mil, Pub. Service	12	.9	
Religious Service	6	.5	
Graduate School	5	.4	
Other	0	0.0	
19. Seventh Full-Time Position			24
None	1046	79.2	
College Personnel	247	18.7	
College Administration	4	.3	
College Teaching	10	.8	
Public Schools	9	.7	
Business, Industry	3	.2	
Gov't, Mil., Pub. Service	0	0.0	
Religious Service	1	.1	
Graduate School	0	0.0	
Other	0	0.0	
20. Previous to Prior Position			25
None	130	9.8	
College Personnel	467	35.4	
College Administration	64	4.8	
College Teaching	122	9.2	

Variable	Responses Number	Percent	IBM Card Column No.
Public Schools	244	18.5	
Business, Industry	94	7.1	
Gov't, Mil., Pub. Service	108	8.2	
Religious Service	53	4.0	
Graduate School	38	2.9	
Other	0	0.0	
21. Immediately Prior Position			26
None	45	3.4	
College Personnel	738	55.9	
College Administration	65	4.9	
College Teaching	138	10.5	
Public Schools	155	11.7	
Business, Industry	58	4.4	
Gov't, Mil., Pub. Service	60	4.5	
Religious Service	37	2.8	
Graduate School	23	1.7	
Other	1	.1	
22. Occurrence of Leveraging			27
Yes	609	46.4	
No	692	52.7	
Unknown	11	.8	
23. Number of Years in Previous Position			28
None	41	3.1	
1-4	887	67.2	
5-8	246	18.6	
9-12	84	6.4	
13-16	32	2.4	
17-20	19	1.4	
21-24	6	.5	
25-28	5	.4	
29 and over	0	0.0	
24. Number of Years in Present Position			29
Under one year	310	23.5	
1-4	609	46.2	
5-8	223	16.9	
9-12	82	6.2	
13-16	39	3.0	
17-20	35	2.7	
21-24	14	1.1	
25-28	3	.2	
29 and over	3	.2	

Variable	Responses Number	Percent	IBM Card Column No.
25. Number of Years in Student Personnel			30
Under one year	102	7.7	
1-5	506	38.3	
6-10	328	24.8	
11-15	163	12.3	
16-20	130	9.8	
21-25	58	4.4	
26-30	15	1.1	
31-35	13	1.0	
36-40	5	.4	
41 and over	0	0.0	
26. Number of Positions in Student Personnel, Including Present Position			31
One (Present)	499	37.8	
Two	367	27.8	
Three	242	18.3	
Four	119	9.0	
Five	61	4.6	
Six	21	1.6	
Seven	10	.8	
Eight and over	1	.1	
27. Major Field of Highest Degree			32, 33
Education: General	139	10.5	
Education: Administration	67	5.1	
Education: Elementary	7	.5	
Education: Secondary	22	1.7	
Education: Counsel-SPA	540	41.0	
Higher Education	77	5.8	
Social Sciences*	188	14.3	
Humanities*	97	7.4	
Science*	69	5.2	
Business, Home Economics	41	3.1	
Religion, Law	47	3.6	

(*Social Sciences: History, Law, Anthropology, Psychology, Sociology, Political Science. Humanities: English, Journalism, Religion, Fine Arts, Applied Arts, Philosophy, Foreign Languages. Sciences: Physical, Biological, Engineering, Mathematics, Agricultural, Pharmacy, Health, Veterinary Medicine.)

Variable	Responses Number	Percent	IBM Card Column No.
28. Type of Institution - First Degree			34
None	11	.8	
None	16	1.2	
Public Two-Year	5	.4	
Private Two-Year	1	.1	

Variables	Responses		IBM Card
	Number	Percent	Column No.
Public Four-Year	198	15.0	
Private Four-Year	406	30.8	
Public University	468	35.5	
Private University	215	16.3	
29. Highest Academic Degree			35
None	22	1.7	
High School Diploma	3	.2	
Associate	1	.1	
Bachelor's	126	9.5	
Master's	706	53.5	
Educ. Specialist	11	.8	
Ed.D.	208	15.8	
Ph.D., M.D., B.D., J.D. St.B.	236	17.9	
Post Doctoral Ed.D.	3	.2	
Post Doctoral Ph.D.,etc.	4	.3	
30. Age at Completion of Bachelor's Degree			36
None	24	1.8	
22 or under	673	51.0	
23	187	14.2	
24	118	8.9	
25	92	7.0	
26	74	5.6	
27	48	3.6	
28	35	2.7	
29	22	1.7	
30 and over	47	3.6	
31. Age at Completion of Master's Degree			37
Does not apply	180	13.6	
19-23	123	9.3	
24-28	538	40.8	
29-33	280	21.2	
34-38	118	8.9	
39-43	47	3.6	
44-48	21	1.6	
49-53	8	.6	
54-59 and over	5	.4	
32. Age at Completion of Doctor's Degree			38
Does not apply	865	65.6	
24-28	59	4.5	
29-33	149	11.3	
34-38	135	10.2	
39-43	76	5.8	

Variable	Responses Number	Percent	IBM Card Column No.
44-48	27	2.0	
49-53	4	.3	
54-58	3	.2	
59 and over	1	.1	

33. Adequacy of Academic Experience   39

Inadequate			
5-14	7	.5	
15-24	40	3.0	
25-34	9	.7	
35-44	103	7.8	
45-54	141	10.7	
55-64	386	29.2	
65-74	124	9.4	
75-84	383	29.0	
85-94	127	9.6	
More than adequate			

34. Adequacy of Work Experience   40

Inadequate			
5-14	4	.3	
15-24	11	.8	
25-34	3	.2	
35-44	53	4.0	
45-54	94	7.1	
55-64	259	19.6	
65-74	175	13.3	
75-84	475	36.0	
85-94	246	18.6	
More than Adequate			

