

A DESCRIPTIVE STUDY OF THE PROFESSIONAL DEVELOPMENT
ACTIVITIES OF STUDENT AFFAIRS PROFESSIONALS
IN THE TWO YEAR POST-SECONDARY EDUCATIONAL
SYSTEM OF ALBERTA, CANADA

By

David Raymond Morphy

A DISSERTATION

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ABSTRACT

A DESCRIPTIVE STUDY OF THE PROFESSIONAL DEVELOPMENT ACTIVITIES OF STUDENT AFFAIRS PROFESSIONALS IN THE TWO YEAR POST-SECONDARY EDUCATIONAL SYSTEM OF ALBERTA, CANADA

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Purpose - The purpose of the study was to describe the professional development activities of student affairs practitioners in two year post-secondary educational institutions in Alberta, Canada. Specific purposes of the study were:

1. to determine and describe the general extent of professional development programming in student affairs in two year post-secondary educational institutions in Alberta, Canada.
2. to determine and describe the following factors relating to professional development programming in two year post-secondary educational institutions in Alberta, Canada: i. policies; ii. design and implementation; iii. methods of delivery; iv. content, and v. evaluation;
3. to determine and describe differences on the above five factors between divisions, between institutions and between administrators, counselors and other student affairs practitioners;
4. to determine and describe variables which differentiate a strong professional development program from a weak one;
5. to develop guidelines and recommendations which can be utilized for more effective professional development programming by

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student affairs professionals in the Alberta two year post-secondary educational system, by Alberta Government officials responsible for student affairs in higher education, by Alberta's university educators concerned with preparation of professionals in general in higher education and by all others who may be concerned about and interested in the student affairs field.

Methodology - A survey questionnaire was sent to all full-time professional student affairs practitioners in the two year post-secondary educational system of Alberta, Canada. Information pertaining to the professional development programming of the student affairs divisions was obtained on policies, design and implementation factors, methods of delivery, content and evaluation procedures. The information was analyzed and presented, where appropriate, by type of institution, by type of student affairs professional and by institution.

A second phase of the study involved a semi-structured interview with the Directors of Student Services of two institutions with strong professional development programs and with the Directors of Student Services of two institutions with weak professional development programs.

The information from the interviews was analyzed and presented by description of institutions, by description of student affairs divisions, by overview of professional development programs, and by variables having impact upon professional development programs.

Conclusions -

1. The high response rate to the questionnaire is interpreted as an expression of considerable interest in professional development; however, the unsystematic approach to professional development, lack of funds and minimal time allowed suggests that this type of activity is, in actuality, low priority and is an additional activity rather than a direct function of student affairs as recommended by Stamatakos and Oliaro (1972).
2. Administrators, counselors and other practitioners have varying perceptions of the policies pertaining to professional development in their institutions, of the utilization of design variables identifies as important by Truitt and Grass (1966), and of the methods of delivery of professional development that are most beneficial and most frequently used - a finding consistent with that of Miller (1975).
3. The majority of student affairs professionals have educational backgrounds in areas other than college student personnel - a finding that is reflective of the lack of professional preparation programs in Canada and consistent with the results of Truitt & Grass (1966), and may also reflect a lack of emphasis on preparation among chief administrators.
4. Formal written policies pertaining to professional development in student affairs in the majority of institutions surveyed do not exist.

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5. The money available for professional development on a per person basis varies by institution with no pattern of consensus that would reflect an acceptable standard; a prevailing attitude exists in the system that suggests that increased professional development activities can only be done by increasing funds for travel.
6. The majority of the design variables identified by Truitt and Grass (1966) as being critical to the establishment of an effective professional development program are not being utilized in the institutions surveyed.
7. The content of the professional development programs surveyed are not systematically determined, have a dual focus - personal and professional, and are unit rather than decision oriented.
8. Off-campus activity is the primary methodology utilized for the growth and development of staff - a finding consistent with Miller (1975).
9. Formal evaluation of professional development is not done in the majority of institutions surveyed; the majority of respondents surveyed evaluated their programs as unsatisfactory on the seven factors presented.
10. Criteria can be established that will identify a professional development program as strong or weak; the three groups of variables identified by Raines (1965) - resource, leadership, and unification - differentiate a strong professional development program from a weak one; and descriptive research in professional development, similar to this study is needed

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across Canada to add to the minimal literature in this area as allerted to by Campbell (1971) and Hendry (1971) and to validate a needs assessment instrument and an evaluation instrument; the questionnaire was a more effective methodology than the semi-structured interview in the study to collect the information necessary to meet the stated purposes.

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I gratefully acknowledge the support, encouragement and constructive criticism of my committee chairman, Dr. Max Raines. His continued personal interest in me and my progress, and in this study are deeply appreciated. My thanks, also, to Dr. Lou Stamatokos for his support, and to Dr. Cas Heilman and to Dr. Winston Oberg for their time and effort.

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CHAPTER I

INTRODUCTION

The unprecedented growth experienced by higher education over the 1960's and early 1970's has leveled off and, indeed, in some cases, declined. Enrollment fluctuations have had a direct impact on college and university budgets, and concerns mount regarding the effect of these changes on the student affairs profession. The demands on the field could take many different paths, and affect the skills, strategies and techniques required to meet the changing needs of students, faculty and administrators. It is evident that a redefinition of the role of the student affairs practitioner in our colleges and universities is indicated.

Role redefinition in student affairs is not an easy task as the debate within the profession as to "role" has never been and probably never will be resolved to the satisfaction of all concerned and committed professionals. A review of the historical evolution of the field itself will demonstrate that little agreement exists as to its most basic terminology, with terms such as student personnel, student affairs, student services, personnel work, student development and human development being used interchangeably.

Crookston (1976) after examining the literature and convention programs over the past several years suggests three schools of thought on the subject of terminology:

1. those who cling to the old student personnel point of view

will argue that all the above terms are descriptive of student personnel work, the more glamorous terms of student development and human development being at best merely stylish window dressing and at worst a passing fad;

2. those who insist there are important differences, that the terms have distinct, if not separate meanings, and that to continue glossing over them will only compound the confusion that exists not only among professionals in the field, but also within the publics they serve; and
3. those who insist that what we call ourselves is irrelevant, that there is a need for what we do, and the proof of the pudding is how well we do our job, regardless of what it is called.

Is what we call ourselves irrelevant? The continuing debate over terminology raises numerous issues for this writer that affect the professional preparation of student affairs practitioners, the changing role of student affairs practitioners in colleges and universities, and most importantly for this study the professional development programs that are already established in post-secondary educational institutions.

Some questions that seem to demand immediate attention are as follows:

1. Can student affairs educators prepare professionals to fulfill a role that has no one clear and agreed upon definition?;
2. Can student affairs administrators continue to argue for more dollars to fulfill a role that has not been defined effectively?;
3. Can student affairs administrators design professional

development programs if the skills and competencies necessary to perform the role have not been specified accurately?

James Rhatigan (1974), a noted writer and professional in the student affairs field directly addressed the question "Is there a difference between the concepts of student services and student development?" in his presentation at the 1974 conference of the National Association of Women Deans, Administrators and Counselors. "If there is", Rhatigan stated, "there need not be."

It is the contention of this writer that the distinctions being debated in our field cannot be so easily answered; that the distinctions are important; and that the distinctions affect the role of the student affairs practitioner, the professional preparation for the role in our institutions, and the professional development that will be critical for the committed professional on the job.

In addition to the continuing and important debate in the field over terminology, it is evident in the literature that the role of the student affairs professional is changing. O'Banion (1972) describes an emerging model for student affairs that defines new roles and functions in student affairs; Brown (1972) defines the essential elements of an ideal role model for student development in tomorrow's higher education; and Crookston (1976) discusses expanding our concept of service and increasing our use of the classroom vehicle as a tool in our work.

More recently, Miller and Prince in their book The Future of Student Affairs (1976) outline roles for the student affairs practitioner that

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involve more direct participation in the instructional process in new and creative ways. Raines (1977) contends also that "student affairs programs: (a) are becoming (and must increasingly become) a part of the instructional enterprise in higher education; and (b) must focus their instruction upon the acquisition of life-centered and life long competencies".

As the role of the student affairs practitioner changes, new sets of competencies must be developed - competencies that have meaning for both the students and the academicians in the college and university community. Developing new skills and competencies necessitates an understanding of both the professional preparation of the people on the student affairs staff, as well as the present status of the professional development programs on our campuses.

STATEMENT OF THE PURPOSES

The purpose of this study is to describe the professional development activities of student affairs practitioners in two year post-secondary educational institutions in Alberta, Canada.

More specifically, this study, using both a descriptive questionnaire and a semi-structured interview, was designed for the following purposes:

1. to determine and describe the general extent of professional development programming in student affairs in two year post-secondary educational institutions in Alberta, Canada;
2. to determine and describe the following factors relating to

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professional development programming in two year post-secondary educational institutions in Alberta, Canada.

- i policies;
 - ii design and implementation;
 - iii methods of delivery;
 - iv content;
 - v evaluation;
3. to determine and describe differences on the above noted five factors (question two) between departments, between institutions and between administrators and practitioners;
 4. to determine and describe, utilizing a semi-structured interview, variables which seem to separate a strong professional development program from a weak one;
 5. to develop guidelines and recommendations for professional development that can be utilized by all student affairs professionals in the Alberta community college system, as well as by Alberta government officials responsible for student affairs in higher education, Alberta's University educators concerned with preparation of professionals in general in higher education, and all others who may be concerned about in interested in the student affairs field.

ASSUMPTIONS OF THE STUDY

This research was both formulated and carried out on the basis of several assumptions - assumptions related to both the nature of the

research itself, as well as to the nature of descriptive and case analysis research.

In terms of the nature of research in the area of professional development, the following assumptions were made by the writer:

1. student affairs practitioners perceive their occupation as professional in nature, and are aware of the continual need for and importance of professional development;
2. student affairs practitioners are aware that as a result of the continuous evolution of their profession, their role in higher education will continue to evolve and change thus necessitating ongoing professional development;
3. student affairs practitioners recognize that financial restrictions in higher education will necessitate new skills and competencies be acquired through professional development programs rather than through the hiring of new staff;
4. financial restrictions in higher education will result in an increased reliance on institutionally initiated professional development programming, and less reliance on programs provided off-campus through professional organizations;
5. student affairs practitioners are both concerned about the importance of professional development and aware of the issues involved and therefore will respond to the questionnaire regardless of the level of sophistication of their own professional development program.

In terms of the nature of descriptive and case analysis research, the following assumptions were made by the writer:

1. the questionnaire designed by the writer was both appropriate for the research purposes outlined, and consistent with the characteristics and purpose of descriptive research (Isaac and Michael, 1977);
2. the information collected would allow for the selection of at least two institutions with a strong professional development program and two institutions with a weak program for the follow up case analysis (interview) portion of the research design.

NEED FOR THE STUDY

In addition to a dearth of information in the area on professional development programs in student affairs, the need for a study of this nature can be traced to the:

1. importance of information of this type to the continuing growth and development of student affairs programming in the community college system of Alberta, Canada;
2. absence of professional preparation programs in Canadian universities which has in turn resulted in few people working in student affairs in the Alberta community college system with educational backgrounds in this area;
3. changing role of the student affairs practitioner which has resulted in the need for new skills and competencies.

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The Dearth of Information on Professional Development Programs

Miller (1975) stated that "with the exception of a statement of needs and recommendations entitled 'Inservice Education in Student Personnel Work' (Truitt and Gross, 1965), a doctoral dissertation by one of those authors (Gross, 1963) and a more recent needs and recommendations paper (Stamatakis and Oliaro, 1972), there have been few writings directly concerned with in-service development of student affairs professionals."

Gross (1963) stated that "the almost total lack of reference in the literature to theoretical thinking, practical programs, and research and evaluative studies on the topic of improvement programs for personnel workers attest to a need for investigation in this area." Fourteen years later, Stimson (1977) noted that "few publications in the profession are specifically devoted to the topic of staff development".

Stimson also pointed out that key resources in the student personnel services field such as Mueller's book Student Personnel Work in Higher Education (1961), Williamson's book Student Personnel Services in Colleges and Universities (1961), and Fitzgerald, Johnson and Norris' book College Student Personnel: Readings and Bibliographies (1970) make only passing reference to staff development.

A review by this writer of more recent books in the field such as Williamson and Biggs' Student Personnel Work: A Program of Developmental Relationships (1975), Miller and Prince's book The Future of

Student Affairs (1976), and Giroux, Biggs and Pietrofesa's book College Student Development: Programs, Issues and Practices (1977) led to a similar conclusion.

Stimson's (1977) review of the major journals in the student affairs area from 1964 - 1974 such as the Journal of College Student Personnel Administrators, the Journal of the National Association of Student Personnel Administrators and the Journal of the National Association of Women Deans, Administrators and Counselors, revealed a paucity of articles of reference to professional development activities.

The Professional Preparation of the Student Affairs Practitioner

In addition to gathering relevant and meaningful data in an area that is presently deficient, a study of this nature is needed to fill a professional void created because of the non-existence of university educational programs in the student affairs area of Canada. A review of college and university calendars led this writer to the conclusion that no universities in Canada offer a graduate degree (M.A., MSc., M.Ed., Ed.D., or Ph.D.) with a major in college and university student affairs administration. In Alberta, a similar review revealed only one course being offered. This course is at the Masters level in the Department of Educational Administration at the University of Calgary and is entitled "Student Personnel Administration in Higher Education".

The contention of this writer is that the lack of professional

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preparation programs in the student affairs area in Canada results in on the job training being the major alternative for people wishing to work as practitioners in this field in higher education. Further, it is the contention of this writer that the lack of professional preparation programs in student affairs makes it of paramount importance that effective and active professional development programs are established in colleges and universities. This is critical so as to ensure that the overall student affairs program is effective, up to date, flexible and adaptive to changing circumstances and roles.

Miller (1975) substantiates this contention in his discussion of the implications of a national study in staff development by making the following critical comments;

"With the budget squeeze on and the rising demand for accountability in the field, it appears that there will be an increasing need for highly qualified and competent staff. In-service education/staff development is certainly one way to help meet these increasing demands. Until staff development programming becomes a fully creditable and legitimate part of the professional staff's everyday activity, the continued professional development of staff members is in jeopardy."

The Changing Role of the Student Affairs Practitioner

The need for a study in the area of professional development is given further credence through a review of the changing role of the student affairs practitioner. The role redefinition that has characterized

the student affairs profession over the past few years has been dealt with extensively in the literature. For the purposes of this study as well as for the clarification of the importance of professional development, writings of O'Banion (1972), Brown (1972), Crookston (1976), Miller and Prince (1976) and Raines (1977) will be briefly discussed.

O'Banion (1972) outlined three existing models or roles for the student personnel worker. The student personnel worker as a regulator or repressor is a historical model in which staff members attempt to maintain strict supervision over the affairs of students.

The most prevalent model as seen by O'Banion is that of the student personnel worker as maintenance or service man. The student affairs program in this type of model is a series of services scattered around the campus such as financial aid, registration, admissions, student activities, academic advising, counseling, placement, etc.

The third existing model discussed by O'Banion is that of the student personnel worker as therapist. The role demanded by the practitioner in this model is that of a psychotherapist or counseling psychologist functioning in isolation, and offering services to a selected few students who have been identified as having serious problems.

From these three existing models, O'Banion discusses the emergence of a new model as the student affairs profession "enters the decade of the '70's." Although the concept of student development - the development of the whole student - was not new at this time, O'Banion saw the

term as being defined in new and creative ways with implications for climate and outcome. The model of student development as seen by O'Banion "requires a new kind of person for its implementation".

O'Banion's writing on the subject suggests very clearly that in order for the student personnel worker to function effectively in this new role, he/she must develop new skills and competencies - skills and competencies that will have him/her more actively involved in the classroom setting. It is the contention of this writer that a professional development program wherein these new skills and competencies can be developed is of paramount importance.

In his monograph entitled Student Development in Tomorrows Higher Education - A Return to the Academy, Brown (1972) also discusses the changing role of the student affairs practitioner - changes that will demand a closer tie with the academic arena. Brown notes that "it is no more valid for the student personnel worker to expect effectiveness in dealing with the student's development, independent of his academic life, than it is for the professor to think a student's personal self does not affect his academic growth". What is being suggested here is that for the student personnel worker to have an impact on development, being aware of and involved in the total environment of the student is necessary.

According to Brown this new awareness and involvement can be most readily achieved by the student affairs practitioner taking on alternative roles. Whether the new role takes the form of the practitioner as

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diagnostician; as consultant; as college professor; as behavioral scientist; as a researcher or some combination of all of these roles, new skills and competencies will have to be developed. Again, the contention of this writer is that the professional development program for the student affairs practitioner takes on added significance with the new skills and competencies being demanded by the redefinition of the practitioners role.

Crookston (1976), in his efforts to differentiate between the concepts of "student personnel work" and "student development", notes the evolution of student personnel from "ancillary", to "supplementary", to "complementary", and "central" to the educational enterprise. Although referring directly to the evolution of terminology, the differentiations between the terms referred to by Crookston create different expectations from faculty and students as to the role of the student affairs practitioner in the learning environment.

Raines (1977) sees a revision of the initial student development orientation as discussed by the writers noted earlier (O'Banion, 1972; Brown, 1972; and Crookston, 1976). He states that "while the concept of facilitating students is still prevalent, the press for specificity in developmental outcomes has supplanted the facilitative view with a capacitative view - a term coined by Goldhammer and Taylor (1972) and suggesting a more specific acquisition of competency."

Miller and Prince (1976) in their new book on The Future of Student Affairs outline a plan for intentional student development. The plan

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clearly shows the desire of student affairs practitioners to move away from a strictly service role to one that is more involved in the educative process.

The model has six basic components: goal setting, assessment, instruction, consultation, milieu management and evaluation. Goal setting is seen as critical in the model as it involves establishing specific outcome objectives for the students as well as maps or paths for the students to follow in order to achieve their objectives. Assessment provides information as to where the students are now and what they must yet do to reach their objectives.