35. Loyalty to Institution vs. Loyalty to Student Personnel   41

Loyalty to Institution			
Does not apply	4	.3	
5-14	37	2.8	
15-24	121	9.2	
25-34	35	2.7	
35-44	144	10.9	
45-54	530	40.2	
55-64	204	15.5	
65-74	75	5.7	
75-84	116	8.8	
85-94 and over	54	4.1	
Loyalty to Student Personnel			

36. Number of Research Projects   42

None	852	64.5	
One	226	17.1	

Variables	Responses Number	Percent	IBM Card Column No.
Two	116	8.7	
Three	52	3.9	
Four	24	1.8	
Five	20	1.5	
Six	10	.8	
Seven	10	.8	
Eight and over	10	.8	
37. Number Research Projects in Student Personnel			43
None	940	71.2	
One	187	14.2	
Two	107	8.1	
Three	34	2.6	
Four	16	1.2	
Five	14	1.1	
Six	7	.5	
Seven	7	.5	
Eight and over	8	.6	
38. Number of Publications			44
None	1008	76.4	
One	113	8.6	
Two	63	4.8	
Three	42	3.2	
Four	23	1.7	
Five	25	1.9	
Six	6	.5	
Seven	24	1.8	
Eight and over	16	1.2	
39. Publications in Student Personnel			45
None	1084	82.1	
One	93	7.0	
Two	53	4.0	
Three	27	2.0	
Four	17	1.3	
Five	13	1.0	
Six	4	.3	
Seven	14	1.1	
Eight and over	15	1.1	
40. Happiness in Work - Three Years Ago			46
Does not apply	5	.4	
5-14	9	.7	
15-24	19	1.4	
25-34	10	.8	
35-44	68	5.2	

Variable	Responses Number	Percent	IBM Card Column No.
45-54	115	8.7	
55-64	204	15.5	
65-74	59	4.5	
75-84	447	33.9	
85 and over	384	29.1	
41. Happiness in Work - Now			47
Does not apply	0	0.0	
5-14	14	1.1	
15-24	32	2.4	
25-34	9	.7	
35-44	80	6.1	
45-54	104	7.9	
55-64	201	15.2	
65-74	51	3.9	
75-84	464	35.2	
85 and over	365	27.7	
42. Happiness in Work - Anticipated Three Years Hence			48
5-14	10	.8	
15-24	35	2.7	
25-34	15	1.1	
35-44	51	3.9	
45-54	80	6.1	
55-64	150	11.4	
65-74	56	4.2	
75-84	482	36.5	
85 and over	441	33.4	
43. Happiness in Work - Trend			49
Does not apply	6	.5	
Less now, expect less	58	4.4	
Less now, expect more	154	11.7	
More now, expect less	33	2.5	
Same now, expect more	131	9.9	
Less now, expect same	107	8.1	
More now, expect more	28	2.1	
More now, expect same	180	13.6	
Same now, expect less	75	5.7	
No trend at all	548	41.4	
Discounting future, less happy than 3 yrs ago	319	24.2	
Discounting future, more happy now than 3 yrs ago	192	14.5	

Variables	Responses Number	Percent	IBM Card Column No.
Discounting past, expect to be less happy in three years from now	166	12.6	
Discounting past, expect to be more happy in three years from now	465	35.2	

44. Source of Conditions Causing Unhappiness — 50, 51

None	1013	76.7	
Students	91	6.9	
Students and faculty	11	.8	
Students and administration	19	1.4	
Students and community	1	.1	
Stu., Faculty, Admin.	32	2.4	
Stu., Faculty, Com.	4	.3	
Stu., Admin., Com.	2	.2	
Stu., Fac., Adm., Com.	31	2.3	
Faculty	1	.1	
Faculty and Adminis.	11	.8	
Faculty and Community	4	.3	
Faculty, Admin., Com.	1	.1	
Administration	92	7.0	
Administration	6	.5	
Community	1	.1	

45. Factors Causing Unhappiness — 52, 53

None	947	71.8	
Drugs Usage	2	.2	
Discipline Area	6	.5	
Dormitory, Hours, Parental Rules	4	.3	
New Morality	7	.5	
Student Activism, Unrest, Confrontation politics	87	6.6	
Deterioration of relations between students, staff and faculty	31	2.4	
Lack of support from superiors	38	2.9	
Faculty-Admin. Structure	26	2.0	
Red tape, Business, Personnel	7	.5	
Inadequate, deficient staff	23	1.7	
Increased complexity of work	28	2.1	
Low salary scale	8	.6	
Internal staff problems	27	2.0	

Variables	Responses Number	Percent	IBM Card Column No.
Two of above	20	1.5	
Three or more of above	58	4.4	

46. Teaching and Tenure — 54

Teaches, tenure	240	18.2	
Teaches, no tenure	209	15.8	
Tenure, no teaching	196	14.8	
No teaching, no tenure	672	50.9	
Does not apply	3	.2	

47. Opinion on Importance of Formal Training for New
    Persons in the Field — 55

Unimportant			
5-14	13	1.0	
15-24	42	3.2	
25-34	13	1.0	
35-44	90	6.8	
45-54	118	8.9	
55-64	259	19.6	
65-74	85	6.4	
75-84	439	33.3	
85 and over	259	19.6	
Important			

48. Number of Years Predecessor Held Position — 56

Less than one year	37	2.8	
1-4	550	41.7	
5-8	170	12.9	
9-12	84	6.4	
13-16	37	2.8	
17-20	34	2.6	
21-24	7	.5	
25-28	15	1.1	
29 and over	17	1.3	
New position, does not apply	369	28.0	

49. Where did predecessor go? — 57,58

Do not know	55	4.4	
Promotion in SPA	97	7.6	
Lateral Move, SPA	142	10.4	
Demotion in SPA	26	2.1	
Promotion in Education	100	7.5	
College Teaching	143	10.5	
Public Schools	31	2.5	
Graduate School	89	7.0	

Variable	Responses Number	Percent	IBM Card Column No.
Business, Industry	40	3.2	
Gov't, Mil., Pub. Service	25	2.0	
On leave	8	.6	
Ill	26	2.1	
Retired	78	6.1	
Deceased	14	1.1	
New Position and Residual	371	28.0	
Marriage	50	4.0	
Religious Work	25	2.0	