Miller and Prince outline three strategies for intervention - instruction, consultation and milieu management. The instructional role includes formal and informal classroom work. The consultant's role is "to guide program direction and facilitate action while the client, whether student or colleague, controls the decisions and takes the consequences". The third strategy or role discussed is that of milieu management. It means "a collaborative effort to co-ordinate resources and design activities that will establish a developmental climate for growth".

The final component of the model is evaluation. Evaluation, usually much overlooked in student affairs programming, is essential. It is essential for determination as to how well the goals and objectives of each development program is being met, and it is essential for both program modification and future planning.

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Elaborating on this trend towards "performance oriented thinking", Raines (1977) refers to a second phase of student development that "seems to be geared to helping students acquire specific competencies associated with development, and that focuses on what makes the student more competent rather than more comfortable. It is more concerned with life centered competencies than personality attributes."

To implement a "Student Development Model" as perceived by Miller and Prince or a "Life-Centered Student Affairs Program" as perceived by Raines will place significant demands on student affairs practitioners to acquire the necessary skills and competencies. It is the contention of this writer that the role redefinitions that are taking place in the field, in conjunction with the new skills and competencies therefore being demanded necessitate new emphasis on professional development programs. It is the intent of this study to highlight this need, describe the professional development activities of student affairs practitioners in two year post secondary educational institutions in Alberta, Canada and develop recommendations and guidelines to strengthen this critical component of the student affairs operation.

LIMITATIONS & DELIMITATIONS OF THE STUDY

The instruments used to gather data for the research were the questionnaire and the individual interview. The use of these instruments create some limitations in this research. It is recognized that this study is descriptive in nature, and thus will not enable the writer to

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analyze either the quality of each program or the resultant change in effectiveness of each participant. Statistical significance is not implied in the analysis of the information gathered by the questionnaire or the interview.

It is recognized further that the information gathered is directly effected by the respondents. It was assumed that the individuals in the sample population were both knowledgeable in their respective fields, and interested in the topic of professional development.

The sample population was delimited to include only two year post-secondary educational institutions in Alberta, Canada. It is recognized that generalizations made from the information cannot be applied without qualification to all post-secondary institutions in Canada and the United States. Recognizing the breadth of the area, the study focussed on design and implementation, methods of delivery, content and evaluation, and did not - by intent - deal with the many other facets and components of professional development.

DEFINITION OF TERMS

A proliferation of terms all relating to professional development have added to the confusion in this area. Terminology such as "inservice education", "inservice training", inservice development", and "staff development" can all be found in the literature. Whether this rather casual use of terms is related to the varying priority attached to this

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area by some professionals is open to question. However, this investigator is of the opinion that there are distinct and important differences related to the terminology being used. An argument will be presented for the use of "professional development" as the term that most accurately and meaningfully describes the activities being referred to in this study and in this area.

To regress for a moment, it seems indicative in the literature that the terms inservice education and inservice training have been used interchangeably. Webster's defines "inservice" as "training, as in special courses, workshops, etc., given to employees in connection with their work to help them develop skills etc." The term, as defined, is rather restrictive, and does not reflect the breadth and scope necessary when used in the "professional" context. As noted by Gross (1966), the word "training" implies "the acquisition of a particular skill or technique rather than an understanding of pertinent disciplines integrated within a particular philosophy and applied to various educational experiences".

The term used by Gross (1963) in his research was "inservice education" meaning "all activities of employed student personnel workers that contribute to their continuing professional competence". Stamatakis and Oliaro (1972) used the term "in-service development" with the word development, although not defined by the authors, presumably referring to "a step or stage in growth, advancement; or an event or happening" (Webster's, 1970). Miller (1975) used "staff development" in his national study although the term was not defined.

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Webster's (1970) defines "staff" as "a group of people or a group of workers", and "professional" as "a body of persons in an occupation requiring advanced education and training, and involving intellectual skills". It is the contention of this writer that there is a difference between the terms "staff" and "professional development" and that the term "professional development" most meaningfully describes the activities, focus, and desired outcome of this component of student affairs programming.

SCOPE OF THE STUDY

There are two aspects to this study: (1) a descriptive questionnaire, and (1) a case analysis utilizing a semi-structured interview format. The first aspect of the study involves surveying the professional student affairs staff - approximately 100 people - in ten two year post-secondary educational institutions in Alberta, Canada. The questionnaire designed for this purpose is a composite of the instruments used by Gross (1963) and Miller (1975), with additional questions added by this writer where it was deemed necessary and appropriate. This aspect of the study was designed to gather information pertaining to the activities and policies of professional development that are presently existing, as well as information pertaining to future programming. This phase will be designed so as to allow for a comparative analysis of items between the student affairs chief administrator, counselors and practitioners, as well as between student affairs departments, and between the institutions in the study.

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The second aspect of the study involves a case analysis of four institutions selected from the above survey. Two of the institutions were selected on the basis of having an active and well formulated professional development program, and two will be selected on the basis of having a relatively inactive and not well formulated professional development program. A semi-structured interview was then carried out with the chief student affairs administrator in each of the selected institutions. The focus of the semi-structured interview will be to determine those variables which may differentiate the strong program from the weak one.

REPORTING OF THE STUDY

The study is organized into six chapters. Chapter I has introduced the study by examining how trends towards the redefinition of the role of the student affairs practitioner have increased the importance of and need for professional development programs. The statement of the purposes of the study was presented, the needs for such a study established, and the scope of the study outlined.

Chapter II presents a review of the literature that related to professional development in the field of student affairs. The review will be organized so as to direct attention to the following areas:

1. the importance of professional development programs;
2. the objectives of professional development;
3. the affect of professional preparation on professional development;
4. the affect of the changing role of student affairs on professional development;
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implementation of professional development; 6. the methods of delivery of professional development; 7. the content of professional development; 8. professional development activity in the United States and Canada.

Chapter III outlines the methodologies, procedures and statistics of the investigation. Specific information relating to the development of the questionnaire and the semi-structured interview format, the sampling procedures, administration of the instruments and how the data will be analyzed is presented.

Chapter IV reports the findings of the questionnaire phase of the study. The information will be summarized under six headings; 1. General Information; 2. Policies; 3. Design and Implementation; 4. Methods of Delivery; 5. Content, and 6. Evaluation.

Chapter V describes the information collected by the case analysis of four institutions. Findings discovered through the interview and pertaining to those variables which seem to differentiate between programs will be reported.

Chapter VI contains the summary, conclusions, guidelines and recommendations. The implications which the writer feels this study has for the student affairs profession in general and two year post-secondary educational institutions in Alberta, Canada in particular will be presented.

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CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

The paucity of literature directly relating to the area of professional development programming in student affairs has been noted by many writers. Stamatakos and Oliaro (1974) state that the lack of published information may indicate that either:

1. in-service development is so widespread and successful that there is no need to further treat the subject as an issue;
2. the concept of in-service development is being utilized effectively under a different pseudonym (staff meetings, brainstorming session, etc.); or,
3. in a list of day-to-day administrative priorities, in-service development does not assume a lofty position.

This writer is in agreement with Stamatakos and Oliaro as they state that "the latter (number 3 above) is most indicative of the present situation in a great number of student personnel programs and it would appear that the professional development needs of student personnel workers and programs are not being met".

The situation in Canada relating to research in this area is even more critical. Campbell (1971) concluded that "within the Canadian college movement.....research is a rarity". With regard to student services in particular, Hendry (1977) notes that "research examining student

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service programs as an element of institutional functioning is of recent origin and exceptions to the paucity of student service research in Canadian colleges deal primarily with the counselling functions".

The purpose of this chapter is to identify and report on research that relates to the area of professional development in student affairs. The information will be dealt with in a format consistent with the stated purposes of the investigation. The review of the literature will be presented in the following order:

1. THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT

- Objectives of Professional Development;
- Professional Preparation and the Importance of Professional Development;
- Changing Role and the Importance of Professional Development;

2. PROFESSIONAL DEVELOPMENT PROGRAMS

- Design and Implementation
- Methods of Delivery
- Content

3. PROFESSIONAL DEVELOPMENT ACTIVITY IN THE UNITED STATES AND CANADA.

1. THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT

The importance of professional development in student affairs cannot be underestimated. Shaffer (1972) brings the issue into direct focus:

"Staff development activities are no longer merely evidence

of an effectively and professionally led staff. Today and in the decade ahead, sound and productive staff development programs are necessary for professional survival". Shaffer notes further that ".....no staff director by initial selection alone will be able to assemble individuals with all the skills and insights necessary to help his institution respond efficiently to all the emerging problems and issues it will be facing over a period of time. Essential skills and insights will have to be developed continuously".

Truitt and Gross (1966) can be attributed with the most all encompassing statements related to the importance of professional development. They outline the following significant reasons for the inclusion of inservice education in student personnel programs:

1. the inadequate or unrelated preservice education of many in student personnel work underscores the importance of inservice education;
2. continued professional growth of its members is one of the distinguishing features of a profession and can be achieved through inservice education;
3. inservice education programs can effect change in the student personnel program;
4. a structured inservice education program is necessary to provide continuity for a specialized and constantly changing staff;
5. the fact that new staff members rarely assume their initial positions at their peak effectiveness requires the

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- establishment of inservice education programs;
6. inservice education programs provide excellent opportunities for each staff member to contribute to the student personnel program;
 7. an inservice education program provides opportunity for staff members to contribute to the total student personnel program;
 8. properly planned inservice education programs enable the personnel staff to transcend the routine of daily personnel functions;
 9. an inservice education program assists in raising aspirations of staff members.

The importance of professional development in the student affairs area is becoming increasingly critical. It has been considered by one writer (Shaffer, 1972) as the key to survival. For purposes of this review, the importance of professional development will be supported by literature that deals with the reasons for and objectives of professional development. As well, this writer is of the opinion that increasing demands for accountability along with the changing role and the lack of training of the student affairs professional - particularly in Canada - directly affect the critical need for and importance of professional development programming. Literature pertaining to these factors will therefore be reviewed in this section.

The Objectives of Professional Development

Shaffer (1961) in a memo to members of Commission III, National

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Association of Student Personnel Administrators, and as noted by Gross (1963), suggested the following objectives for a professional development program:

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

Truitt (1969) stated that "inservice development, in the final analysis, has as its major function the professional upgrading of staff members". Truitt notes that the inservice development program should be directed to four major objectives - objectives that in essence are similar to those previously noted by Truitt and Gross (1963):

1. teach the philosophy and objectives of the institution;
2. teach each individual the responsibility of his position;
3. teach each individual the skills and techniques for the effective fulfillment of his responsibility;
4. stimulate each individual to assume higher standards of responsibility commensurate with his ability and experience.

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Assuming that the objectives of a professional development program are both stated and reached, observable outcomes should result. It is the contention of Stamatakos and Oliaro (1972), that if 'staff development' becomes a basic function of the student affairs program, the following outcomes should be expected:

1. the student personnel program would be provided with a built-in analysis and evaluation of what the student personnel program is and is not doing to meet its goals;
2. there would be a significant amount of accountability for each staff member that would motivate him to make the immediate and long term commitments to his job that are necessary;
3. rather than taking time away from the job, it would provide greater opportunities for preparing and developing programs and services to anticipate and meet student needs rather than have to belatedly react to current press from the college community;
4. each staff member would have a better overall understanding of the functioning of the student personnel division and could better articulate its objectives and philosophical direction to their members of the college community with whom he comes in contact;
5. each staff member would have an opportunity to share his philosophy, expertise and experiences as well as learn from the philosophy, expertise and experiences of other staff members, and, as a result, better prepare himself for additional responsibilities.

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Along a similar vein, but in the more specialized student affairs area of counseling, Berdie (1954) listed several purposes for in-service training for counselors:

1. to introduce new developments in theory and techniques;
2. to review old concepts and techniques;
3. to emphasize or re-emphasize material or experiences in meaningful situations;
4. to learn specifics not learned in preservice education;
5. to review ones profession and personal professionalization.

Samler (1957), also referring to counselors, states that "counselors are coming to feel more and more strongly that systematic in-service training is necessary if they are to maintain their competencies on a high level or to increase their skills".

Other writers have seen professional development as a way of coping with the proliferation of information in student affairs. Swearingen (1960) notes that "a constantly evolving body of knowledge requires staff to meet together to examine relevant research and the latest techniques available as well as for stimulation, sharing of ideas and the development of mutual interests".

In one of the first major statements regarding professional development, Truitt and Gross (1963) writing in a special bulletin prepared for NASPA note that emphasis in a well conceived in-service program should include: "the stimulation and promotion of professional growth to enlarge one's vision, purpose, and motivation and enable each staff member to realize

higher levels of responsibility and achievement; and the development of specific techniques and procedures to assist in fulfilling more narrowly defined job responsibilities".

Also referring to the voluminous amount of literature being turned out that is applicable to student affairs, Brunson (1967) cautions student affairs practitioners by noting that "...if we allow ourselves to neglect the study of significant ideas, of research findings and the like that are coming forth daily, we may find ourselves hopelessly out of date".

Passons (1969) in reporting on a pilot project related to in-service training of the student affairs staff at the University of Pennsylvania mentions several important factors. He states that "the project provided an opportunity for meeting staff from offices other than one's own, and thus afforded interaction on the similarities and differences of specific roles and functions of the participants in light of the overall aims of student personnel work". He writes further that "perhaps working together in such programs could serve to bridge some of the communication gaps that often are found in the administrative structure of student personnel divisions".

Stamatakos and Oliaro (1972) see 'in-service development' as "a vital method for maintaining the necessary level of information and competence to allow student personnel workers to meet the challenges of their job in an assertive, productive fashion". They note also that "failure to do so results in the kind of reactive, crisis

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administration that too often characterizes the functioning of the student personnel program". Stamatakos and Oliaro bring the importance of professional development in student affairs into clear focus by putting forth the argument that 'in-service development' must become a function of an effective student affairs program rather than remain as just a service to staff members.

A professional development program implemented in the student affairs division of Northern Illinois University (Wanzek and Cannon, 1975) resulted in "noticeable development of professionalism and programs to serve students better, along with eager anticipation of and incentive for future growth". Wanzek and Cannon also report improved morale, and a general advancement of professionalism in staff members, a breakdown in the isolation and self-interest of individual departments and a greater cohesiveness and interest in the service to students of the entire division.

A survey carried out in 1973 by the Continuing Education Committee of the American College Personnel Association points out other factors that are seen as important by practitioners in the field. The results of this national study, as reported by Miller (1975) notes that respondents ranked the benefits often associated with participation in professional development programs in order of most to least beneficial as follows:

1. development of specific skills and competencies by individual participants;
2. exposure to new and varied approaches and resource utilization;

3. exchanging ideas and solutions to common problems;
4. opportunity for personal growth and introspection;
5. opportunity to interact with and get to know associates in the field;
6. theoretical explorations, understanding, and applications; and,
7. opportunity to contribute one's own knowledge and experience.

In considering these factors as important ramifications of a professional development program, it is both interesting and important to note the results of an analysis by position of these factors. Miller discovered that "vice-presidents, deans, and directors saw the development of specific skills and competencies as the most important single benefit; counselors and others (e.g. assistants, associates and housing coordinators) saw exposure to new and varied approaches and resource utilization as singularly important. Vice-presidents placed more value on the opportunity for personal growth and introspection than did their subordinate level colleagues". In addition to the importance attached to these factors in professional development programming, these findings necessitate that further research in professional development take into account the potential differences of opinion to be found across positions.

Professional Preparation and the Importance of Professional Development

Ongoing professional development programs take on added importance when the educational background of student affairs practitioners is taken into consideration. Truitt and Gross (1966) note that "preservice education and experience of many personnel workers is often in a field unrelated

to their job responsibilities". Passons (1969) further supports this statement with his comment that "on most campuses there are student personnel workers who have been prepared for their positions in the "learning by doing fashion".

Professional preparation of student affairs practitioners has been of increasing concern and importance to the profession. Ostroth (1973) summarizes recent statements that have been made and includes "Student Development Services in Higher Education" (COSPA, 1974), "Standards for the Preparation of Counselors and Other Personnel Services Specialists (ACES, 1973), and "Guidelines for Graduate Programs in the Preparation of Student Personnel Workers in Higher Education" (COSPA and APGA, 1969).

Minimal research has been carried out concerning the question of professional preparation. Hoyt and Rhatigan, 1968, O'Banion, 1969, and Rhatigan, 1968, focussed their research on what should be emphasized in doctoral programs. Ostroth (1975) concerned himself with preparation in two years master's degree programs and looked at what competencies are necessary and desirable for entry level positions in student personnel. Rentz (1976) in her proposal for a triadic model masters program in student development combined the recommendations of experienced practitioners, educators and researchers such as Williamson (1948), Houtz (1967), McDaniel (1972), Hedlund (1971), Callis (1972), Penn (1974), Dahms (1971), the Commission on Professional Development (1971), and Brown (1972) in providing the necessary components of a model preparation program.

Penn (1974) in his plea for the development of curriculum guidelines and an accreditation body to evaluate and accredit professional preparation programs in the field notes the progress made in the development of models for the preparation of student personnel workers (APGA, 1966; COSPA, 1972, Trueblood, 1966), as well as the lack of progress being made in the implementation of recognized standards of excellence for professional preparation (Blaesser, 1972).

Penn states further that "in order to meet the challenge of improving the quality of professional development, a national accrediting board or commission should be established". Criteria are suggested by Penn for competency in areas such as counseling techniques, research procedures, housing administration, activities co-ordination, student union administration, financial aid administration, etc.

In addition to these area, Penn notes also that "...competencies in understanding American post-secondary education; understanding student development theory and application; academic disciplines included in the behavioral sciences; the development of helping relationships; research and evaluation techniques; promotion of sound educational environments; the development, financing and implementation of programs; business management and educational administration techniques; and social systems analyses". On a similar vein, the COSPA statement (1972) regarding professional preparation identifies three competency areas that are crucial:

1. establishing goals for development....;
2. assessing any individual, group or organization that is

in its development;

3. using methods of change to facilitate behavioral development".