50. What Predecessor Is Doing Now   59, 60

Variable	Number	Percent
Do not know	52	3.9
College President	21	1.6
College Vice President	38	2.9
Dean of Students	88	6.7
Assoc. Dean of Students	17	1.3
Ass't Dean of Students	12	.9
Dean of Women	20	1.5
Director of Housing	13	1.0
Director of Counseling	23	1.8
Director of Activities	4	.3
Director of Union	11	.8
Dir. Stu. Finan. Aid	9	.7
Director of Placement	1	.1
Foreign Student Adviser	3	.2
Other Position in SPA	77	5.8
College Teaching	166	12.6
Promotion in Education	62	4.7
Public Schools	31	2.3
Graduate School	59	4.5
Business, Industry	44	3.3
Gov't, Public Service	21	1.6
Military	1	.1
Religious Service	28	2.1
On leave	8	.6
Ill	8	.6
Retired	72	5.5
Deceased	29	2.2
Married	33	2.5
New Position	369	28.0

51. Reason Predecessor Left   61

Variable	Number	Percent
Do not know	51	3.9
Promotion	194	14.7
Preferred Other Position	270	20.5
Unsuccessful	90	6.8
Released	73	5.5
Illness	31	2.3

Variable	Responses		IBM Card
	Number	Percent	Column No.
Retirement	76	5.8	
Death	14	1.1	
Further Schooling	72	5.5	
Other (New Position, Marriage, etc.)	449	34.0	

52. Anticipated Next Professional Move   62, 63

No Answer	16	1.2	
Do Not Know	227	17.2	
College President	21	1.6	
College Vice President	36	2.7	
Promotion outside SPA	29	2.2	
Promotion in SPA	357	27.1	
Lateral Move in SPA	63	4.8	
Demotion in SPA	6	.5	
College Teaching	95	7.2	
Gov't, Mil., Pub. Service	7	.5	
Business, Industry	10	1.2	
Public Schools	7	.5	
Religious Position	9	.7	
Retirement	93	7.1	
Resignation	2	.2	
Other (residual or combination)	4	.3	
No move anticipated	316	24.0	
Graduate School	15	1.1	

53. Personality Type: Myers-Briggs Type Indicator   64, 65

None available	29		
I S T J	84	6.5	
I S F J	80	6.2	
I S T P	19	1.5	
I S F P	28	2.2	
E S T P	28	2.2	
E S F P	47	3.6	
E S T J	144	11.2	
E S F J	126	9.8	
I N F J	42	3.3	
I N T J	61	4.7	
I N F P	78	6.0	
I N T P	39	3.0	
E N F P	178	13.8	
E N T P	75	5.8	
E N F J	135	10.5	
E N T J	127	9.8	

I - Introvert	E - Extrovert
S - Sensing	N - Intuitive
T - Thinking	F - Feeling
J - Judging	P - Perceptive

APPENDIX B

REGIONS OF NASPA

APPENDIX B

REGIONS OF NASPA

REGION I: Connecticut   New Hampshire   Vermont
             Maine   Rhode Island   Ireland
             Massachusetts

REGION II: Delaware   Maryland   Pennsylvania
             District of   New Jersey   Canada - Quebec
                Columbia   New York   Puerto Rico

REGION III: Alabama   Louisiana   Tennessee
             Florida   Mississippi   Texas
             Georgia   North Carolina   Virginia
             Kentucky   South Carolina   The Congo

REGION IV: Arizona   Missouri   Oklahoma
             Arkansas   Nebraska   South Dakota
             Colorado   New Mexico   Wyoming
             Kansas   North Dakota

REGION V: Illinois   Michigan   West Virginia
             Indiana   Minnesota   Wisconsin
             Iowa   Ohio   Canada - Ontario

REGION VI: Alaska   Nevada   Washington
             Idaho   Oregon   Canada - Alberta
             Montana   Utah

REGION VII: California   Hawaii   Korea

APPENDIX C

COVER LETTER, FIRST MAILING

COVER LETTER, FIRST MAILING

National Association of Student Personnel Administrators
(THE ASSOCIATION OF DEANS AND ADMINISTRATORS OF STUDENT AFFAIRS FOUNDED IN 1919)

February 17, 1969

TO:

FROM: Thomas B. Dutton, Director, NASPA Division
        of Research and Publications

The Division of Research and Publications is initiating a
study on career patterns of student personnel administrators
and the factors that influence attrition and continuation in
the student personnel field, and we would like to once again
request your help in gathering data for the investigation.
The study is being directed by Dr. Harold Grant, Associate
Professor of Administration and Higher Education, at Michigan
State University.

There has been considerable interest among NASPA members in
research in this area. If we can gain greater insight into
the patterns of retention and attrition in the field and
factors that tend to be associated with job success and
satisfaction, we should be able to strengthen training
programs and make necessary adjustments in functions and
responsibilities and in work environments.

We would like to request that you complete the research
instruments that have been designated for you and that you
also distribute the other instruments to several student
personnel administrators at your institution. Specific
instructions are recorded in the material that is enclosed.

I realize that the division is requesting your assistance just
after your participation in the assumptions and beliefs research.
I apologize for this imposition, but it is necessary to begin
the study at this time to permit completion of data analysis
and publication of a monograph prior to the 1970 conference
in Boston.

Your assistance would be appreciated. Thank you for your
continuing support and cooperation.