The importance of adequate professional preparation in the student affairs profession in terms of creditability and accountability and indeed in terms of survival, has been mentioned. Truitt and Gross (1966) & Passons (1969) have noted the lack of or inadequacies of preservice education on the part of a large percentage of student affairs practitioners and this increases the importance of professional development programming. The critical areas of preparation as identified by writers and researchers also serve as a starting point for potential content for professional development programs.

As noted in Chapter 1 by this writer, the lack of professional preparation programs in student affairs at the graduate level in Canada has significantly contributed to the lack of professionally trained student affairs staff in Canadian post-secondary institutions. With the possible exception of the counseling and health areas, this is particularly true in Canadian two year post-secondary educational institutions and emphasizes further the critical importance of professional development programming.

Changing Role and the Importance of Professional Development

The changing role of student affairs practitioners contributes significantly to the importance of professional development as an

ongoing function of the student affairs program. Much has been written in the literature concerning the need for alternative roles for student affairs practitioners. As noted by this writer in Chapter 1, leading professionals in the field have described the evolving roles in a variety of ways and have discussed potential future directions for student affairs staff that are both necessary and critical to the survival of the profession (O'Banion, 1961; Brown, 1972; COSPA, 1972; Miller and Prince, 1976; and Raines, 1977; etc.).

Brown (1972) notes that "the traditional stereotyped positions of activities advisor, disciplinarian and the more or less good guy role must evolve into more viable roles". In addition to outlining alternative roles as discussed in Chapter 1, Brown states that "Student personnel staffs are going to have to possess new sets of competencies,competencies that will have utility for classroom settings as well as residence hall settings, for academic programs as well as student activities, and for all students as well as the more visible".

The Council of Student Personnel Associations (COSPA, 1972) proposed three theoretical role models for student personnel workers: 1. an administrative model that would focus on leadership and co-ordination of the organization, insuring its accountability; 2. an academic model that would be involved in integrating student development with academea through classroom teaching; and 3. a consultative model that would be largely concerned with the functioning and relationships within the different academic departments and the achievement of

self-direction by the student and would act through intervention and collaboration.

An emerging role of student personnel as noted by Shaffer (1973) revolves around organizational effectiveness. Shaffer states that "to remain a significant force in higher education, the student personnel field must contribute to the organizational development of colleges and universities and not just focus on the development of the individual student".

Shaffer writes further that 'student personnel' has neglected to fulfill major responsibilities during the past decade due to "a lack of awareness of allowances in understanding and conceptualizing the nature of organizational development, in applying current knowledge of complex organizations to operational behavior, and in adapting the systems approach to student personnel work". Shaffer suggests several approaches to mobilize the student personnel staff for change:

1. improving staff meetings;
2. contributing position papers and research reports for internal institutional use;
3. initiating self-studies and conferences for institutional uses;
4. using consultants effectively;
5. encouraging the institution to respond creatively to greater off-campus involvement and programming;
6. sensitizing the personnel staff to the institutional governance structure;

7. building a realistic power base for significant input into institutional behavior.

Pyron (1974) in a study of 200 four year colleges and universities in the United States provides substantial evidence in support of the positions described earlier, concerning new directions for the role of student personnel workers by Brown, 1972, and the COSPA document (1972). Pyron notes skills that need to be developed by student affairs practitioners assuming the consultants role. They are goal setting, development of leadership and power, group decision-making, techniques of process observation, research and evaluation, learning theory, innovative teaching methods, and curriculum development.

Crookston (1975) in a paper presented at the fifty-seventh annual conference of the National Association of Student Personnel Administrators discussed milieu management as an emerging key role of the principal student affairs officer. Crookston defines milieu management as "the systematic co-ordination and integration of the total campus environment - the organizations, the structures, the space, the function, the people and the relationships of each to all the others and to the whole - toward growth and development as a democratic community". To fulfill this role, the student affairs practitioner will have to develop an understanding of campus ecology, management theory, social systems and the behavioral sciences (Miller and Prince, 1976). In addition, knowledge of how the environment influences student development, understandings as to how groups and organizations operate so that programs can be designed that act on the college as a system rather

than on only one part will be critical for a role related to environmental management to be effectively carried out (Miller and Prince, 1976).

The Tomorrow's Higher Education (T.H.E.) Project - Phase II - was designed to develop a new operational model for student affairs professionals. T.H.E. project was conceived by the American College Personnel Association in 1968. Phase I was implemented for purposes of defining the nature of learning and identifying the fundamental goals and promises of higher education. The Brown Monograph (1972) was published to this end and has been noted on several occasions by this writer.

Phase II of T.H.E. Project focussed on the role of student affairs in tomorrow's higher education. Phase II was reported in the July 1975 Journal of College Student Personnel and became the cornerstone of The Future of Student Affairs (Miller & Prince, 1976). The report notes that "our need as a profession is to continue developing skills, competencies and knowledge which, when joined in a collaborative effort with others in post-secondary education, can lead to the achievement of the goal of facilitating student development".

T.H.E. Model calls for a move away from a status-based staffing approach toward a competency-based approach. The functions identified as necessary by the model to create a setting for "optional student and institutional growth" are: goal setting, assessment and strategies for student development - three strategies being teaching, consultation

and milieu management.

For each of the functions or roles identified, the corresponding skills required by the student affairs professional to successfully carry out the role are noted in the model. Goal setting requires "skill in teaching students how to establish general goals and write specific objectives". Assessment requires "skill in both test and non-test techniques as well as an understanding of the potentialities and limitations of any data collected". The strategies proposed for student development - instruction, consultation and milieu management - require specific skills and competencies as noted previously in this chapter.

The report on T.H.E. Project concludes that "the flexibility and efficiency of the student affairs staff is increased by the degree to which each staff member has minimal competency in all change processes and excellence in at least one". Staff development programs designed to upgrade student development competencies are particularly desirable and necessary to continued success".

Stamatakos and Oliaro (1972) integrate the changing role of the student affairs professional and professional development programming. They point out the lack of congruence between the role of the student personnel worker as regulator or repressor, maintenance or service man and therapist (O'Banion, 1971), and student personnel philosophy which "casts its principals in a role of helping students identify, synthesize and interpret the many experiences and resources which a

collegiate environment has to offer so that they might be utilized for maximum student growth".

The critical role of in-service development in helping student personnel realize the full potential of its educational role is noted by Stamatakos and Oliaro. They state that "maximum use and development of staff members becomes an essential part of meeting the demands of the ever-changing collegiate environment and in-service development is a vital method for maintaining the necessary level of information and competence to allow student personnel workers to meet the challenges of their job in an assertive, productive fashion". It is noted also by Stamatakos and Oliaro that the student personnel division with an active professional development program will be better able to "define and implement its role, redefine and change role as appropriate, and communicate that role in more specific terms to other groups in the college community".

In summary, the student personnel profession continues to grow, evolve and change. In terms of both effectiveness and ultimately survival, the profession must be adaptable, flexible and malleable in a time when higher education itself is in a constant state of flux. As the role the student affairs profession plays and will play in higher education changes, so too must the skills and competencies of the professionals in the field change.

Active and ongoing professional development programs will be a major alternative used by institutions to upgrade staff with the skills and

competencies necessary to perform the varying roles required by student affairs professionals today and in the future. This section of the review of the literature has attempted to identify some of the potential future roles of the profession while at the same time identify the potential skills and competencies that could form the cornerstone of future professional development programming.

2. PROFESSIONAL DEVELOPMENT PROGRAMS

The intent of this section of the review of the literature is to report on specific professional development programs that have been implemented as well as to report on what is happening in this area on a general basis across colleges and universities.

In terms of specific programs that have been implemented, the review will examine the methods of delivery that have been utilized as well as the content of exemplary programs across student affairs departments. A basic premise of this writer is that there is no one method of delivery of this type of program that can be considered to be more effective than another. By the same token, no specific content area can be considered more important than another in designing a professional development program. It is indeed recognized that there are many factors that will impinge upon decisions of this nature i.e. educational background of staff, experience and needs of staff, the goals and objectives of each institution, etc.

Design and Implementation

Wilson (1953) listed eight factors that must be considered in establishing a professional development program:

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

The most extensive list of design and implementation factors is reported by Gross and Truitt (1963) and include the followings:

1. an in-service education program should be based upon objectives which give direction to the overall student personnel program and provide a basis for evaluation;
2. each in-service education program must be planned, initiated and perpetuated in view of individual staff and institutional goals and needs;
3. in-service education programs should be geared to varying levels of professional preparation and experience of individual

staff members;

4. in-service education programs should involve maximum participation of the total staff in the planning and ongoing activities;
5. study topics and activities for in-service education programs should utilize the knowledge and skill of the program participants as well as that of consultants and other resource personnel;
6. opportunity should be made to allow the application of new knowledge of increased understanding of theory and technique, which are gained through in-service education activities, to the program and services of the institution;
7. in-service education programs should be continuously planned, conducted and maintained during a regularly designated time in the normal work schedule of the staff;
8. in-service education programs should be continuously evaluated with the program participants playing a major role in the evaluation;
9. responsibility for initiating, implementing and directing an in-service education program should rest with one individual, preferably the chief student personnel officer".

Stimson (1977) stated that "if student personnel administrators had adequate assistance in design and implementation, staff development programs would occur more frequently, and as a result, student personnel staff would be better prepared to achieve goals and demonstrate their contribution to the institutions mission". Stimson's work was the first major attempt, since the list of factors as noted

previously by Gross and Truitt (1966) was published, to develop a set of guidelines and a checklist that can be used in the design and implementation of staff development programs within student affairs divisions.

Although the results of Stimson's work were not available at the time of this writing, it is important for both future development and evaluation of professional development programming to note the procedures Stimson followed in order to develop the guidelines and checklist:

1. investigated literature which examines the design and implementation of learning programs for use in formally recognized instructional settings as well as in-service training literature developed for a variety of settings;
2. abstracted from this literature concepts and techniques which are identified as valuable elements for inclusion in the design and implementation of staff development programs;
3. analyzed the value of each element in terms of the contribution it makes to student personnel staff development programs;
4. created, using the elements as a source, a set of guidelines which are organized into an orderly framework so they can be followed in a step-by-step fashion by those designing and implementing staff development proposals; and,
5. developed a set of questions for each guideline which can be answered in checklist fashion so that proper utilization of each guideline will be insured as staff development programs are designed and implemented.

Methods of Delivery

The methods, techniques, or strategies that have been used to deliver professional development opportunities to student affairs practitioners are numerous. Burnett (1954) identified the following methods of delivery:

1. case conferences based on actual student happenings;
2. working closely with those faculty who are already interested in doing more for students;
3. using various communication channels to stimulate faculty such as department staff meetings and discussion of individual cases, weekly staff meetings with the staff of counselors, camp councils or committees which meet regularly, and special seminars for new and old staff members from different parts of the college campus;
4. making available appropriate books and pamphlets which can be routed to the staff; and,
5. conducting workshops, conferences, projects and research activities.

Williamson (1958) suggested activities such as special institutes, membership in professional organizations and sabbatical leaves.

In his national survey, Gross (1963) presented a list of twenty methods to respondents. His data suggested that attendance at professional meetings, staff seminars, use of consultants/speakers, interschool visitations and case studies were the five most used and

most important methods.

Truitt and Gross (1966) produced a similar list based on the same research and included workshops, case studies, conferences, research, tape recordings and films, staff seminars and retreats, directed readings and discussion, visiting lecturers, interschool visitations, panels, role playing, individual evaluation and supervision and attendance at professional meetings.

In a more recent national study of staff at different administrative levels in a wide variety of post-secondary institutions, Miller (1975) identified and assessed methods of delivery that included both on and off campus activity. Respondents were asked to rank the comparative benefit of five different types of professional development activity. The resulting rank order from most to least valuable was:

1. participation away from campus at professional development workshops offered by professional associations and others;
2. bringing in outside experts as resource consultants for on-campus in-service education programs;
3. do-it-yourself on-campus in-service education programs;
4. attendance at national, regional, or state professional association conventions; and,
5. attending academic courses offered by graduate education programs.

Respondents were also asked to rate the same five items along a four point Likert-type scale from "a waste of time and money" to "vital, we

need more of them". The responses were the same as that of the ranking with one exception: that attendance at professional conventions was rated as the least beneficial type with academic course attendance rated as fourth most valuable.

Most recently, Wanzek (1975) reports a program of professional development that has been implemented at Northern Illinois University. Extending ideas similar to those supplied by Myerson (1974), Wanzek used a variety of methods such as a newsletter, mini-grants, and mini-courses to deliver professional development services to the student affairs staff.

Content

The majority of what has been reported in the literature pertaining to professional development has focussed on the need for and importance of professional development, as well as methods or types of activities employed. The content of specific programs relating to student affairs in general or individual departments within the division have not been reported to the same extent.

Hardy (1968) discussed the progress of an in-service training program for senior members of the student services staff at the University of Delaware. The content of this bi-monthly one year program focussed primarily on the goals, programs, issues and planned innovations as seen by the head of each department within the division.

A pilot project in in-service training for the University of Pennsylvania student affairs staff focussed on a single aspect of counseling - empathic understanding (Passons, 1968). Lane (1971) presented evidence to support the use of leaderless encounter groups in training so as to deal with the area of communication within the student affairs staff. A professional development program that is centered around a retreat as its primary vehicle is espoused by Harvey, Helzer and Young (1972). A program of this nature was carried out by the authors for the Department of Human Relations in the Student Affairs Division at Kent State University. The opportunities provided by a program such as this, as seen by Harvey, et al are:

1. generation of data relating the needs for change;
2. feedback data to relevant group participants;
3. action planning on the basis of the first two opportunities.

A practicum approach to in-service training for student personnel workers at the Clearwater campus of St. Petersburg Junior College was reported by Jones (1970). The content of this program focussed on advances in counseling theory and research and used critiques of taped counseling sessions.

Stamatakos and Oliaro (1972) suggest that content for a professional development program could include:

1. current and developing issues in higher education;
2. professional activities, publications, workshops;
3. interdivisional communication within the college community;
4. current and developing societal issues as they affect or could

affect the campus;

5. innovative student personnel programs on other campuses.

In their discussion of the types of professional development activities implemented at Northern Illinois University, Wanzek and Cannon (1975) identify possible content areas such as "departmental budgeting, affirmative action, history of the university, nutrition and weight control, politics in higher education, self-awareness through group experience, life planning workshops and health and patient care".

The focus of the above discussion on the content of professional development programs has been on the student affairs program in general. It is recognized by the writer that some departments within the division, most notably counseling and housing, have been particularly active in the area of professional development. Counseling being one of the more established professional areas and having its own specific professional preparation program has a history of professional development programming that is reported in the literature. Samler (1952, 1957), Berdie (1954), Kirk (1955, 1956, 1957), and Hackett (1957) are indicative of some of the early work in the area. Given the extensiveness of the profession and the more general focus of this investigation, the writer will not attempt to review the literature pertaining to counseling in any further depth.

The literature is weak in the content area of professional development in the student affairs division as a whole. In summary, it is recognized that two areas, counseling and residence halls, have been somewhat more

active in the reporting of programs that relate to the growth and development of professional staff in these areas and related studies have been listed above where appropriate for references by the reader.

An important comment to be made by this writer in this section concerns the relationship of professional preparation of student affairs practitioners and the content of professional development programming. If one accepts the documentation presented earlier in this chapter that the professional preparation of student affairs practitioners in general appears to be limited to possibly less than a majority - particularly in Canada - then the research presented earlier in this section pertaining to professional preparation could be considered as potential content for professional development programming.

The lack of practical experience of student personnel practitioners has been noted in the literature. Houtz (1967) presents the findings of a study that identifies both common and specialized experiences that should be dealt with in internships in student personnel programs. These same experiences, if not previously dealt with in the practitioners background could be considered in professional development. The place of counseling and the implications of humanistic education in the preparation of student personnel workers has been discussed by Parker (1965) and Hedlund (1971). Statements by both authors can be examined and interpreted in light of the relationship between educational preparation and professional development. Given the statement by Dressel (1957) that "....counseling psychology should become the basic discipline from

which all other top level student personnel workers are drawn", the ideas generated by Parker and Hedlund could be utilized as content for professional development programming.

3. PROFESSIONAL DEVELOPMENT ACTIVITY IN THE UNITED STATES AND CANADA

Professional development in student affairs has been addressed over the years in a variety of ways as noted in this chapter. To this writer's knowledge there have, however, been only two all encompassing studies in this area.

Gross (1963) surveyed one hundred chief student personnel administrators from post-secondary institutions holding membership in the National Association of Student Personnel Administrators. Among the conclusions drawn by Gross from his data (response rate of 86%) were the following:

1. there is little attention given in colleges and universities to the development of comprehensive in-service education programs embracing all student personnel services and workers. The programs that do exist generally lack overall planning and structure, are informal and inadequate;
2. a small portion of student personnel budgets is designated for professional improvement activities.
3.student personnel workers do not, in general, have and or take sufficient time for in-service education during normal working hours;

4. in-service education for student personnel workers is primarily geared to the improvement of the counseling service and the professional advancement of individuals fulfilling residence hall staff positions;
5. there have been few attempts made to evaluate, by means of well designed instruments and research studies, the effectiveness of in-service education practices and techniques.

A second major survey was initiated in November, 1973, and was designed to assess current professional development activities and needs within the field (Miller, 1975). A total of 560 members of the American College Personnel Association - from a membership of approximately 8000 were surveyed. With a response rate of only 39%, Miller came to the following conclusions:

1. only one out of five institutions has a formalized policy statement about in-service staff development programming;
2. seventy-nine cents out of every dollar expended for off-campus professional development activity is spent on professional association convention attendance;
3. six days per year is spent by the average professional staff member in off-campus professional development activities;
4. staff members in three-fourths of the colleges and universities participate in approximately four hours of on-campus in-service staff development activity per month as part of their normal staff workload;
5. two-thirds of the institutions allow staff released time of up to four hours per week to attend academic courses;

6. on-campus in-service education programming received just over one-tenth of the total in-service expenditure. One-fourth of that amount is spent for staff attending academic graduate courses;
7. lower-echelon staff members as a group rate on-campus staff development programs involving outside consultants as the single most beneficial professional development activity;
8. attendance at professional association conventions is rated as being of less benefit than most other activities, even though the greatest amount of the in-service education budget is expended for attendance at such meetings.