TBD/mm
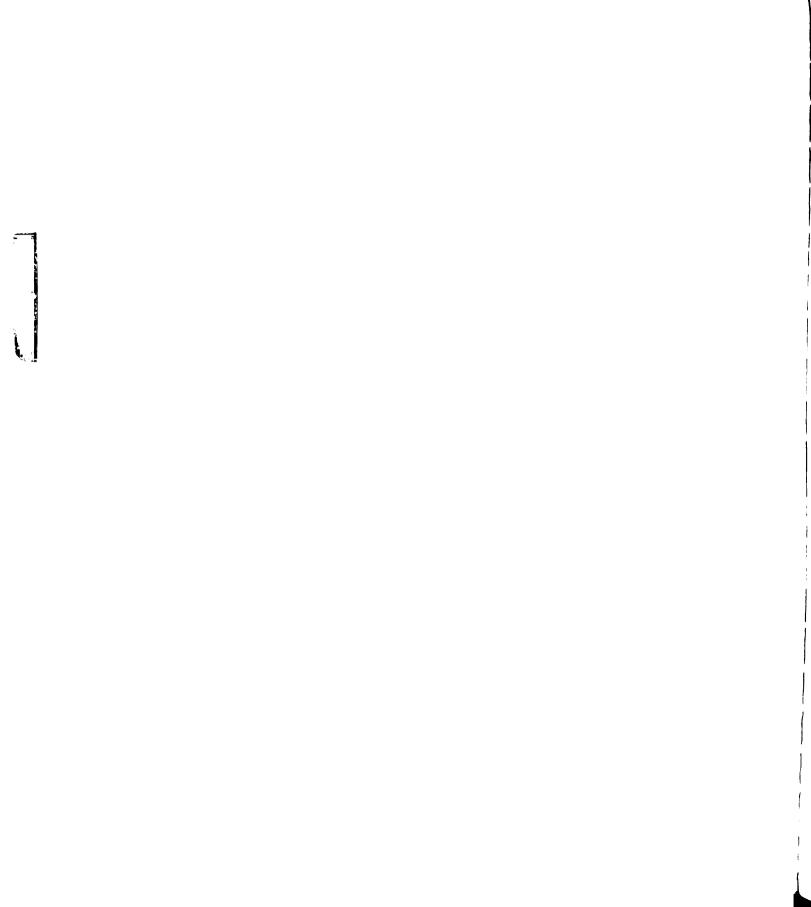
Enclosures

51st Anniversary Conference, Jung Hotel, New Orleans, La.,

April 13 - 16, 1969

APPENDIX D

DATA SHEET TO BE COMPLETED

BY THE CHIEF ADMINISTRATOR

DATA SHEET TO BE COMPLETED BY THE CHIEF ADMINISTRATOR

NASPA DIVISION OF RESEARCH AND PUBLICATION

CAREER PATTERNS OF STUDENT PERSONNEL ADMINISTRATORS

February 17, 1969 ·

Special Instructions to Chief Student Personnel Administrator

Enclosed are five complete sets of materials. Each includes:

1. Cover letter
2. Questionnaire for study on Career Patterns
3. Myers-Briggs Type Indicator booklet and answer sheet
4. Return envelope

Please distribute one set to each of the following persons (listed according to function; titles may vary from campus to campus; if you have no one fulfilling the exact function listed, choose the person closest to the function described):

1. The chief administrator for Women's Affairs
2. The chief administrator of Counseling Services
3. The chief administrator of Student Housing
4. The chief administrator of Student Activities
5. Yourself, the chief Student Personnel Administrator

In some situations one person will perform several of the above functions, so that not all sets of material are needed. Please return the unused sets.

Would you please also complete the following information and return it with your questionnaire and MBTI materials:

Your name _____

Type of Institution (please underscore): Two-year, four-year; public, private; college, university. Enrollment, Fall of 1968 _____

Names of those being given questionnaires (in the event of follow-up):

    Administrator for Women's Affairs _____
    Administrator, Counseling Services _____
    Administrator, Student Housing _____
    Administrator, Student Activities _____
    (Substitute, with title) _____

Thank you very much for your contribution to the success of the study. Please return all materials by MARCH 3, 1969, to:

        Dr. W. Harold Grant
        420 Erickson Hall, MSU
        East Lansing, Michigan 48823

APPENDIX E

QUESTIONNAIRE

QUESTIONNAIRE

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS

DIVISION OF RESEARCH AND PUBLICATION

CAREER PATTERNS OF STUDENT PERSONNEL ADMINISTRATORS

February 17, 1969

INSTRUCTIONS TO PARTICIPANTS

1. Complete this questionnaire.
2. Complete the answer sheet for the Myers-Briggs Type Indicator.
3. Return the completed questionnaire, the test booklet, and the completed answer sheet in the enclosed envelope.

PLEASE RETURN BY MARCH 3

The results of the study will be made available to NASPA members through a publication by the NASPA Division on Research and Publication. Thank you for your valuable assistance in this study.

CAREER PATTERNS OF STUDENT PERSONNEL ADMINISTRATORS

QUESTIONNAIRE

Name _____ Sex M ___ F ___ Birthdate ___ ___

Title _____

Name of Institution _____ Location _____

Marital Status: Married ___ Unmarried ___ Widowed ___ Divorced ___

Separated ___

1. How many brothers and/or sisters do you have? Number ___ None ___

   Are they all older ___ All younger ___ Both older and younger ___

2. Number of your children: Sons ___ Daughters ___

3. Your religious preference: _____

   Have you ever seriously considered entering a religious vocation?

   Yes ___ No ___

4. Employment history. Beginning with present position, list all work

   experience, whether related to present position or not. Please

   place asterick by first employment after receiving highest degree.

   Title of Position   Employer   Duties   From   To

   _____

   _____

   _____

5. Educational history. Beginning with high school, list all

   institutions attended:

   Name of School   Major   Minor   Dates of Attendance   Degrees

   _____

   _____

   _____

6. How adequate do you feel your previous academic experience has been
   in preparing you to perform your present responsibilities? Indicate
   by marking x on line.

Inadequate			Adequate		More than Adequate
0	1	2	3	4	5

7. How adequate do you feel your previous work experience has been in
   preparing you to perform your present responsibilities? Indicate
   by marking x on line.

Inadequate			Adequate		More than Adequate
0	1	2	3	4	5

8. Is your personal loyalty to your institution or is it to student
   personnel as a profession? Indicate by marking x on line.