Both the Gross study and the Miller study focussed primarily on four year schools and presented little information relating to professional development in two year schools. It should be noted also that neither study dealt with the content of professional development programming, but dealt more specifically with methods of delivery and policy matters.

As mentioned previously, Campbell (1971) in a descriptive study of Canadian community colleges notes that "within the Canadian college movement.....research is a rarity. Hendry (1971) also notes that research examining student service programs as an element of institutional functioning is of relatively recent origin.

More recent exceptions to the concerns of Campbell and Hendry in the area of student services have been studies reported by Gordon (1970), Otto (1974), Thompson (1974), Hendry (1974) and Bryce and McIntosh (1974).

The above noted research dealt with evaluation, student perceptions and the Inventory of Selected College Functions developed by Raines (1975). A review of these studies as well as other research reported by "the Canadian Association of University Student Personnel", "the Canadian Counsellor" and "the Association of Canadian Community Colleges" reveals that no work has been reported in the area of professional development in student affairs in Canadian community colleges or universities.

CONCLUSION

Although the literature in the area of professional development in student affairs is not substantial, it is possible to support the contention that this type of programming is not only important but crucial to the ultimate survival of the profession in the changing times of higher education today. The literature pertaining to the professional preparation of student personnel practitioners and to the changing role of the profession in higher education gives both support to this notion as well as to a structural base for content development.

It is evident from this review that the literature is particularly weak in identifying the content of professional development programs as the focus of the studies reported has been on methods of delivery and policy matters. Only two studies have been reported on a national basis with both dealing primarily with four year schools. The

literature in this area pertaining to two year Canadian post-secondary educational institutions is basically non-existent.

CHAPTER III

METHODOLOGY

INTRODUCTION

The principle purpose of this investigation, as outlined in Chapter 1, was to describe the professional development activities of student affairs practitioners in two year post-secondary educational institutions in Alberta, Canada. As also indicated earlier, the procedures used in this research involved both a survey technique as well as a series of follow up case analyses employing the interview technique.

The validity and reliability of such an assessment, as well as its overall meaningfulness is directly dependent upon the questionnaire used in the survey, the questions asked in the interview, the population sampled and the perceptions of the respondents. The purpose of this chapter is to present detailed information pertaining to the development of the questionnaire and the interview format, the sample population used in the study, and the procedures and techniques employed in both the collection as well as the analysis of the information.

DESCRIPTION OF METHODOLOGY

A determination was made by this writer that in view of both the previous research in this area as well as the expressed purpose of this study, both a survey instrument and a case analysis using a

semi-structured interview format would be necessary to gather the information.

The basic purpose of descriptive research, as noted by Isaac & Michael (1971), is to describe systematically the facts and characteristics of a given population or area of interest factually and accurately.

Descriptive research is used "to describe situations or events and doesn't seek to explain relationships, test hypotheses, make predictions or get at meanings or implications".

Van Dalen and Meyer (1966) state that descriptive research or survey studies if used in a broader context has as its basic purpose:

- a. "to collect detailed factual information that describes existing phenomena;
- b. to identify problems or justify current conditions and practices;
- c. to make comparisons and evaluations;
- d. to determine what others are doing with similar problems or situations and benefit from their experience in making future plans and decisions".

The purpose of case analysis research is "to study intensively the background, current status and environmental interaction of a given social unit: an individual, group, institution or community" (Isaac and Michael, 1971). Case studies are in-depth investigations, are intensive and bring to light important variables that deserve more extensive attention.

The research interview employed in the case analysis section of this study was semi-structured. The writer used a core of semi-structured questions which allowed the interviewer the opportunity to branch off and explore related areas in depth.

DEVELOPMENT OF THE INSTRUMENTS

The questionnaire used in this study was a composite and modification of two instruments that have been used to analyze professional development in student affairs programs in previous research (Gross, 1963 and Miller, 1975). Additional items were added by this writer which appeared to be necessary, important and relevant.

Items adapted from the Gross and Miller questionnaires were modified only to the extent that they would be consistent with the terminology being used in this investigation and so that the questions were suitable to the context of two year post-secondary educational institutions in Alberta, Canada. New items were added in order to elicit information, consistent with the stated purposes of the study, in the areas of design and implementation, content, and evaluation of professional development programs. These items were derived from the literature and discussed with colleagues, student affairs practitioners and professors. The first draft of the questionnaire was submitted to the dissertation director, all committee members and colleagues for evaluation, criticisms and suggestions. Subsequently, the questionnaire was refined to its present form (Appendix A) and submitted for final

approval. The 24 item questionnaire was then assembled, using a photographic reducing process, on two 8 x 11 pages (both sides) in booklet form and distributed to the sample population selected for the study.

The second phase of this study involved a case analysis of four institutions and utilized a semi-structured interview format. As noted by Gross (1963), "the comprehensive description of selected programs is desirable as they can serve as both models for other institutions as well as providing a more clear understanding of the interrelatedness, unique functioning and relative importance of the various professional growth activities that constitute the inservice program".

The objectives of the case analysis were as follows:

1. to obtain a more complete understanding of the institution, the student affairs division and the professional development activities that are taking place;
2. to clarify and/or elaborate on the information obtained from the questionnaire;
3. to obtain an understanding of those variables which may differentiate a strong professional development program from a weak one.

Emphasis in the interview was placed on objective 3. As neither Gross (1963) or Miller (1975) dealt with this kind of information, variables which can have an affect on the development of student personnel programs (Raines, 1965) were used as a base to elicit this information.

Other variables were identified from question 21 on the survey questionnaire which asked respondents to identify factors which they feel differentiate between a successful and an unsuccessful program.

Twenty variables were used in the interview and were grouped under four headings: 1. resource variables; 2. design variables; 3. unification variables and 4. leadership variables. Respondents were asked to judge the affect of each variable on their professional development program on a scale of 5 (very positive) to 1 (very restrictive).

Approval in principle to the questions to be used was obtained from the dissertation director and the interview guide sheet to be used in the interviews was assembled. The guide sheet was used in four pilot interviews. The pilot interviews were carried out with the chief student personnel administrators from four of the institutions used in the questionnaire survey. As a result of the pilot interviews, some modifications were made to the guide sheet and the final format to be used in the formal interviews was constructed (Appendix B).

THE SAMPLE POPULATION

The population selected for this study encompassed ten two year post-secondary educational institutions in Alberta, Canada and approximately one hundred student affairs practitioners. The name, location and chief student affairs administrator are listed in Appendix C. Although all institutions may reflect a similar philosophy in terms of their

commitment to the goals and objectives of post-secondary education, they in turn reflect differences in terms of size and type of institution, geographical location and commitment to student affairs programming.

Also listed in Appendix C is the number and type of professional staff working in each student affairs division. As each student affairs division tended to be organized in a different way, for purposes of this study only professional staff in the following areas were included:

1. Chief Student Affairs Administrator
2. Counseling
3. Registrar and Admissions
4. Housing
5. Financial Aid
6. Placement
7. Student Activities
8. Health

RESEARCH PROCEDURES

The writer contacted by telephone the chief student affairs administrator in the ten two year post-secondary educational institutions in Alberta, that comprised the sample for the study. The purpose of the initial contact by telephone was twofold:

1. to explain to each administrator the general purpose and overall importance of the study, and to gain their overall willingness to be involved; and,

2. to obtain the number of professional staff within the student affairs division.

Questionnaires and a covering letter (Appendix D) were then sent to the chief student affairs administrator for distribution to their professional staff. A self addressed, stamped return envelope was also included. For those who did not complete and return the first questionnaire, a second telephone call was made to the Chief Student Affairs Administrator of each college reminding him/her of the importance of the project and again asking that he/she encourage all professional staff members to respond. A follow-up letter (Appendix E), additional questionnaires and a stamped return envelope was mailed to the chief student affairs administrator. Response rates to the questionnaire are presented in Chapter 4.

The second phase of the study involved in-depth case analyses. It was concluded by Gross (1963) that utilizing case studies "enables the investigator to gain a complete perspective of the in-service program by ascertaining the relationship between certain practices, the emphasis and relative importance of selected aspects of the program, as well as actual functioning of the program". The case analysis method utilizing the semi-structured interview format was therefore selected to provide this study with the depth required to determine those variables which may differentiate strong professional development programs from weak ones.

Of the ten institutions involved in the original survey, four were

selected for the in-depth analysis - two with strong professional development programs and two with weak professional development programs. These four institutions were different from the four institutions used in the pilot interviews, and the respondents were not made aware of whether their professional development program had been judged to be strong or weak.

The institutions were selected on the basis of over-all responses to the survey questionnaire. The criteria used for the selection related directly to the amount of professional development activity reported in each program, the formal development of each program and the respondents evaluation of their own program.

The chief student affairs administrators of each of the four institutions involved in this phase of the study were contacted by telephone and arrangements for the interview made. The semi-structured interview format as outlined in Appendix B was utilized and a copy was provided for the interviewee to follow. The interview was done with the chief student affairs administrator in each of the four institutions. Hand written notes were taken and the portion of the interview dealing with the variables that may affect a professional development program (Section IV from the interview guide sheet) was tape recorded.

ANALYSIS OF INFORMATION

The information obtained from the questionnaire was analyzed so that the writer could describe the following:

1. education and experience of student affairs practitioners among institutions;
2. professional development policies among institutions;
3. design and implementation of professional development programs among institutions;
4. methods of delivery used in professional development programs among institutions;
5. content of professional development programs among institutions;
6. evaluation of professional development programs among institutions;
7. differences, if any, on sections 2 to 6 (above) between types of institutions; between student affairs divisions, between student affairs departments; and between the chief student affairs administrator and student affairs practitioners.

Descriptive statistics, measures of central tendency and variability, were used to analyze responses to the questionnaire, and graphs and tables were used to present the information. Isaac and Michael (1971) suggest these methods as appropriate to this type of information, and Gross (1963) and Miller (1975) used these statistics in similar

studies. Responses to open ended questions are grouped under related headings and presented in terms of number of responses under each heading.

Information obtained from the semi-structured interview is presented in the form of a descriptive report of the four institutions involved in this phase of the study (Gross, 1963). Responses to the rating scale used in Part IV of the interview will be analyzed by the use of descriptive statistics, measures of central tendency, and presented in the form of a graph (Isaac and Michael, 1971). This will enable direct comparisons to be made between the strong and weak professional development programs on the twenty variables used.

CHAPTER IV
ANALYSIS OF QUESTIONNAIRE INFORMATION

INTRODUCTION

This chapter presents the information from the survey questionnaire.

The information is summarized under the following headings:

1. General Information
2. Policies
3. Design and Implementation
4. Methods of Delivery
5. Content
6. Evaluation

The institutions involved in the study have been separated into three groups:

1. Public Community Colleges
2. Institutes of Technology
3. Private Colleges

The respondents involved in the study have been grouped as follows:

1. Chief Student Affairs Administrator
2. Counselors
3. Other Student Affairs Practitioners (i.e. Registrar & Admissions Housing, Financial Aid, Placement, Student Activities, and Health).

GENERAL INFORMATION

The population involved in the study included ten two year post-secondary educational institutions in Alberta, Canada. Only institutions which had an identifiable student affairs division were asked to respond. A total of 87 full time student affairs professionals are in the system and each was mailed a questionnaire.

Table 1, on the following page, summarizes the institutions involved.

The response rate to the questionnaire by type of profession is summarized in Table 2.

Table 2 - Questionnaire Response Rate by Type of Professional

	Number of Questionnaires Completed	Number of Questionnaires Possible	Percentage Response
Chief Student Affairs Administrators	11	11	100%
Counselors	37	39	95%
Other Student Affairs Practitioners	31	37	84%
Total	79	87	91%

Table 3 presents the questionnaire response rate by type of institution.

Table 1 - Institutional Information

Type	Number of Institutions	Average Number of Full-time Students	Range of Full-time Students	Average Size of Student Affairs Staff	Range of Student Affairs Staff	Ratio of Number of Students to Staff
Public Community Colleges	7	1600	500 - 3400	8.6	4 - 18	186:1
Institutes of Technology	2	4500	4000 - 5000	11.5	10 - 13	391:1
Private Colleges	1	500	500	4	4	125:1

Table 3 - Questionnaire Response Rate by Institution

	Number of Questionnaires Completed	Number of Questionnaires Possible	Percentage Response
Public Community Colleges	59	64	92%
Institutes of Technology	16	23	70%
Private Colleges	4	4	100%

The overall percentage response rate to the questionnaire by type of institution by type of professional is presented in Table 4.

Table 4

	Chief Student Affairs Administrators	Counselors	Other Student Affairs Practitioners
Public Community Colleges	100%	93%	96%
Institutes of Technology	100%	82%	50%
Private Colleges	100%	100%	100%

The education of student affairs staff in the sample population is summarized in Table 5, on the following page.

Table 5 - Educational Level of Student Affairs Staff

	Doctorate- Student Personnel	Doctorate- Related Field	Masters- Student Personnel	Masters- Related Field	Bachelors	Other
Chief Student Affairs Administrators	9%	0%	18%	18%	0%	55%
Counselors	0%	3%	0%	83%	9%	6%
Other Student Affairs Practitioners	0%	3%	3%	19%	35%	48%

It can be seen from the table that over one half of the chief student affairs administrators (55 percent) have educational backgrounds in fields unrelated to their positions. Also, 83 percent of student affairs practitioners, exclusive of counselors, have educational backgrounds at a bachelors level or below. Overall, only four people of the 77 in the sample (5 percent) have formal training in student personnel work.

Table 6, on the following page, summarizes the previous experience of the student affairs professionals in the population.

The information presented in table 6 indicates that approximately one-third of the chief student affairs administrators and less than one-third of other student affairs practitioners, exclusive of counselors, have any previous student affairs experience. It can be observed also that only half of the counselors in the system have had previous experience in post-secondary educational settings. The amount of previous experience across the three groups in the sample is approximately five years.

POLICIES

The perceptions of student affairs professionals pertaining to the existence of a specific professional development policy statement and the extent to which it has been implemented is presented in Table 7.

Table 6 - Previous Experience of Student Affairs Professionals

	Previous Student Affairs Experience	No Previous Student Affairs Experience	Average Years of Previous Student Affairs Experience	Range
Chief Student Affairs Administrators	36%	64%	8	4 - 19
Counselors	51%	49%	4	1 -- 9
Other Student Affairs Practitioners	29%	77%	3	1 -- 7
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Table 7 - Existence of Policy Statement & Extent of Implementation

	Yes	No	Fully	Partially	Not At All
Chief Student Affairs Administrators	45%	55%	80%	20%	0%
Counselors	37%	65%	15%	85%	0%
Other Student Affairs Practitioners	23%	77%	14%	86%	0%

Basic agreement between chief student affairs administrators and counselors exists in their response to the question pertaining to the existence of a policy statement for professional development. There is however, disagreement on this question between the administrators and other student affairs practitioners. The table also shows complete disagreement between the administrators and both the counselors and other student affairs practitioners on the question pertaining to the extent of implementation of the policy.

Table 8 presents information pertaining to the percentage of time spent on professional development by type of professional.

The average percentage of time spent on professional development by the different groups is roughly the same. The time spent by divisions, however, is perceived to be higher by counselors and other practitioners than by the administrators. The response rate was higher on the question pertaining to time spent by individuals than on the question

Table 8 - Estimated Percentage of Time Spent on Professional Development by Type of Professional

	Average Percentage by Individual	Range	Average Percentage by Division	Range
Chief Student Affairs Administrators	5.22%	1%-10%	3.85%	0%-5%
Counselors	5.39%	0%-20%	5.73%	0%-25%
Other Student Affairs Practitioners	4.33%	0%-15%	5.50%	0%-14%

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pertaining to time spent by departments. Statements such as "do not know", "difficult to say", "cannot estimate with sufficient accuracy", and "do not keep track" were written in place of the estimate of time spent by departments.

The percentage of time spent in professional development by type of institution is presented in Table 9.

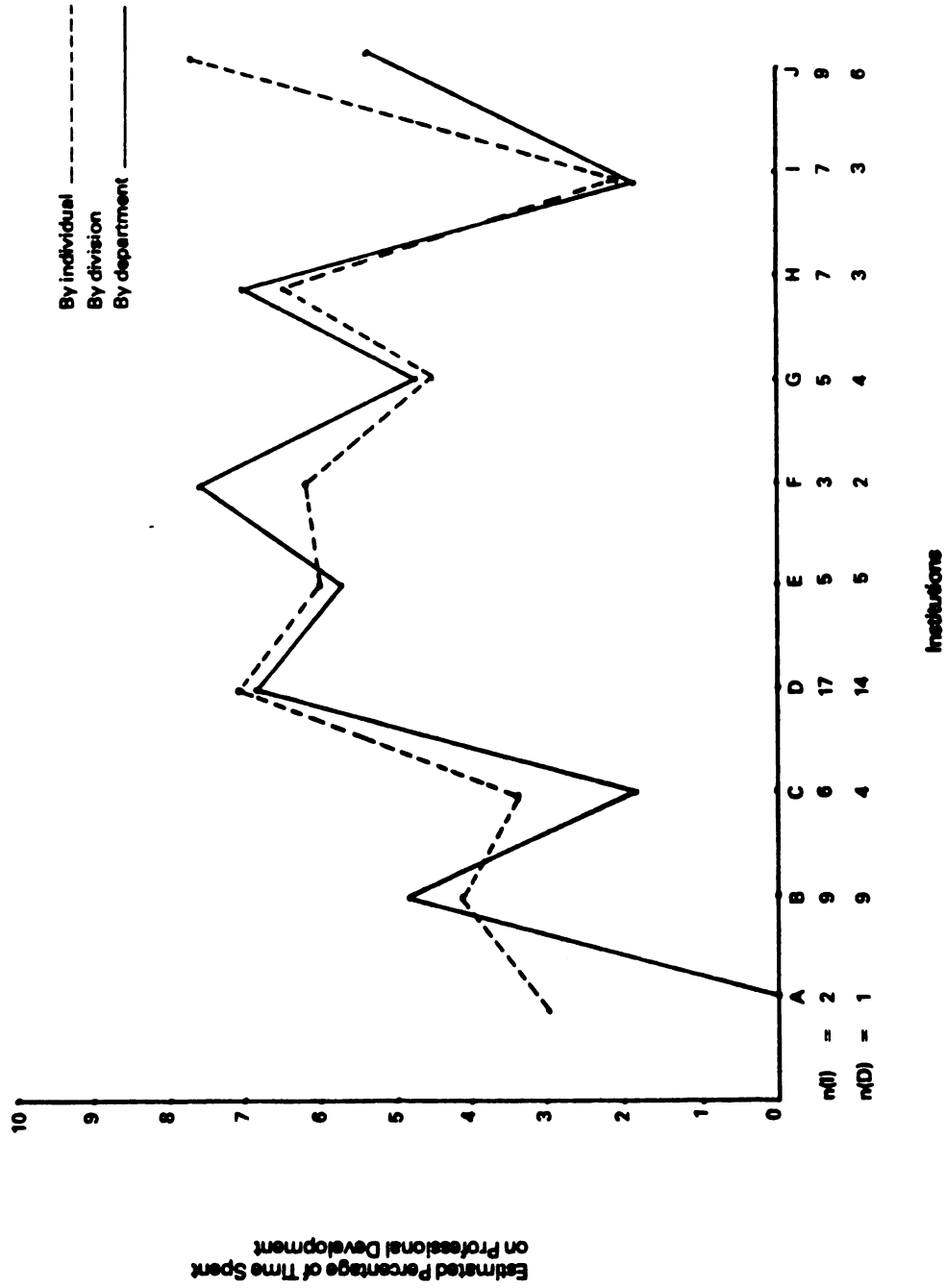
Table 9 - Estimated Percentage of Time Spent on Professional Development by Type of Institution

	Average Percentage of Time By Individuals	Range	Average Percentage of Time By Division	Range
Community Colleges	5.00%	1-20	5.02%	0-25
Institutes of Technology	4.92%	0-10	4.00%	0-10
Private College	5.60%	1-10	8.00%	1-15

The estimated percentage of time spent on professional development by type of institution, both by the individual and by the division is roughly the same. The percentage of time spent by the division is perceived to be higher in the private college but only two people responded in this category.

Figure 1 shows the estimated percentage of time spent on professional development by individuals & by departments for each participating institution.

FIGURE 1 --- ESTIMATED PERCENTAGE OF TIME SPENT ON PROFESSIONAL DEVELOPMENT BY INSTITUTION



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The figure shows differences between institutions on the estimated percentage of time spent on professional development. With the exception of institution A, the estimations of time spent by individuals and by divisions are similar. The number of respondents to each part of the question (I = individual and D = department) affected the information displayed when the n was small. Based on 135 hours in a month (35 hours per week), the estimated time spent on professional development ranges from 4.20 hours per month to 10.36 hours per month for individuals, and from zero hours per month to 10.64 hours per month for divisions.

Table 10 presents information pertaining to the releasing of staff from responsibilities for participation in off-campus workshops or conferences, on-campus professional development and enrollment in academic courses.

The information presented shows that the majority of student affairs professionals are released from their responsibilities to attend off or on-campus workshops or conferences. Release from responsibilities, however, to enroll in academic courses is not as prevalent a practice for any of the three groups and particularly in the case of administrators and other practitioners. In ascertaining the average amount of time released for these activities, the fact that fewer people responded to this part of the question makes the averages presented tenuous.

Table 10 - Perception of Policy Related to
Release Time By Type of Professional

	Off-Campus Workshops/Conf's.			On-Campus Workshops/Conf's.			Academic Course Work		
	Yes	No	Avg. days/yr	Yes	No	Avg. hrs/mth	Yes	No	Avg. hrs/wk
Chief Student Affairs Administrator	100%		7.83	91%	9%	4.5	56%	44%	
Counselors	100%		7.03	100%		5.24	75%	25%	2.75
Other Student Affairs Practitioners	96%	4%	8.90	93%	7%	6.25	48%	52%	4

Table 11 presents the average rank order of factors perceived by staff to be important in the approval of professional development experiences.

Table 11 - Average Rank Order of Factors
in Approving Professional Development
(1= most important; 2= next most important etc.)

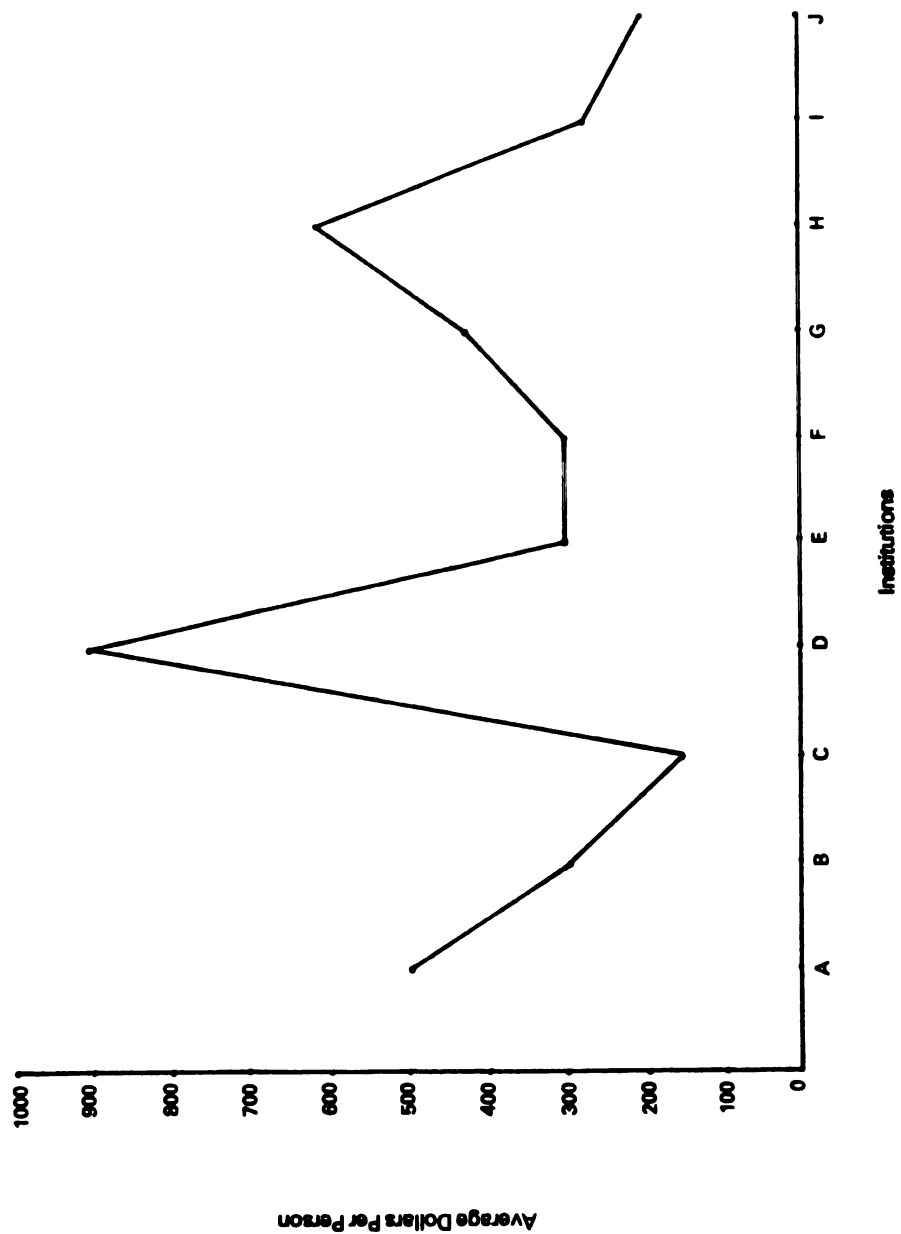
	Cost	Theme	Speakers	Location	Staff Desire	Probable Benefit to Program
Chief Student Affairs Administrators	3.36 (4)	3.20 (3)	4.25 (5)	5.12 (6)	2.60 (2)	1.90 (1)
Counselors	2.76 (1)	3.63 (4)	4.40 (6)	4.03 (5)	2.84 (3)	2.78 (2)
Other Student Affairs Practitioners	3.50 (3)	3.52 (4)	4.56 (5)	4.92 (6)	2.56 (2)	1.41 (1)

The probable benefit to the program and staff desire are perceived by the chief student affairs administrators to be the two most important factors in approving professional development activities. This is consistent with the perceptions of other student affairs practitioners. Counselor, however, perceive cost to be the most important factor followed by probable benefit to program and staff desire. Convenient scheduling and need were written in by one respondent each as "other" important factors.

Figure 2 shows the average amount of dollars per person budgeted for professional development in each of the institutions in the study.

Table 12 shows the average amount of money budgeted by type of institution as well as the overall average.

FIGURE 2 — AMOUNT OF DOLLARS BUDGETED PER PERSON FOR PROFESSIONAL DEVELOPMENT



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Table 12 - Amount of Dollars Budgeted Per
Person for Professional Development

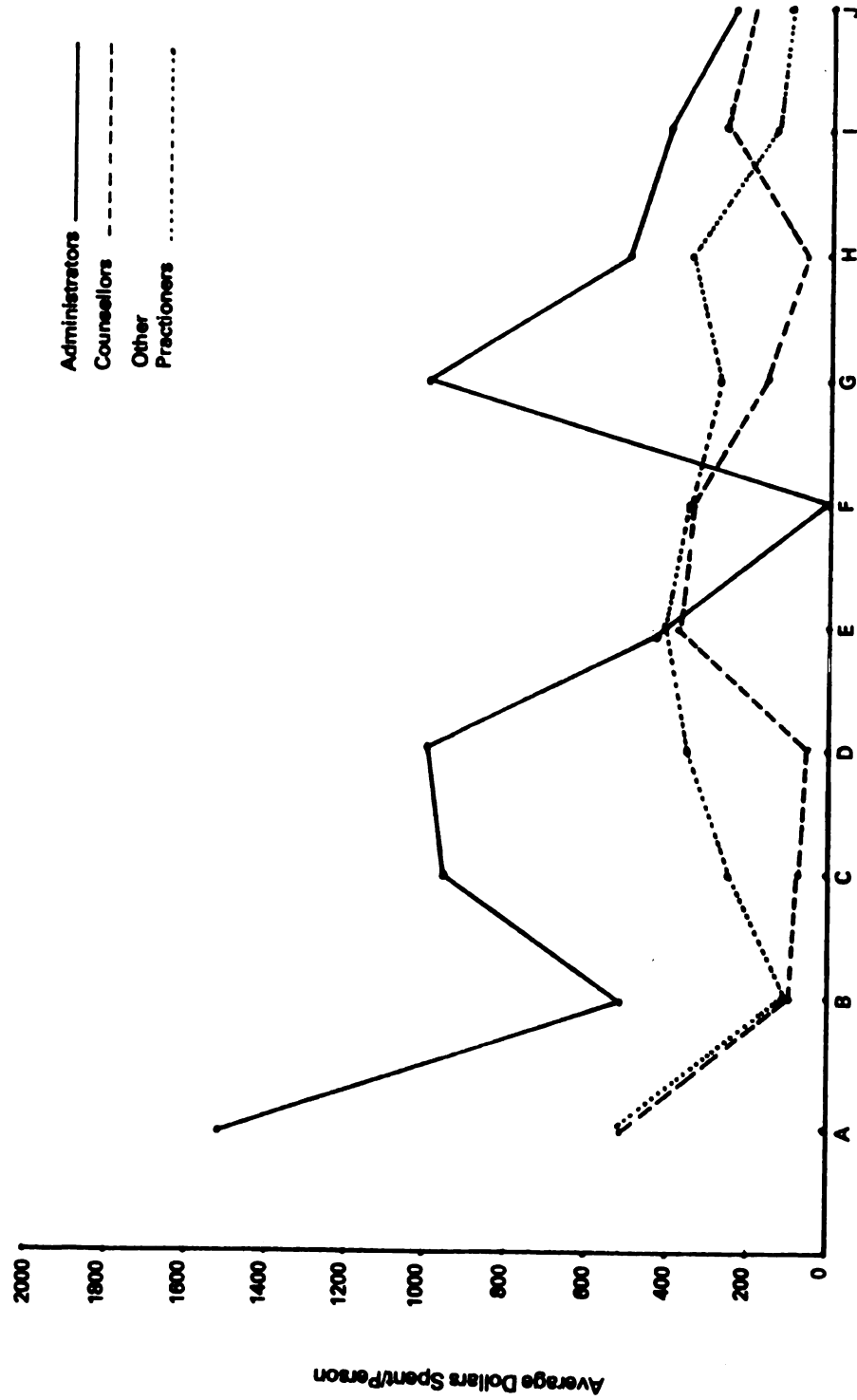
	n	Average Dollars Budgeted
Community Colleges	7	\$ 411.00
Institutes of Technology	2	375.00
Private College	1	300.00
Overall Average		\$ 392.50

The overall average of dollars budgeted per person for professional development is \$392.50. The figures must be considered approximate as fifteen per cent of the respondents indicated that they either did not know what was budgeted or that they were guessing.

Figure 3 presents information pertaining to the average dollars spent by individuals by type of professional in each institution.

The figure suggests that on the average, administrators are spending considerably more dollars on professional development than are counselors or other student affairs practitioners. Student affairs practitioners are spending on the average more dollars than counselors but the greater number of counselors per department accounts in part for the differences reflected in figure 3.

**FIGURE 3 — AVERAGE DOLLARS SPENT PER TYPE OF PROFESSIONAL
BY INSTITUTION**



In response to a question pertaining to how professional development money is expended, the responses of administrators indicate that close to 100 percent of the budget in the previous fiscal year was spent on sending staff to off-campus conferences and workshops. Bringing consultants on campus or sending staff to take academic courses were seldom used professional development alternatives.

The administrators of nine of the ten participating institutions in the study indicated that the policy of the institution is to pay the full cost of the expenses incurred by the individual in attending an off-campus activity. The policy of the remaining institutions was to reimburse half of the costs incurred. Travel, food, lodging and registration fees were the financial expenses considered.

DESIGN AND IMPLEMENTATION

Eight factors considered to be important in the design and implementation of a professional development program were derived from the literature. Respondents were asked to indicate whether or not these factors were being applied to their professional development program. The factors used are listed below with a letter designation for identification in Table 13 and Table 14.

Factor A - Goals and objectives of program are clear and in writing.
Factor B - Goals and objectives of program are consistent with those
of the institution.

Factor C

Factor D

Factor E

Factor F

Factor G

Factor H

Table 13

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Factor C - Responsibility for program rests with one person.

Factor D - Program involves staff from all levels of professional preparation and experience.

Factor E - Program involves maximum staff participation in planning and ongoing activities.

Factor F - Program makes maximum use of learning systems design.

Factor G - Program is continuous and is planned, maintained and scheduled in normal work schedule.

Factor H - Program is evaluated on an on-going basis.

Table 13 presents the information pertaining to the application of the design and implementation factors in each of the institutions surveyed.

Table 14 summarizes the overall response to each design and implementation factor from all institutions combined.

Table 15 summarizes the overall response to all design and implementation factor by each institution.

As can be seen in Table 14, four of the eight factors in the perception of the majority of respondents have not been taken into consideration in the design and implementation of their professional development programs. The indication is that in all institutions in the survey the professional development programs do not have clear and written goals and objectives; the responsibility does not rest with one person; the programs do not make maximum use of learning systems design; the

Table 13 - Percentage Response to Each Factor By Each Institution

Factors

	A		B		C		D		E		F		G		H	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
A	0%	100%	33%	67%	33%	67%	67%	33%	67%	33%	0%	100%	33%	67%	33%	67%
B	0%	100%	100%	0%	88%	12%	88%	14%	86%	14%	0%	100%	0%	100%	0%	100%
C	44%	66%	100%	0%	25%	75%	86%	14%	86%	14%	14%	84%	0%	100%	29%	71%
D	16%	84%	67%	33%	47%	53%	78%	22%	25%	75%	6%	94%	58%	42%	26%	74%
E	43%	57%	100%	0%	0%	100%	67%	33%	38%	62%	20%	80%	50%	50%	33%	67%
F	0%	100%	67%	33%	0%	100%	100%	0%	67%	33%	33%	67%	0%	100%	50%	50%
G	20%	80%	100%	0%	25%	75%	100%	0%	0%	100%	33%	67%	33%	67%	67%	33%
H	0%	100%	29%	71%	25%	75%	29%	71%	43%	57%	0%	100%	13%	87%	0%	100%
I	14%	86%	100%	0%	17%	83%	86%	14%	57%	43%	0%	100%	0%	100%	17%	83%
J	11%	89%	50%	50%	22%	88%	78%	22%	22%	88%	11%	89%	22%	78%	22%	78%

Institutions

Table 14 - Percentage Response to Each Factor by All Institutions

Percentage Response	Factors															
	A		B		C		D		E		F		G		H	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	16%	84%	67%	33%	34%	66%	76%	24%	47%	53%	13%	87%	26%	74%	23%	77%

Table 15 - Percentage Response to All Factors by Institution

Institutions																	
A		B		C		D		E		F		G		H		I	
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
33%	67%	42%	58%	41%	59%	44%	56%	47%	53%	38%	62%	42%	58%	16%	84%	38%	62%
																29%	71%

programs are not continuous and planned, maintained and scheduled in the normal work schedule; and the programs are not evaluated on an on-going basis.