To the Institution			Equal		To Student Personnel
0	1	2	3	4	5

9. Please list all research you have conducted, or attach bibliography.

   Research   Approximate Date

   _____

   _____

   _____

10. Please list all of your publications, or attach bibliography.

    Publications   Approximate Date

    _____

    _____

    _____

APPENDIX F

MYERS-BRIGGS TYPE INDICATOR (F)

TEST BOOKLET

11. Indicate the extent to which you receive happiness in your work: in the last three years, at the present time, expectations in the next three years.

	Very unhappy		Equally happy or unhappy		Very happy	
Last three years						
	0	1	2 ' 3		4	5
Present						
	0	1	2 ' 3		4	5
Next three years						
	0	1	2 ' 3		4	5

If there has been a change or an anticipated change in the happiness derived from your work, what particular incidents, factors or conditions are the principal causes.

_____

12. Do you hold a part time teaching appointment? Yes ___ No ___

Does your position carry tenure? Yes ___ No ___

13. Do you agree that persons entering student personnel should have had formal academic training in student personnel work?

Strongly Disagree		No Preference		Strongly Agree	
0	1	2 ' 3		4	5

14. How long did your immediate predecessor hold your present position? _____

Why do you think he (she) left? _____

Where did he (she) go? _____

What is he (she) doing now? _____

15. What do you perceive to be your next professional position? _____

_____

MYERS-BRIGGS TYPE INDICATOR (F)

READ THESE DIRECTIONS FIRST:

This is a test to show which sides of your personality you have developed the most.

The answer you choose to any question is neither "right" nor "wrong." It simply helps to point out what type of person you are, and therefore where your special strengths lie and what kinds of work you may like to do.

For each question, choose the answer which comes closest to how you usually feel or act. Mark your choice on the separate answer sheet, as shown in the samples below:

Sample Question	Sample Answer Sheet
167. Are your interests (A) few and lasting	(B) varied
Form F Answer Sheet A B 167 ===== —	*Form Fs Answer Sheet* A B 167 ☐ ❚

If your interests are varied, you would mark answer "B" as it is marked above. If they are few and lasting, you would mark "A." Be sure that each mark is black and completely fills the answer space. If you change an answer, be sure that all previous marks are completely erased. Incomplete erasures may be read as intended answers.

If you find a question where you cannot choose, do not mark both answers. Just skip the question and go on.

IF YOUR ANSWER SHEET IS FORM F . . .

Fill in all facts (Name, etc.) called for at the top of the answer sheet. Then open your test booklet, start with Question 1, and work straight to the end of the test without stopping, recording your answers on the separate answer sheet (marked Form F).

IF YOUR ANSWER SHEET IS FORM Fs . . .

Fill in all the facts (Name, etc.) called for in the center section.

Turn your answer sheet so that the corner headed "Print last name. . ." is at the top right hand corner.

Starting at the arrow on the left, print as many letters of your last name as will fit (up to thirteen) in the large boxes of the Last Name section. Print one letter in each large box. Do not go beyond the heavy line which separates last name and first name sections even if you cannot complete your last name. If your last name has fewer than thirteen letters, use as many boxes as you need and leave the rest blank.

After you have finished printing as many letters of your last name as will fit in the boxes to the left of the heavy line, print as many letters of your first name as will fit (up to seven), beginning at the heavy line and stopping at the last box on the right. Print one letter in each box. If your first name has fewer than seven letters, use as many boxes as you need and leave the rest blank.

Now look at the columns under each letter you have printed. Each column has a small box for each letter of the alphabet. Go down the column under each letter you have printed, find the small box labeled with the corresponding letter, and blacken that small box. Do this for each letter you have printed in the large boxes across the top.

Now, note the section below where sex, age, and test date are requested. Under "sex," mark Male or Female, as appropriate; then, write in your age and today's date in the large boxes of the age and test date section, and darken the appropriate answer boxes below.

Find the section of your answer sheet headed "Part I." Open your test booklet, start with Question 1, and work straight to the end of the test without stopping, recording your answers on the separate answer sheet (marked Form Fs).

PART I

1. Does following a schedule

   (A) appeal to you

   (B) cramp you

2. Do you usually get on better with

   (A) imaginative people

   (B) realistic people

3. If strangers are staring at you in a crowd, do you

   (A) often become aware of it

   (B) seldom notice it

4. Are you more careful about

   (A) people's feelings

   (B) their rights

5. Are you

   (A) inclined to enjoy deciding things

   (B) just as glad to have circumstances decide a matter for you

6. As a guest, do you more enjoy

   (A) joining in the talk of the group

   (B) talking separately with people you know well

7. When you have more knowledge or skill in something than the people around you, is it more satisfying

   (A) to guard your superior knowledge

   (B) to share it with those who want to learn

8. When you have done all you can to remedy a troublesome situation, are you

   (A) able to stop worrying about it

   (B) still more or less haunted by it

9. If you were asked on a Saturday morning what you were going to do that day, would you

   (A) be able to tell pretty well

   (B) list twice as many things to do as any day can hold

   (C) have to wait and see

10. Do you think on the whole that

    (A) children have the best of it

    (B) life is more interesting for grown-ups

11. In doing something which many other people do, does it appeal more to you

    (A) to do it in the accepted way

    (B) to invent a way of your own

12. When you were small, did you

    (A) feel sure of your parents' love and devotion to you

    (B) feel that they admired and approved of some other child more than they did of you

13. Do you

    (A) rather prefer to do things at the last minute

    (B) find it hard on the nerves

2

14. If a breakdown or mix-up halted a job on which you and a lot of others were working, would your impulse be

(A) to enjoy the breathing spell

(B) to look for some part of the work where you could still make progress

(C) to join the "trouble-shooters" who were wrestling with the difficulty

15. Do you

(A) show your feelings freely as you go along

(B) keep them to yourself

16. When you have decided upon a course of action, do you

(A) reconsider it if unforeseen disadvantages are pointed out to you

(B) usually put it through to a finish, however it may inconvenience yourself and others