Two of the eight factors in the perception of the majority of respondents have been taken into consideration in the design and implementation of their professional development programs. The indication from table 14 is that the professional development programs surveyed do have goals and objectives (unwritten) that are consistent with those of the institution; and the programs do involve staff from all levels of professional preparation and experience. Maximum staff participation in planning and ongoing activities is a factor to which no clear indication is given by respondents.

Table 15 indicates that of the ten institutions surveyed, a higher percentage of respondents from institutions E and D perceive that overall they are applying the eight design and implementation factors. Institutions H and J indicate that overall the eight factors are not being applied. It can be seen from the table that in no institution is there a majority opinion - over 50 percent - that the factors are being applied.

METHODS OF DELIVERY

In response to the open ended question pertaining to how methods of delivery of professional development programs are determined, 18

percent of the respondents either did not answer or misunderstood the question. Also, there were no obvious differences in responses by type of institution, by type of student affairs professional. Overall, 24 different types of responses were received to this question. Listed below are the responses that were mentioned more than once. The number in parenthesis indicates the number of times the response was made.

1. Individual and departmental needs (18).
2. Group discussion and consensus (15).
3. Administrative planning (7).
4. As available (5).
5. By committee (5).
6. General discussion (4).
7. By individual in conjunction with department head (4).
8. Interest (4).
9. Relevance to position (3).
10. By consultation (2).
11. Benefit to program (2).
13. No particular method used (2).

According to the responses, meeting individual and department needs is the criteria most commonly used in selecting a particular mode of delivery of professional development. Group discussion and consensus is used extensively, as is administrative planning.

Respondents were asked to rank the six methods most commonly used in

Table 16 - Average Rank order of Alternatives According to Benefit

	P.D. Workshops - Off-Campus	P.D. Programs On-Campus - Own Staff	P.D. Programs- On-Campus - Outside Consultants	Academic Courses	Professional Assoc. Conventions	Directed Professional Reading
Chief Student Affairs Administrator	2.36 (1)	2.55 (2)	3.27 (3)	5.27 (6)	3.82 (5)	3.73 (4)
Counselors	2.57 (1)	2.64 (2)	3.09 (3)	4.42 (5)	4.55 (6)	4.27 (4)
Other Student Affairs Practitioners	1.86 (1)	3.21 (2.5)	3.80 (4)	4.28 (6)	3.21 (2.5)	4.08 (5)
Average Rank Order	2.26 (1)	2.80 (2)	3.39 (3)	4.66 (6)	3.86 (4)	4.03 (5)

Table 17 -- Average Rank Order of Alternatives According to Frequency

	P.D. Workshops - Off-Campus	P.D. Programs On-Campus- Own Staff	P.D. On-Campus- Outside Consultants	Academic Courses	Professional Assoc. Conventions	Directed Professional Reading
Chief Student Affairs Administrator	1.91 (1)	2.82 (2.5)	4.09 (4)	5.09 (6)	2.82 (2.5)	4.27 (5)
Counselors	3.18 (2)	2.35 (1)	3.65 (4)	4.85 (6)	3.23 (3)	3.68 (5)
Other Student Affairs Practitioners	2.12 (1)	3.43 (4)	4.04 (5)	4.90 (6)	2.75 (2)	3.34 (3)
Average Rank Order	2.40 (1)	2.87 (2)	3.93 (5)	4.95 (6)	2.93 (3)	3.76 (4)

professional development programs according to the comparative benefit to them and to their division, and according to actual frequency of use by them and their division. Table 16 presents the information pertaining to perceived benefit and Table 17 presents the information pertaining to perceived use.

The information presented in Table 16 indicates that all student affairs professionals perceive off-campus professional development workshops to be most beneficial. This perception is strongly felt by the group of other student affairs practitioners. There is basic agreement by all levels of professionals on the benefits of the presented alternatives with one major exception. Chief student affairs administrators and counselors perceive professional association conventions to be one of the least beneficial alternatives, whereas the group of other student affairs practitioners perceive this alternative to be the second most beneficial.

The information presented in Table 17 indicates that all student affairs professionals perceive off-campus professional development workshops as the most frequently used alternative, and academic courses as the least frequently used alternative. The major discrepancies between groups occurs in response to the on-campus - own staff alternative and to the directed reading alternative. The chief student affairs administrators and the counselors perceive professional development programs held on campus by their own staff as one of the most frequently used alternative,

whereas the group of other student affairs practitioners perceive this alternative as less frequently used. Also the administrators and counselors perceive professional reading as an infrequently used alternative, whereas other practitioners perceive this alternative as more frequently used.

In comparing the information from both tables, the overall responses from the three groups are consistent at the two extremes. The information indicates that off-campus workshops are perceived to be both the most beneficial and the most frequently used alternative, and, academic courses are perceived to be least beneficial and least frequently used. The major overall discrepancy occurs with the response to on-campus programs using outside consultants. This alternative is perceived on the average by all groups to be one of the more beneficial alternatives, but is seen as being one of the least frequently used. A more specific discrepancy is indicated between the perception of administrators and counselors in that conventions are seen by both groups as being a least beneficial alternative but more frequently used.

CONTENT

In response to the question pertaining to how the content of professional development programs is determined, 24 different types of responses were received. Fifteen responses indicated that the content of their professional development program was determined by the needs, interests, or desires of staff. Eleven responses indicated that the content was

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directly determined by the director or chief administrator of student affairs. Listed below are the responses that were mentioned more than once. The number in parenthesis indicates the number of times the response was made.

1. Staff desire/needs/interests. (15)
2. By the director. (11)
3. Conversation between staff and director. (9)
4. By individuals. (9)
5. By the group. (9)
6. By a needs survey. (7)
7. Expression of opinion. (3)
8. By committee. (3)
9. Evaluation of previous programs. (3)
10. Informally. (2)
11. As required. (2)
12. Availability of funds. (2)
13. As requested. (2)
14. Haphazardly/not at all/ ad hoc. (2)

Respondents were asked to rate 15 professional development content areas according to whether they felt the area was of high priority (rating of 1), average priority (rating of 2), or low priority (rating of 3). Table 18 presents the average percentage response to each content area by type of professional and Table 19 presents the average rating of each area by type of professional.

Table 18 - Average Percentage Response by Content Area

	Chief Student Affairs Administrators					Counselors					Other Student Affairs Practitioners				
	High	Avg	Low	No Re	High	Avg	Low	No Re	High	Avg	Low	No Re	High	Avg	No Re
Assessing Student Development	9%	73%	9%	9%	49%	37%	6%	8%	30%	24%	12%	34%			
Consultation	27%	27%	27%	19%	57%	26%	9%	8%	27%	21%	12%	40%			
Program Evaluation	73%	9%	9%	9%	40%	43%	9%	8%	27%	33%	6%	34%			
Student Orientation	64%	27%	0%	9%	23%	64%	12%	12%	26%	35%	10%	29%			
Goals & Objectives	55%	27%	0%	18%	54%	40%	6%	0%	52%	16%	3%	29%			
Student Development	45%	36%	0%	19%	54%	46%	0%	0%	32%	19%	10%	39%			
Millieu Management	18%	27%	27%	28%	11%	34%	49%	6%	15%	18%	30%	37%			
Life Centered Education	55%	9%	18%	18%	49%	40%	5%	6%	30%	30%	6%	34%			
Learning Skills	36%	36%	18%	10%	51%	26%	17%	6%	30%	27%	12%	31%			
Academic Advising	36%	36%	18%	10%	37%	40%	17%	6%	32%	19%	16%	33%			

continued....

Table 18 (cont'd.)

	Chief Student Affairs Administrators					Counselors					Student Affairs Practitioners					Other	
	High	Avg	Low	No Re	High	Avg	Low	No Re	High	Avg	Low	No Re	High	Avg	Low	No Re	
Career Exploration	36%	27%	9%	28%	91%	0%	6%	3%	29%	29%	10%	32%	29%	29%	10%	32%	
Entrance Testing	9%	64%	18%	9%	29%	54%	11%	6%	19%	23%	26%	32%	19%	23%	26%	32%	
Legal Basis of Student Affairs	9%	9%	73%	9%	3%	11%	74%	12%	15%	12%	39%	34%	15%	12%	39%	34%	
Accountability	36%	9%	27%	28%	29%	40%	23%	8%	9%	39%	15%	37%	9%	39%	15%	37%	
Professional Development	9%	45%	18%	18%	23%	43%	26%	8%	21%	39%	9%	31%	21%	39%	9%	31%	

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Table 19 - Average Rating by Content Area
(1=high priority; 2=average priority; 3=low priority)

	Chief Student Affairs Administrators	Counselors	Other Student Affairs Practitioners
Assessing Student Development	2.0	1.5	1.7
Consultation	2.0	1.5	1.8
Program Evaluation	1.3	1.7	1.7
Student Orientation	1.3	1.9	1.6
Goals & Objectives	1.3	1.7	1.3
Student Development	1.4	1.5	1.6
Milieu Managment	2.1	2.4	2.2
Life Centered Education	1.6	1.5	1.6
Learning Skills	1.8	1.6	1.7
Academic Advising	1.8	1.8	1.8
Career Exploration	1.6	1.1	1.7
Entrance Testing	2.1	1.8	2.1
Legal Basis of Student Affairs	2.7	2.8	2.4
Accountability	1.9	1.9	2.1
Professional Development	2.1	2.5	1.8

It can be noted from Table 18 that the majority of chief student affairs administrators rate program evaluation, student orientation, goals and objectives and life centered education as high priority, assessing student development and entrance testing as an average priority and the legal basis of student affairs as low priority. Ninety-one percent of the counselors rated career exploration as a high priority. The majority of counselors also rated consultation, goals and objectives, student development and learning skills as high priority, student orientation and entrance testing as average priority, and the legal basis of student affairs work as low priority. The majority of other student affairs practitioners rated goals and objectives as high priority. This group had a high no response rate on all content areas ranging from 19 percent to 40 percent.

Goals and objectives was given a high priority rating by all three groups. Student orientation was rated high by administrators and average by counselors.

The legal basis of student affairs work was rated low by the majority of administrators and counselors.

Respondents were also asked to write in content area suggestions.

Only three responses were made to this request: the personal growth of staff; personal counseling strategies, and evaluations of counseling.

Table 19 presents the same information as described above but in a different format. Using a range of 1.0 to 1.5 to indicate high priority, and 2.5 to 3.0 to indicate low priority, it can be seen that student development is also rated as high as program evaluation, student orientation and goals and objectives by administrators. Life centered education and career exploration can also be seen as priority areas by this group. Assessment, life centered education and learning skills have an overall high priority rating by counselors. Student orientation, student development and learning skills with 1.6 overall ratings by student affairs practitioners can be considered relatively high priority. In addition to the legal basis of student affairs work being given an overall low rating by all three groups, milieu management and professional development have an overall low priority rating by counselors.

EVALUATION

Respondents were asked to describe how their professional development program was evaluated. Nineteen percent did not respond to the question and 20 responses indicated that to their knowledge, the program was not evaluated. There were no obvious differences in responses by either type of institution or by type of student affairs professional. Overall, 14 different types of responses were received to this question. Listed below are the responses that were mentioned more than once. The number in parentheses indicates the number of times each response was made.

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1. Assessment by participating professionals. (14)
2. Informally. (10)
3. Individual written report. (8)
4. Self-evaluation. (6)
5. By supervisor. (6)
6. By total student services staff. (6)
7. By committee. (5)
8. Not sure/don't know. (4)
9. By questionnaire. (3)

Other responses that were made once included the following:

1. By observation.
2. Amount of knowledge acquired.
3. Justification of participation in advance.
4. Sharing knowledge gained.
5. By peers.

The indication from the responses to this question is that evaluation of professional development activities, whether carried out within a formally constituted professional development program or not, is being subjectively done at best. Only one objective method - a questionnaire - was mentioned. All other responses were informal and subjective with no mention of any formal instruments, methodologies or strategies being used in any of the institutions.

To the open ended question pertaining to what factors differentiate between a successful and an unsuccessful professional development program, 13 percent did not respond. There were no obvious differences in responses by either type of institution or by type of student affairs professional. Overall, 32 different types of responses were received to this question. Listed below are the responses that were mentioned more than once. The number in parentheses indicates the number of times each response was made.

1. Participation in program planning, the program itself and the evaluation of the program. (17)
2. Funds. (17)
3. Needs of staff. (13)
4. Value/relevance/practicality/applicability. (13)
5. Time. (10)
6. Administrative/institutional support. (9)
7. Commitment by administrators/practitioners and institution. (8)
8. Goals and objectives. (8)
9. Planning. (8)
10. Content/agenda/topic (7)
11. Interest of staff. (7)
12. Evaluation. (6)
13. Discernable change/observable results. (5)
14. Accessibility. (4)
15. Motivation/attitude/desire. (3)
16. Resource people. (3)
17. Internal consistency and continuity. (3)

18. Methods of presentation. (2)
19. Institutional policies. (2)
20. Leadership. (2)

Other responses mentioned once were as follows:

1. Design
2. Communication skills
3. Flexibility
4. Growth orientation of institution
5. More effective personnel
6. Higher morale
7. Humanistic style of boss
8. Emergence of new programs

It was mentioned by one respondent that the use of the word "program" rather than just availability of assistance in relationship to professional development suggested success. The information indicates that overall participation in planning, integrating experiences and evaluation, and the availability of funding are the major perceived factors that differentiate a successful professional development program from an unsuccessful one. Needs of the staff, relevance, practicality and applicability of the activity, time, commitment and support are important. The number, breadth and scope of the responses to this question suggest that the word successful itself in this context carries with it a potentially different meaning for people and that professional growth and development is a very individualistic experience.

The respondents were asked to rank order seven benefits often associated with participation in professional development programs. Table 20 presents the average rank order of the seven benefits by type of student affairs professional.

Opportunity for exchanging ideas and solutions to common problems is seen as the most important benefit associated with participation in professional development by chief student affairs administrators and by other student affairs practitioners. Counselors perceive the opportunity for personal growth and development as the most important benefit. This benefit was perceived as second most important by administrators. Opportunity for development of specific skills and competencies was perceived as second most important by counselors, and the opportunity for exposure to new and varied approaches and resource utilization was perceived as second most important by other student affairs practitioners.

As can be seen in Table 20, opportunity to contribute one's own knowledge and experience was ranked sixth by all three groups. Also, the opportunity for theoretical and philosophical exploration was ranked seventh by all three groups. Discrepancies between groups occurred in the middle rankings. Opportunity to interact with and get to know associates in the field was ranked third by administrators and fifth by counselors and other practitioners. Counselors ranked the opportunity for development of specific skills and competencies

Table 20 - Average Rank Order of Benefits Associated With
Participation in Professional Development
(1 = most important; 2 = next most important etc.)

	Opportunity to Contribute One's Own Knowledge and Experience	Opportunity to Interact With & Get to Know Other Associates in the Field	Opportunity for Personal & Growth & Development	Opportunity for Development of Specific Skills & Competencies	Opportunity for Theoretical and Philosophical Exploration	Opportunity for Exchanging Ideas & Solutions to Common Problems	Opportunity for Exposure to New & Varied Approaches & Resource Utilization
Chief Student Affairs Administrators	5.15 (6)	3.20 (3)	2.55 (2)	3.95 (4)	6.35 (7)	2.35 (1)	4.45 (5)
Counselors	4.97 (6)	4.35 (5)	2.50 (1)	2.97 (2)	6.15 (7)	3.41 (3)	3.65 (4)
Other Student Affairs Practitioners	5.23 (6)	4.31 (5)	3.15 (3)	3.38 (4)	6.08 (7)	2.72 (1)	2.73 (2)

second while administrators and other practitioners ranked this benefit fourth. Opportunity for exposure to new and varied approaches and resource utilization was ranked second by other practitioners, and fourth by counselors, and fifth by administrators.

Respondents were asked to evaluate their departments professional development program in seven different areas. Table 21 presents the average percentage response to each area by type of professional and Table 22 presents the average rating of each area by type of professional.

Table 21 indicates that the majority of administrators are neither very satisfied or dissatisfied with any of the seven evaluation areas. They do indicate an average degree of satisfaction with the amount of time designated for professional development, the methods of delivery used, the content of professional development and the administrative interest in a support of professional development in their respective institutions. The majority of counselors indicate an average degree of satisfaction with the content, and dissatisfaction with the amount of money budgeted. Other practitioners indicate an average degree of satisfaction with the methods of delivery and content, and dissatisfaction with the design and implementation of the professional development program as well as the evaluation component.

The average ratings of the three groups presented in Table 22 highlight the similarities and differences between the three groups. Administrators

Table 21 - Average Percentage Response by Evaluation Area by Type of Professional

	Chief Student Affairs Administrators				Counselors				Other Student Affairs Practitioners			
	Sat	Avg	Unsat		Sat	Avg	Unsat		Sat	Avg	Unsat	
Amount of Money Budgeted for P.D.	36%	36%	28%		23%	26%	51%		37%	26%	37%	
Amount of Time Designated for P. D.	9%	55%	36%		40%	40%	20%		30%	41%	29%	
Methods of Delivery Used for P. D.	9%	73%	18%		20%	49%	31%		7%	63%	30%	
Content of P. D. Program	9%	82%	9%		27%	60%	23%		12%	73%	35%	
Design & Implementation of P. D.	18%	45%	37%		9%	44%	47%		0%	41%	59%	
Evaluation of P.D.	9%	45%	46%		9%	44%	47%		8%	42%	50%	
Administrative Interest in & Support of P. D.	36%	55%	9%		29%	46%	25%		42%	38%	20%	

Table 22 - Average Rating by Evaluation Area
By Type of Professional
(1 = satisfactory; 2 = average; 3 = unsatisfactory)

	Chief Student Affairs Administrators	Counselors	Other Student Affairs Practitioners
Amount of Money Budgeted for P. D.	1.91	2.29	2.00
Amount of Time Designated for P. D.	2.27	1.80	2.00
Methods of Delivery Used for P. D.	2.18	2.11	2.22
Content of P. D. Program	2.00	2.06	2.23
Design & Implementation of P. D.	2.18	2.38	2.59
Evaluation of P.D.	2.36	2.38	1.92
Administrative Interest in & Support of P. D.	1.73	1.89	1.77

indicate most satisfaction with the administrative interest in and support of professional development and the amount of money budgeted, and most concern with evaluation and time designated for professional development. Counselors indicate most satisfaction with administrative support and the time designated, and most dissatisfaction with design and implementation and evaluation. Other practitioners indicate most satisfaction with administrative support and evaluation, and least satisfaction with content and design and implementation.

It is indicated in Table 23 that the majority of professionals in institution D expressed high satisfaction with three of the seven evaluation areas; those in institution F expressed high satisfaction with two areas; and those in institutions A, B, E, & I expressed high satisfaction with one area. Professionals in institutions B & H expressed an average degree of satisfaction with five evaluation areas; those in institutions E, F, G, & J expressed average satisfaction in four areas; those in institution D expressed average satisfaction in three areas; those in institution I expressed average satisfaction in two areas; and those in institutions A & C expressed average satisfaction in one area. Dissatisfaction in six areas was expressed by institution I; in five areas by institution C; in three areas by institution H; in two areas by institution D; and in one area by institutions A, E, F, & J. No dissatisfaction was expressed by the majority of professionals in institutions B & G.

Using 1 to 1.5 to indicate a high degree of satisfaction and 2.5 to 3 to indicate a high degree of dissatisfaction, administrative interest in and support of professional development was perceived to be highly satisfactory by three of the ten institutions and amount of money budgeted was perceived to be satisfactory by two of the ten institutions. Evaluation was perceived with dissatisfaction by five of the ten institutions, and design and implementation by four of the ten. Amount of money budgeted and methods of delivery were perceived with dissatisfaction by two institutions, and content and administrative support was perceived with dissatisfaction by one institution. An average degree

Table 23 - Average Percentage Response By Evaluation Area by Institution

	Amt. of Money			Amt. of Time			Methods of Delivery			Content			Design & Implementation			Evaluation			Admin. Int. & Support		
	Sat	Avg	Unsat	Sat	Avg	Unsat	Sat	Avg	Unsat	Sat	Avg	Unsat	Sat	Avg	Unsat	Sat	Avg	Unsat	Sat	Avg	Unsat
A	33%	67%	0%	33%	33%	38%	33%	33%	34%	33%	33%	34%	33%	0%	67%	0%	33%	67%	67%	33%	0%
B	78%	11%	11%	44%	44%	22%	0%	78%	22%	22%	78%	22%	0%	75%	25%	0%	78%	22%	25%	75%	0%
C	0%	13%	87%	25%	38%	37%	0%	25%	75%	0%	38%	62%	0%	29%	71%	0%	86%	14%	0%	14%	86%
D	22%	33%	45%	44%	28%	28%	28%	67%	8%	17%	61%	22%	6%	53%	41%	6%	35%	59%	50%	22%	28%
E	33%	50%	17%	17%	50%	33%	33%	33%	34%	33%	67%	0%	20%	60%	20%	33%	0%	67%	50%	33%	27%
F	50%	25%	25%	25%	50%	25%	0%	75%	25%	25%	75%	0%	0%	50%	50%	0%	33%	67%	50%	50%	0%
G	33%	33%	34%	33%	33%	34%	0%	100%	0%	0%	100%	0%	33%	33%	34%	33%	67%	0%	33%	67%	0%
H	14%	29%	57%	43%	57%	0%	14%	57%	29%	0%	83%	17%	0%	33%	67%	0%	50%	50%	0%	71%	29%
I	17%	17%	66%	17%	33%	50%	0%	50%	50%	17%	33%	50%	0%	20%	80%	0%	20%	80%	50%	50%	0%
J	33%	22%	45%	11%	67%	22%	11%	56%	33%	11%	56%	33%	11%	33%	56%	22%	33%	45%	33%	56%	11%

Institutions

Table 24 - Average Rating by Evaluation Area by Institution

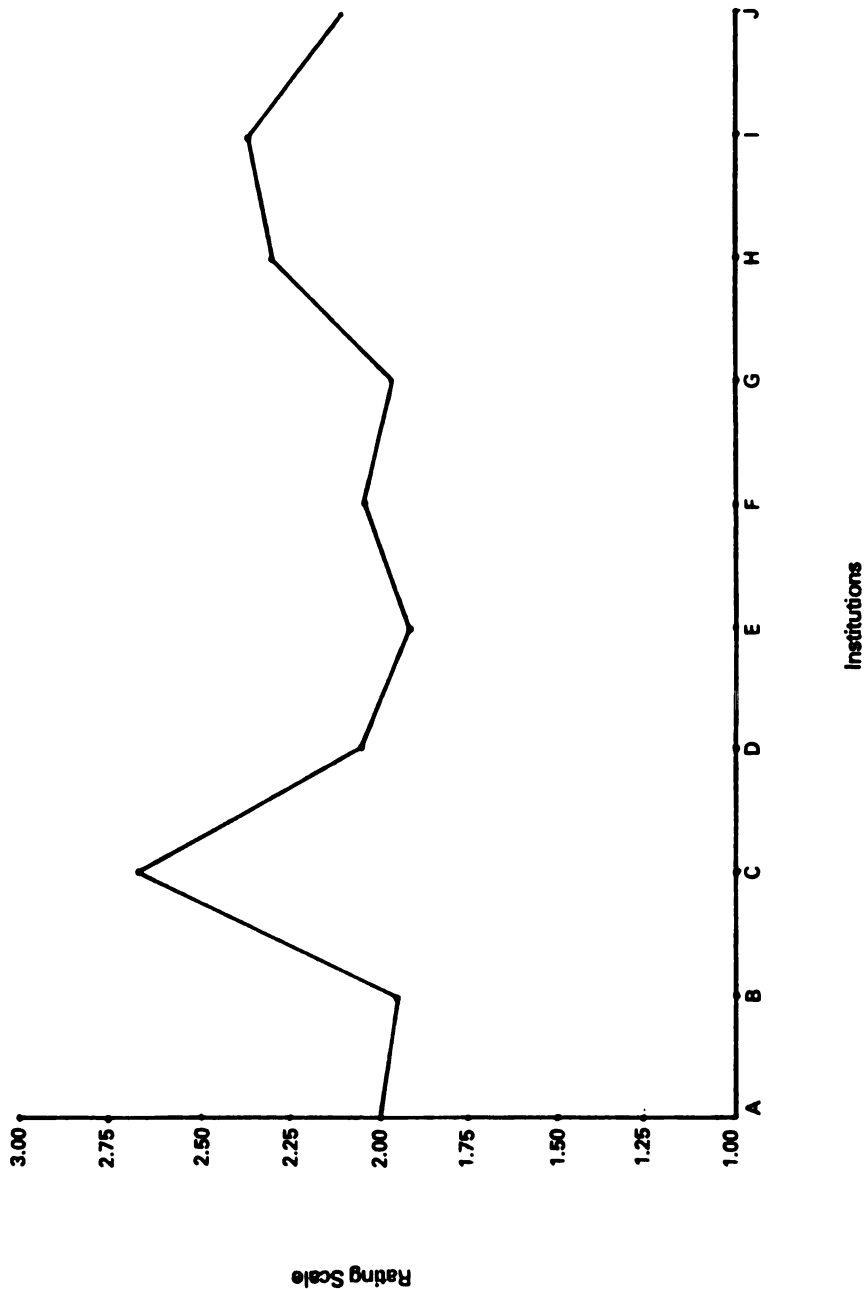
Institutions	Amt. of Money	Amt. of Time	Methods of Delivery	Content	Design & Implementation	Evaluation	Adm. Int. & Support
A	1.67	2.00	2.00	2.00	2.33	2.67	1.33
B	1.33	1.67	2.22	2.00	2.25	2.00	1.78
C	2.88	2.13	2.75	2.63	2.71	2.14	2.86
D	2.22	1.83	1.78	2.06	2.33	2.32	1.78
E	1.33	2.17	2.00	1.67	2.00	1.67	1.67
F	1.75	2.00	2.25	1.73	2.50	2.67	1.50
G	2.00	2.00	2.00	2.00	2.00	1.67	1.67
H	2.43	1.57	2.14	2.17	2.67	2.50	2.29
I	2.50	2.33	2.50	2.33	2.80	2.80	1.50
I	2.11	2.22	2.22	2.22	2.44	2.22	1.78

of satisfaction was expressed with the amount of time designated and content methods of delivery by six institutions; with money budgeted by five institutions; with the design and implementation and administrative support by three institutions; and with evaluation by two institutions.

Figure 4 shows the overall evaluation rating by institution. It can be seen in this figure that institutions E & B have the lowest overall ratings of the ten institutions indicating general satisfaction with all seven evaluation areas, and institutions C & I have the highest overall ratings indicating general dissatisfaction with the seven areas. It should be noted that evaluation overall is not a strong component of any of the institutions, and at best indicates that professional development programs are given an average rating.

Figure 5 shows the overall evaluation rating by evaluation area. It can be seen in this figure that administrative interest and support of professional development and the amount of time designated for professional development were given the overall lowest rating indicating general satisfaction by all respondents. Design and implementation of professional development and evaluation of professional development were given the overall highest rating indicating general dissatisfaction by all respondents. It should be noted that no one evaluation area was given a better than average rating.

**FIGURE 4 — AVERAGE EVALUATION RATING BY INSTITUTION
(1 = SATISFACTORY; 2 = AVERAGE; 3 = UNSATISFACTORY)**



**FIGURE 5 — AVERAGE EVALUATION RATING BY AREA
(1 = SATISFACTORY; 2 = AVERAGE; 3 = UNSATISFACTORY)**



Additional comments, recommendations, needs, etc. were requested from the respondents. There was a 33 percent response to this open ended question. Five comments indicated some general difficulty in responding to the questionnaire, but the problems were not pinpointed. Five responses indicated that financing was a roadblock to professional development and four comments indicated that professional development was in the process of being formalized. One response indicated that the questionnaire was stimulating.

Other comments received are listed below:

1. "practitioners usually get too involved with doing the job and relegate professional development a lower priority";
2. "time management in an open door counseling centre makes professional development nearly impossible";
3. "a more consistent approach to professional development by administration is needed";
4. "little liaison between student personnel services, therefore no co-ordinated professional development";
5. "goals and objectives clearly need to be determined, followed by an evaluation plan";
6. "a planned strategy is needed";
7. "evaluation system and pre-planning needed".

SUMMARY

A questionnaire designed to survey professional development activities was mailed to student affairs professionals in two year post-secondary educational institutions in Alberta, Canada. The overall response rate to the questionnaire was 91 percent. The information was presented by type of institution, by type of student affairs professional and by institution where applicable and under the headings of general information, policies, design and implementation, methods of delivery, content and evaluation.

Five percent of professionals in the sample population have formal educational backgrounds in student personnel. Less than one-third of student affairs professionals, exclusive of counselors, have previous student affairs experience.

The majority of professionals in the field do not perceive that a policy statement pertaining to professional development exists. Approximately 5 percent of time is spent in professional development by all professionals with counselors spending somewhat more time and administrators or other practitioners. The majority are released from their responsibilities to attend on or off-campus workshops or conferences. Enrolling in academic courses is not a prevalent practice.

Probable benefit to program and staff desire are considered most important by staff and other practitioners in approving professional

development activities. Cost is seen as the most important factor by counselors. The overall average amount of dollars budgeted per person for professional development is \$392.50. This figure must be considered to be approximate due to the difficulty in obtaining accurate information in this area. The information indicates that more dollars are spent in professional development by administrators, than by other practitioners or by counselors. The majority of professional development funds are spent on off-campus conferences and workshops and minimal funds are spent on activities or general academic course work. Full reimbursement of expenses incurred during off-campus activity was the policy of nine of the ten institutions.

Respondents indicated that of the eight factors considered important in the design and implementation of a professional development program, two had been taken into some consideration in their programs. These factors were the inclusion of unwritten goals and objectives consistent with those of the institution and the involvement of staff from all levels of professional preparation and experience.

The methods of delivery of professional development are primarily determined by individual and departmental needs, and by group discussion and consensus. Conventions are perceived to be one of the least beneficial alternatives by administrators and counselors, and off-campus workshops as one of the most beneficial alternatives by other student affairs practitioners. Off-campus workshops are the most frequently used alternative and academic courses are the least frequently used alternative.

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Content of the professional development program is seen by all respondents as being primarily determined by staff desire, needs and interests, and by the Director. Administrators rated program evaluation, student orientation, goals and objectives and life centered education as high priority content areas. Counselors rated career exploration, consultation, goals and objectives, student development and learning skills as high priority. Other student affairs practitioners rated goals and objectives as a high priority areas.

Extent of evaluation of professional development was determined by four questions. Nineteen did not respond to these questions and 20 responses indicated that no evaluation took place at all. Assessment by participating professionals and informal procedures were the major methods of evaluation indicated. Participation in program planning, the program itself and the evaluation of the program was mentioned most often as the factor that differentiates a successful program from an unsuccessful program. Funds, the needs of staff and the value, relevance, practicality, and applicability were other factors considered to be important by respondents in differentiating between programs.

Opportunity for exchanging ideas and solutions to common problems was seen as the most important benefit associated with participation in professional development by both chief student affairs administrators and other student affairs practitioners. Counselors perceived the opportunity for personal growth and development as the most important benefit.

All respondents in all institutions indicated at best an average degree of satisfaction with seven evaluative factors of a professional development program with the majority indicating some degree of dissatisfaction with all factors combined. Administrative interest in and support of professional development and the amount of time designated for professional development received overall satisfactory ratings, and design and implementation of professional development and evaluation of professional development received overall dissatisfactory ratings.

Open-ended comments received indicated that pre-planning, specific strategies, goals and objectives and evaluation systems are needed to make professional development programs more viable. Professional development must be part of the ongoing plan or it will be relegated a low priority due to the press of daily tasks and activities.

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CHAPTER V
ANALYSIS OF SEMI-STRUCTURED INTERVIEW INFORMATION

INTRODUCTION

The primary objective of the semi-structured interview was to obtain an understanding of those variables which may differentiate a strong professional development program from a weak one. To obtain this information, the writer interviewed the chief student affairs administrator in two institutions with strong professional development programs and in two institutions with weak professional development programs.

The institutions were selected for the follow up interviews based primarily on their overall responses to the questionnaires. The criteria used for selection were the amount of professional development activity reported in each program, the formal development of each program and the respondents evaluation of their own program. Of the 10 institutions involved in the questionnaire survey, two were eliminated from possible selection for the interview due to the excessive distance, time and cost that would have been required for visitation.

On the basis of overall response to the questionnaire and particularly to the items pertaining to the time designated for professional development, the dollars spent for professional development, the extent of use of design and implementation factors in the professional development

program, and the evaluation of the professional development program, four institutions were selected by the writer for interviews.

Institutions B & D were in the top one third of all institutions on three of the four areas mentioned above, and institutions A & C were in the bottom one third of all institutions on three of the four areas.

REPORTING OF INFORMATION

The information obtained from the interviews will be reported in the following order:

1. Description of Institutions
2. Description of Student Affairs Divisions
3. Overview of Professional Development Programs
4. Variables Impacting Professional Development Programs

The two institutions with identified strong professional development programs will be referred to as S-B and S-D, and the two institutions with identified weak programs will be referred to as W-A and W-C. The first letter identifies the professional development program as strong (S) or weak (W), and the second letter is the same as that used in Chapter three for institutional identification. The general descriptions as outlined above will be reported only briefly with the primary focus of this chapter being on responses related to question four - variables impacting professional development programming.

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DESCRIPTION OF INSTITUTIONS

Institution S-B is a publicly funded community college with approximately 2,000 full-time equivalent students. The institution offers primarily two year vocational or career oriented programs. There is also a small transfer program associated with the institution with graduates transferring primarily to Alberta four year post-secondary schools.

Of the two thousand full-time equivalent students, 15 percent to 20 percent are in preparatory or basic skills programs and four percent are classified as foreign students. The majority of students commute from within a 35 mile radius of the institution and 90 are in on-campus residences.

Institution S-D is a publicly funded community college with approximately 3,400 full-time equivalent students. The institution consists of approximately 60 percent career programs and 40 percent transfer programs. There is a foreign student population of approximately eight percent. As there are no residences on-campus, all students commute.

Institution W-A is a publicly funded community college of approximately 925 full-time equivalent students. Of the 925 students, eight percent are government sponsored students and four percent would be classified as foreign students. As there is no on-campus housing, all students live in the community and commute to the institution.

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The institution is primarily a transfer school with the majority of students moving to four year institutions in the province after one or two years. There are a small number of two-year career or pre-employment programs, but most students are classified as arts and science transfer students.

Institution W-C is a publicly funded polytechnic institution with approximately 4,200 full-time equivalent students. There is an eight percent foreign student population at the institution. Of the 4,200 students, approximately 12 percent reside in on-campus student residences and the remainder live off campus in the surrounding community and commute to the institution.

The institution offers career or vocational programs only. The programs vary in length from short term apprenticeship programs to two year terminal programs. No formal university transfer programs exist at this institution, although students have been accepted at four year schools and given advance credit on a course by course basis.

Summary

Variables that can be identified from the institutional descriptions and considered in terms of their potential affect on the professional development program of the student affairs division were: type of institution, size of institution, residential or commuter, and career or transfer programs. However, of the four institutions analyzed,

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there are no consistent similarities or differences between the schools on these variables. S-B, S-D, and W-A are community colleges and W-C is not. Both S-B and S-D vary in size as do W-A and W-C. Whether the institution is residential or commuter or a combination of both, or whether the institution consists of career or transfer or a combination of both programs does not seem to correlate with the professional development program having been identified as strong or weak.

DESCRIPTION OF STUDENT AFFAIRS DIVISIONS

The student affairs division of institution S-B is organized in a centralized and line-staff manner. The chief student affairs administrator is called the Director of Student Services and reports directly to the President. He is responsible for nine professional staff - one administrator, four counselors and four other practitioners - and all traditional student affairs areas. The educational backgrounds of the director, counselors and one student affairs practitioner are in student personnel or directly related areas. Previous experience in student personnel and/or counseling ranged from zero to nine years for the majority of staff.