17. In reading for pleasure, do you

(A) enjoy odd or original ways of saying things

(B) wish writers would say exactly what they mean

18. In any of the ordinary emergencies of life (not matters of life or death), do you prefer

(A) to take orders and be helpful

(B) to give orders and be responsible

19. At parties, do you

(A) sometimes get bored

(B) always have fun

20. Is it harder for you to adapt to

(A) routine

(B) constant change

21. Would you be more willing to take on a heavy load of extra work for the sake of

(A) additional comforts and luxuries

(B) the chance of becoming famous through your work

22. Are the things you plan or undertake

(A) almost always things you can finish

(B) frequently things that prove too difficult to carry through

23. Are you more attracted

(A) to a person with a quick and brilliant mind

(B) to a practical person with a lot of horse sense

24. Do you find people in general

(A) slow to appreciate and accept ideas not their own

(B) reasonably open-minded

25. When you have to meet strangers, do you find it

(A) pleasant, or at least easy

(B) something that takes a good deal of effort

26. Are you inclined

(A) to value sentiment above logic

(B) to value logic above sentiment

27. Do you like

    (A) to arrange your dates and parties some distance ahead

    (B) to be free to do whatever looks like fun at the time

28. In making plans which concern other people, do you prefer

    (A) to take them into your confidence

    (B) to keep them in the dark till the last possible moment

29. Which of these two is the higher compliment

    (A) he is a person of real feeling

    (B) he is consistently reasonable

30. When you have to make up your mind about something, do you like to

    (A) do it right away

    (B) postpone the decision as long as you reasonably can

31. When you run into an unexpected difficulty in something you are doing, do you feel it to be

    (A) a piece of bad luck

    (B) a nuisance

    (C) all in the day's work

32. Do you almost always

    (A) enjoy the present moment and make the most of it

    (B) feel that something just ahead is more important

33. Are you

    (A) easy to get to know

    (B) hard to get to know

34. With most of the people you know, do you

    (A) feel that they mean what they say

    (B) feel you must watch for a hidden meaning

35. When you start a big project that is due in a week, do you

    (A) take time to list the separate things to be done and the order of doing them

    (B) plunge in

36. In solving a personal problem, do you

    (A) feel more confident about it if you have asked other people's advice

    (B) feel that nobody else is in as good a position to judge as you are

37. Do you admire more the person who is

    (A) conventional enough never to make himself conspicuous

    (B) too original and individual to care whether he is conspicuous or not

38. Which mistake would be more natural for you

    (A) to drift from one thing to another all your life

    (B) to stay in a rut that didn't suit you

39. When you run across people who are mistaken in their beliefs, do you feel that

    (A) it is your duty to set them right

    (B) it is their privilege to be wrong

4

40. When an attractive chance for leadership comes to you, do you

    (A) accept it if it is something you can really swing

    (B) sometimes let it slip because you are too modest about your own abilities

    (C) or doesn't leadership ever attract you

41. In your crowd, are you

    (A) one of the last to hear what is going on

    (B) full of news about everybody

42. Are you at your best

    (A) when dealing with the unexpected

    (B) when following a carefully worked-out plan

43. Does the importance of doing well on a test make it generally

    (A) easier for you to concentrate and do your best

    (B) harder for you to concentrate and do yourself justice

44. In your free hours, do you

    (A) very much enjoy stopping somewhere for refreshments

    (B) usually want to use the time and money another way

45. At the time in your life when things piled up on you the worst, did you find

    (A) that you had got into an impossible situation

    (B) that by doing only the necessary things you could work your way out

46. Do most of the people you know

    (A) take their fair share of praise and blame

    (B) grab all the credit they can but shift any blame on to someone else

47. When you are in an embarrassing spot, do you usually

    (A) change the subject

    (B) turn it into a joke

    (C) days later, think of what you should have said

48. Are such emotional "ups and downs" as you may feel

    (A) very marked

    (B) rather moderate

49. Do you think that having a daily routine is

    (A) a comfortable way of getting things done

    (B) painful even when necessary

50. Are you naturally

    (A) a "good mixer"

    (B) rather quiet and reserved in company

51. In your early childhood (at six or eight), did you

    (A) feel your parents were very wise people who should be obeyed

    (B) find their authority irksome and escape it when possible

52. When you have a suggestion that ought to be made at a meeting, do you

   (A) stand up and make it as a matter of course

   (B) hesitate to do so

53. Do you get more annoyed at

   (A) fancy theories

   (B) people who don't like theories

54. When helping in a group undertaking, are you more often struck by

   (A) the inspiring quality of shoulder to shoulder cooperation

   (B) the annoying inefficiency of loosely organized group work

   (C) or don't you get involved in group undertakings

55. When you go somewhere for the day, would you rather

   (A) plan what you will do and when

   (B) just go

56. Are the things you worry about

   (A) often really not worth it

   (B) always more or less serious

57. In making an important decision on a given set of facts, do you

   (A) find you can trust your feeling judgments

   (B) need to set feeling aside and rely on analysis and cold logic

58. In the matter of friends, do you tend to seek

   (A) deep friendship with a very few people

   (B) broad friendship with many different people

59. Do you think your friends

   (A) feel you are open to suggestions

   (B) know better than to try to talk you out of anything you've decided to do

60. Does the idea of making a list of what you should get done over a week-end

   (A) appeal to you

   (B) leave you cold

   (C) positively depress you

61. In traveling, would you rather go

   (A) with a companion who had made the trip before and "knew the ropes"

   (B) alone or with someone greener at it than yourself

62. Which of these two reasons for doing a thing sounds more attractive to you

   (A) this is an opportunity that may lead to bigger things

   (B) this is an experience that you are sure to enjoy

63. In your personal beliefs, do you

   (A) cherish faith in things which cannot be proved

   (B) believe only those things which can be proved

6

64. Would you rather

    (A) support the established methods of doing good

    (B) analyze what is still wrong and attack unsolved problems

65. Has it been your experience that you

    (A) frequently fall in love with a notion or project which turns out to be a disappointment—so that you "go up like a rocket and come down like the stick"

    (B) use enough judgment on your enthusiasms so that they do not let you down

66. Would you judge yourself to be

    (A) more enthusiastic than the average person

    (B) less excitable than the average person

67. If you divided all the people you know into those you like, those you dislike, and those toward whom you feel indifferent, would there be more of

    (A) those you like

    (B) those you dislike

68. In your daily work, do you (for this item *only*, if two are true mark both)

    (A) rather enjoy an emergency that makes you work against time

    (B) hate to work under pressure

    (C) usually plan your work so you won't need to

69. Are you more likely to speak up in

    (A) praise

    (B) blame

70. Is it higher praise to call someone

    (A) a man of vision

    (B) a man of common sense

71. When playing cards, do you enjoy most

    (A) the sociability

    (B) the excitement of winning

    (C) the problem of getting the most out of each hand

    (D) the risk of playing for stakes

    (E) or don't you enjoy playing cards

GO ON TO PART II

PART II

WHICH WORD IN EACH PAIR APPEALS TO YOU MORE?

72. (A)	firm-minded	warm-hearted	(B)		87. (A)	reserved	talkative	(B)
73. (A)	imaginative	matter-of-fact	(B)		88. (A)	statement	concept	(B)
74. (A)	systematic	spontaneous	(B)		89. (A)	soft	hard	(B)
75. (A)	congenial	effective	(B)		90. (A)	production	design	(B)
76. (A)	theory	certainty	(B)		91. (A)	forgive	tolerate	(B)
77. (A)	party	theater	(B)		92. (A)	hearty	quiet	(B)
78. (A)	build	invent	(B)		93. (A)	who	what	(B)
79. (A)	analyze	sympathize	(B)		94. (A)	impulse	decision	(B)
80. (A)	popular	intimate	(B)		95. (A)	speak	write	(B)
81. (A)	benefits	blessings	(B)		96. (A)	affection	tenderness	(B)
82. (A)	casual	correct	(B)		97. (A)	punctual	leisurely	(B)
83. (A)	active	intellectual	(B)		98. (A)	sensible	fascinating	(B)
84. (A)	uncritical	critical	(B)		99. (A)	changing	permanent	(B)
85. (A)	scheduled	unplanned	(B)		100. (A)	determined	devoted	(B)
86. (A)	convincing	touching	(B)		101. (A)	system	zest	(B)

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WHICH WORD IN EACH PAIR APPEALS TO YOU MORE?

102. (A)	facts	ideas	(B)	113. (A)	quick	careful	(B)
103. (A)	compassion	foresight	(B)	114. (A)	thinking	feeling	(B)
104. (A)	concrete	abstract	(B)	115. (A)	theory	experience	(B)
105. (A)	justice	mercy	(B)	116. (A)	sociable	detached	(B)
106. (A)	calm	lively	(B)	117. (A)	sign	symbol	(B)
107. (A)	make	create	(B)	118. (A)	systematic	casual	(B)
108. (A)	wary	trustful	(B)	119. (A)	literal	figurative	(B)
109. (A)	orderly	easy-going	(B)	120. (A)	peacemaker	judge	(B)
110. (A)	approve	question	(B)	121. (A)	accept	alter	(B)
111. (A)	gentle	firm	(B)	122. (A)	agree	discuss	(B)
112. (A)	foundation	spire	(B)	123. (A)	executive	scholar	(B)

GO ON TO PART III

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PART III

124. Do you find the more routine parts of your day

    (A) restful
    (B) boring

125. If you think you are not getting a square deal in a club or team to which you belong, is it better

    (A) to shut up and take it
    (B) to use the threat of resigning if necessary to get your rights

126. Can you

    (A) talk easily to almost anyone for as long as you have to
    (B) find a lot to say only to certain people or under certain conditions

127. When strangers notice you, does it

    (A) make you uncomfortable
    (B) not bother you at all

128. If you were a teacher, would you rather teach

    (A) fact courses
    (B) courses involving theory

129. In your crowd, are you usually

    (A) one of the first to try a new thing
    (B) one of the last to fall into line

130. In solving a difficult personal problem, do you

    (A) tend to do more worrying than is useful in reaching a decision
    (B) feel no more anxiety than the situation requires

131. If people seem to slight you, do you

    (A) tell yourself they didn't mean anything by it
    (B) distrust their good will and stay on guard with them thereafter

132. When there is a special job to be done, do you like

    (A) to organize it carefully before you start
    (B) to find out what is necessary as you go along

133. Do you think it is a worse fault

    (A) to show too much warmth
    (B) not to have warmth enough

134. At a party, do you like

    (A) to help get things going
    (B) to let the others have fun in their own way

135. When a new opportunity comes up, do you

    (A) decide about it fairly quickly
    (B) sometimes miss out through taking too long to make up your mind

136. In managing your life, do you tend

    (A) to undertake too much and get into a tight spot
    (B) to hold yourself down to what you can comfortably swing

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137. When you find yourself definitely in the wrong, would you rather

(A) admit you are wrong

(B) not admit it, though everyone knows it

(C) or don't you ever find yourself in the wrong

138. Can the new people you meet tell what you are interested in

(A) right away

(B) only after they really get to know you

139. In your home life, when you come to the end of some undertaking, are you

(A) clear as to what comes next and ready to tackle it

(B) glad to relax until the next inspiration hits you

140. Do you think it more important to be able

(A) to see the possibilities in a situation

(B) to adjust to the facts as they are

141. Would you say that the people you know personally owe their successes more to

(A) ability and hard work

(B) luck

(C) bluff, pull, and shoving themselves ahead of others

142. In getting a job done, do you depend on

(A) starting early, so as to finish with time to spare

(B) the extra speed you develop at the last minute

143. After associating with superstitious people, have you

(A) found yourself slightly affected by their superstitions

(B) remained entirely unaffected

144. When you don't agree with what has just been said, do you usually

(A) let it go

(B) put up an argument

145. Would you rather be considered

(A) a practical person

(B) an ingenious person

146. Out of all the good resolutions you may have made, are there

(A) some you have kept to this day

(B) none that have really lasted

147. Would you rather work under someone who is

(A) always kind

(B) always fair

148. In a large group, do you more often

(A) introduce others

(B) get introduced

149. Would you rather have as a friend someone who

(A) is always coming up with new ideas

(B) has both feet on the ground

150. When you have to do business with strangers do you feel

(A) confident and at ease

(B) a little fussed or afraid that they won't want to bother with you

151. When it is settled well in advance that you will do a certain thing at a certain time, do you find it

(A) nice to be able to plan accordingly

(B) a little unpleasant to be tied down

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152. Do you feel that sarcasm

   (A) should never be used where it can hurt people's feelings

   (B) is too effective a form of speech to be discarded for such a reason

153. When you think of some little thing you should do or buy, do you

   (A) often forget it until much later

   (B) usually get it down on paper before it escapes you

   (C) always carry through on it without reminders

154. Do you more often let

   (A) your heart rule your head

   (B) your head rule your heart

155. In listening to a new idea, are you more anxious to

   (A) find out all about it

   (B) judge whether it is right or wrong

156. Are you oppressed by

   (A) many different worries

   (B) comparatively few

157. When you don't approve of the way a friend is acting, do you

   (A) wait and see what happens

   (B) do or say something about it

158. Do you think it is a worse fault to be

   (A) unsympathetic

   (B) unreasonable

159. When a new situation comes up which conflicts with your plans, do you try first

   (A) to change your plans

   (B) to change the situation

160. Do you think the people close to you know how you feel

   (A) about most things

   (B) only when you have had some special reason to tell them

161. When you have a serious choice to make, do you

   (A) almost always come to a clear-cut decision

   (B) sometimes find it so hard to decide that you do not whole-heartedly follow up either choice

162. On most matters, do you

   (A) have a pretty definite opinion

   (B) like to keep an open mind

163. As you get to know a person better, do you more often find

   (A) that he lets you down or disappoints you in some way

   (B) that, taken all in all, he improves upon acquaintance

164. When the truth would not be polite, are you more likely to tell

   (A) a polite lie

   (B) the impolite truth

165. In your scheme of living, do you prefer to be

   (A) original

   (B) conventional

166. Would you have liked to argue the meaning of

   (A) a lot of these questions

   (B) only a few

END OF TEST

APPENDIX G

SCORING SHEET, MYERS-BRIGGS

TYPE INDICATOR (F)

SCORING SHEET, MYERS-BRIGGS TYPE INDICATOR (F)

APPENDIX H

FIRST FOLLOW-UP LETTER

FIRST FOLLOW-UP LETTER

National Association of Student Personnel Administrators
(THE ASSOCIATION OF DEANS AND ADMINISTRATORS OF STUDENT AFFAIRS FOUNDED IN 1919)

March 10, 1969

Dear Colleague:

You recently received a packet of materials requesting your participation in a NASPA Career Patterns Study of Student Personnel Administrators. This study is being conducted by the NASPA Division of Research and Publications. As a member of that Division, I am coordinating the study.

I want to add my word of encouragement to Thomas Dutton's letter soliciting your assistance. Many NASPA members have completed and returned the materials. We want as many of our members as possible to be part of this study to insure its usefulness.

Many demands seek your attention constantly. This study is one more. But we in the NASPA Research and Publications Division hope these studies may be helpful to all of us in improving our responses to the demands we face.

We understand the mails were slow and some have just received their materials. This makes our suggested date for returning the materials quite unreasonable. I hope you and your staff members selected to participate in the Career Patterns Study will complete and return the materials at your earliest convenience. Your cooperation and participation is appreciated.

I look forward to seeing you in New Orleans.

Sincerely,

W. Harold Grant
Director, Career Patterns Study
Division of Research and Publications

WHG:jf

**51st Anniversary Conference, Jung Hotel, New Orleans, La.,
April 13 - 16, 1969**

APPENDIX I

SECOND FOLLOW-UP LETTER

SECOND FOLLOW-UP LETTER

National Association of Student Personnel Administrators
(THE ASSOCIATION OF DEANS AND ADMINISTRATORS OF STUDENT AFFAIRS FOUNDED IN 1919)

April 18, 1969

Dear Colleague:

The NASPA Conference in New Orleans was a satisfying experience both professionally and personally for me.

I am also most pleased with the response from NASPA members in the Career Patterns Study sponsored by the Division of Research and Publications. Sixty-five percent of the Deans have returned the completed questionnaires. We want this study to be as accurate and complete as possible, and it cannot be so without your response included. I fully realize how busy you are, especially this time of year. If you could find the time to complete and send in your materials for the Career Patterns Study, we would be most grateful. We would also appreciate your reminding the members of your staff who are also participating to return their questionnaires.

I continue to be proud of the leadership NASPA is providing in higher education. It is a privilege to be able to serve NASPA by conducting this study, and I am most grateful to NASPA members for their generous cooperation.

Sincerely,

W. Harold Grant
Director, Career Patterns Study
Division of Research and Publications

WHG:jf

51st Anniversary Conference, Jung Hotel, New Orleans, La.,
April 13 - 16, 1969

APPENDIX J

LETTER OF APPRECIATION

LETTER OF APPRECIATION

National Association of Student Personnel Administrators
(THE ASSOCIATION OF DEANS AND ADMINISTRATORS OF STUDENT AFFAIRS FOUNDED IN 1919)

Dear

Thank you for making the effort and taking the time to complete the Career Patterns Study materials. We are most grateful for your participation and cooperation.

We hope to have results available to you through the NASPA Division of Research and Publications as soon as analysis and writing can be completed.

Thank you!

Sincerely,

W. H. Grant

W. Harold Grant
Director, Career Patterns Study
Division of Research and Publications

WHG: jf

51st Anniversary Conference, Jung Hotel, New Orleans, La.,
April 13 - 16, 1969