The student affairs division of institution S-D is decentralized and organized under two separate deans. Counseling, the career center, and academic advising report to the Dean of Learning Skills, and all other traditional student affairs areas report to the Dean of Administrative

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Services. Both Deans report to the Vice-President of Academic Affairs who reports to the President.

There is a total professional staff of nineteen in this student affairs division. This includes two administrators, ten counselors and seven other practitioners. The educational backgrounds of the administrators and other practitioners are in areas other than student personnel. Counselors are all formally trained in their area of expertise. Previous experience in student personnel ranged from zero to 15 years.

The student affairs division of institution W-A is the responsibility of the Director of Student Services. He reports to the Vice President - Administration who reports to the President. The Director is not on the same reporting level as the Vice President - Academic. He is responsible for the traditional student affairs areas, as well as the learning resources center (library, audio-visual, bookstore), cafeteria and booking of facilities.

The professional staff associated with the traditional student services area numbers four - the administrator, a counselor, a registration officer and a recruitment officer who is also responsible for financial aid. With the exception of the counselor, the educational backgrounds of the staff are in areas unrelated to counseling or student personnel. Previous related experience of the staff ranged from one to five years.

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The student affairs division of institution W-C is organized under the Director of Student Services. He is responsible for all traditional student affairs areas with the exception of registration, admissions, and records. The Director reports to the President, but is not on the same reporting level as the Vice President - Academic.

The professional staff are decentralized and consist of a director, five counselors, and six other student affairs practitioners. The educational backgrounds of the director and the counselors are in related areas, but the background of the other practitioners varies. Previous student affairs experience in this institution ranged from zero to nineteen years. Outside of the nineteen years of one member however, previous experience in counseling or student personnel was minimal.

Summary

Reporting procedures, centralization or decentralization of staff, size of professional staff, education and experience of staff are variables that can be identified from the descriptions of the student affairs divisions and considered in terms of their potential effect on the professional development program of the division.

Reporting procedures in S-B, S-D, W-A and W-C varied but the Directors of Student Services in S-B and S-D were closer to the major decision-making body of the college and both were at the same level as the Chief Administrator of the academic division. Although centralization of

staff does not clearly differentiate S-B and S-D from W-A and W-C, all interviewees mentioned this variable as important - i.e. centralization of staff has a positive impact on a professional development program. S-B and S-D had a larger professional staff - student ratio than W-A and W-C indicating that a large staff may have a positive impact on a professional development program. The four institutions varied considerably in overall education and experience of staff indicating no direct relationship between these two variables and professional development. However, the relationship of the educational background and level of the directors themselves to professional development is a variable that should be investigated more thoroughly.

OVERVIEW OF PROFESSIONAL DEVELOPMENT PROGRAMS

Institution S-B's professional development program stems from very direct involvement and leadership of the Director of Student Services. The program involves all levels of staff, including clerical and support staff.

The program makes use of staff meetings, off-campus retreats involving the total staff, directed reading, and attendance at professional workshops, meetings and conferences. In addition, institutional visitation plays a key role in this professional development program. Although the student affairs staff are not part of the institutions faculty association, the administrators and the counselors have access

to obtaining professional leaves. This opportunity has been taken advantage of in the institution with the director and one counselor having successfully obtained sabattical leaves in two successive years.

The division is also actively involved in related professional associations. Memberships are held in and corresponding journals received from the Canadian Association of College and University Student Services (CACUSS) as well as both Canadian and American associations related to Counseling, Registration and Admissions, Financial Aid, and Housing. This division sent staff members to related conferences and workshops during the past academic year.

The professional development program at institution S-D represents a very direct commitment by the institution to the concept of professional development - a commitment that is now beginning to impact the student affairs areas. The institution has established an Instructional Development Committee and a Professional Development Committee and provided each with a significant funding base and a direct mandate to identify areas of need or concern and develop appropriate strategies to meet the need or alleviate the concern. To this end, a professional development officer has been appointed by the institution to direct these efforts. Access to these bodies to their activities and to these funds has been established for the student affairs professionals.

Regular staff meetings, off-campus retreats, institutional visitations and attendance at professional meetings, workshops and conferences are utilized for professional development within the student affairs staff at this institution. This is particularly true of the large counseling staff which also sets aside one half-day a month for a professional development activity involving the total staff. A professional library has also been established within the counseling center.

The student affairs division is a member of the Canadian Association of College and University Student Services (CACUSS) as well as the other major Canadian and American Associations related to Counseling, Registration and Admissions, Financial Aid, Housing, Placement and Health. As such, all related journals are received by this division and the division was represented at major association conventions. Counselors are members of the faculty association and have access to professional and educational leave. Leave benefits are in the process of being established for all other student affairs professionals.

The student affairs division of institution W-A has been recently re-organized. Although professional development is viewed as a critical component, a strategy has yet to be developed to initiate and integrate systematic activity. A general college commitment to and support of a professional development program is seen as critical but is not forthcoming.

Staff meetings are minimal and no off-campus retreats have been held for student affairs personnel. An institutional off-campus retreat focussing on the college organization has been held once and the student affairs staff were invited to participate. A summer study program will be established this year by the institution. Funds will be made available to cover tuition and travel, and access will be possible for student affairs professionals. Sabbatical opportunities are available to faculty but accessibility by student affairs staff is unclear.

Memberships are not held in major Canadian or American student personnel associations at this time. Professional journals are not used at present as a major professional development activity unless on an individual basis and a professional library within the division has not been established as yet. Attendance at professional conferences, meetings or workshops has been minimal during the last academic year.

The professional development program at institution W-C is primarily conference oriented. The division attempts to send one person off-campus to a professional conference each year. This minimal activity results at best in each person attending one conference every five years.

Divisional meetings are rarely held and off-campus retreats involving all professional staff have not materialized at this time. Educational leaves are available to the counseling staff through an academic committee chaired by the Academic Vice President. Professional leaves

for other student personnel practitioners are not available unless the individual is classified as an instructor. Travel funds for all staff are not subject to the direct approval of the Director of Student Services.

An institutional membership is held in a major American student personnel association. Any other memberships held are personal and are not paid for by the institution. A professional library has yet to be established in the division. Due to the limited availability of travel funds, representation by the members of the division at major association meetings, conferences and workshops have been minimal during this last academic year.

Summary

Institutional support, staff involvement, amount of professional development activity, accessibility to professional leaves and the existence of a professional library are variables that can be identified from the overview of professional development programs and considered in terms of their potential affect on the professional development program of the student affairs division.

The overview provides some evidence that institutional support and staff involvement in planning are more in existence in institutions S-B and S-D than in institutions W-A and W-C. The amount of activity is more substantial in S-B and S-D, and a professional library had been established in S-B and S-D but not in W-A or W-C. Accessibility

to professional leaves through faculty associations for all student personnel staff and not just counselors is a problem in all four institutions.

VARIABLES IMPACTING PROFESSIONAL DEVELOPMENT PROGRAMS

The primary focus of the interview of the Directors of Student Services in institutions S-B, S-D, W-A and W-C was on a variety of identified variables which can have an affect on a professional development program. The variables used were grouped as follows:

I Resource Variables

Staff Size

Budget

Time

Materials

Resource People

II Design Variables

Professional Development Policies

Methods of Delivery

Professional Development Content

Program Plan

Evaluation Procedures

III Unification Variables

Administrative Support

Staff Commitment

Clarity of Goals and Objectives of Professional Development

Clarity of Staff Expectations in Professional Development

Centralization of Staff

IV Leadership Variables

Workable Ideas

Direction

Professional Identification of Staff

Staff Cohesiveness

Education of Staff

The directors were asked to indicate their judgement of the relative affect of the above variables on their professional development program. The judgement was made on a rating scale ranging from 5 (very positive) to 1 (very restrictive).

Table 25 presents the average ratings of variables combined by category. It can be seen from the table that the resource variables as a group differentiate more clearly between strong and weak programs than any of the other categories. That is, the directors of the strong professional development program judged these variables to have a very positive affect on their programs, whereas the directors of the weaker programs judged these variables to have a very restrictive affect on their programs.

It is also indicated in Table 25 that the design variables as a group

TABLE 25 - Average Ratings of Variables Combined By Category

	Strong Programs	Weak Programs	Rating Difference
Resource Variables	4.4	2.0	+ 2.4
Design Variables	4.2	2.6	+ 1.6
Unification Variables	4.3	3.6	+ .7
Leadership Variables	4.4	3.1	+ 1.3
Average Rating	4.33	2.83	

differentiate between strong and weak programs. The directors of the strong programs judged that this group of variables overall has a positive affect on their programs and the directors of the weaker programs judged these variables to have a slightly restrictive affect on their programs.

In terms of the leadership variables, the directors of the stronger professional development programs judged these variables to have a very positive affect on their programs. The directors of the weaker programs judged the impact of these variables on their programs to be equally balanced but less positive than the judgement of the directors of the strong programs.

Minimal difference occurred in the judgements of the directors on the impact of the unification variables on their professional development programs. The directors of the strong programs judged these variables to have a somewhat more positive affect on their programs than did the directors of the weaker programs who also judged these variables to have a positive affect.

Overall, the directors of the strong professional development programs judged the four categories to have a very positive affect on their programs. The directors of the weaker programs judged the twenty variables overall to have a somewhat restrictive affect on their programs.

Figure 6 presents the ratings of the affect of the 20 individual variables by program. The directors of the strong programs perceived budget to have the most positive affect of the resource variables on their programs. The funds available to these programs influenced the response of these directors to the materials variable. The stronger programs indicated that they were in a position to purchase professional development material such as books, periodicals, journals, audio-tapes, and audio-visual material and equipment which directly facilitated their professional development programs and activities. Staff size and time also were perceived by these directors to have a very positive affect. The directors of the stronger programs indicated that the larger staff enhanced the creation, stimulation and development of ideas for professional development. It also afforded these divisions with the luxury of delegating the responsibility of professional development to one person, as well as the luxury of staff coverage while some members are participating in a professional development activity. It was indicated by these directors that resource people had a somewhat positive affect on their programs. Both of these institutions are situated in major cities with universities and funds are available to access resource people.

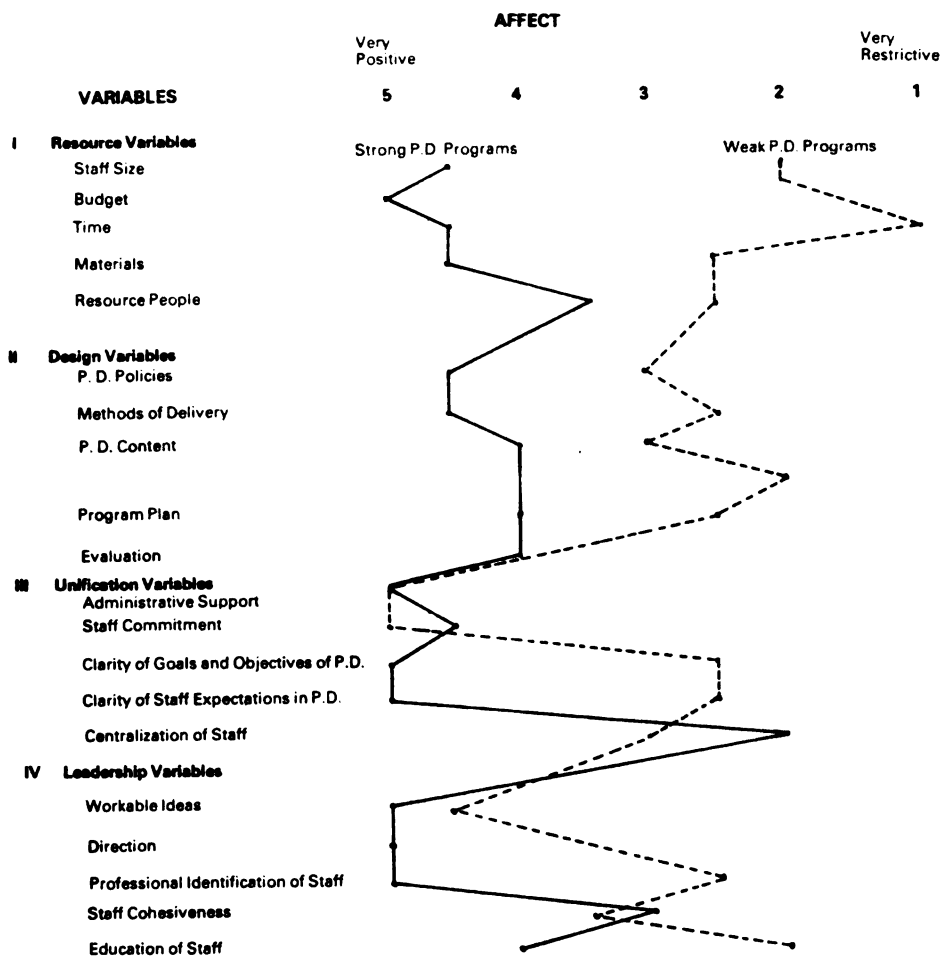
It can be observed in figure 6 that the directors of the weaker professional development programs perceived time to have the most restrictive affect of all the resource variables on their programs. The indication by these directors was that the lack of time for professional development was related to staff size - a variable that

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FIGURE 6 — RATINGS OF AFFECT OF INDIVIDUAL VARIABLES BY PROGRAM



was seen as having a very restrictive affect as well on their programs. Both directors reported a small professional staff and indicated that the amount of work to be done by few people left little time for professional development. The small staff also created problems in this area for these divisions in that office coverage was not possible if staff were released for professional development. Budget was also perceived as a very restrictive variable in the weaker programs in that professional development was not possible unless more funds were made available for these activities. Materials and resource people were perceived as having a somewhat restrictive affect. The indication by these directors was that a limited budget put some limitations on the purchase of materials, and restricts the use of outside resource people.

Figure 6 indicates that the directors of the strong programs perceive professional development policies and methods of delivery as design variables that have the most positive affect on their professional development programs. The indication was that policies of the institution and the division provided them with enough flexibility in this area to implement their ideas. The directors indicated that more than one method of delivery was used and that sending staff to major conventions was only one method utilized. The content of the professional development program, the program plan and the evaluation procedures were all rated by the directors of the strong programs as having a positive affect on their programs. The directors indicated that the staff were encouraged to make direct input to the professional development program

and that the content was practical and related to the interests of staff and needs of the division. It was also stated that although evaluation of the program and the activities was not formal, attempts were made to subjectively evaluate what was taking place in this area.

It can be observed in figure 6 that the directors of the weaker professional development programs perceived the program plan to have the most restrictive affect of the design variables on their programs. Methods of delivery and evaluation procedures were perceived to have a relatively restrictive affect on professional development. The indication by these directors was that occasionally sending staff to major conventions was the primary method used for professional development but this activity was restricted due to budget limitations. It was indicated also by these directors that evaluation was not done in any formal or informal manner. Policy and content were judged by the directors to have neither a positive nor a restrictive affect on their programs. The indication was that formal policies related to professional development did not exist and that content was not determined in any official manner.

It can be observed from figure 6 that the directors of the stronger programs, perceived administrative support, clarity of goals and objectives, and clarity of staff expectations as all having a very positive affect on their professional development programs. The indication was that there was strong institutional support for and commitment to the concept of professional development and that this

support and commitment enabled the divisions to actively engage in professional development activity. The goals and objectives of the professional development program, although not in writing, were perceived by these directors to be clear to the staff. It was also perceived by these directors that the staff clearly understood what was expected of them in the area of professional development. Staff commitment to the concept of professional development was perceived by these directors to have a very positive affect on their programs.

It was indicated by the directors of the stronger programs that if the staff were not personally committed to the concept of personal and professional growth and development, efforts to implement professional development activities would not be successful. Centralization of staff was judged to be a very restrictive variable by one of the directors and this resulted in the averaged low rating. The rationale indicated was that the student affairs staff in this institution was decentralized and that this variable had a restrictive affect on the professional development program.

As indicated in figure 6, the directors of the weaker programs perceive administrative support of and staff commitment to professional development programming as very positive variables. Support was indicated to be verbal rather than financial and commitment was viewed as willingness to participate if the opportunities existed. Centralization of staff was seen as having an equally balanced effect, with one director who has a centralized division rating this variable '4' and one director

who has a decentralized division rating this variable '2'. Clarity of goals and objectives of professional development, and the clarity of staff expectations in professional development were perceived by these directors to have a restrictive affect on their programs. The indication was that written goals and objectives did not exist, and that their staff did not know what the director expected of them in this area.

Figure 6 indicates that the directors of the strong professional development programs perceived workable ideas, direction and the professional identification of staff to have the most positive affect of the leadership variables on their programs. The indication was that creative and applicable ideas for professional development existed and that appropriate and effective direction for the implementation of these ideas was being provided. It was stated that professional development was a high priority within the division. It was perceived that staff viewed themselves as professionals and that this contributed significantly to continued interest and involvement in professional development activities. Education of staff was perceived as having a positive affect on their programs with the indication being that with most staff professionally trained, the interest and desire in maintaining a high competency level contributed to their involvement in professional development. Staff cohesiveness was perceived to have a neutral affect on their programs. It was noted by one of these directors that there were sub-groups in his division due to the decentralization of staff and that this was not a positive factor in their program.

The directors of the weaker programs indicated that workable ideas had the most positive affect of the leadership variables on their professional development programs. Direction and staff cohesiveness were perceived as having a somewhat positive affect with the indication being that the direction was being provided and that the staff cohesiveness at least provided the opportunity for effective programming. Professional identification of staff was perceived to have a somewhat restrictive affect in that staff in areas other than counseling did not have professional or related training but rather learned on the job. This was substantiated to some extent by the restrictive rating given to the education of staff variable by these directors. The indication was that the lack of formal education contributed to some degree to the difficulties encountered in their programs.

Summary

The directors were asked to judge the impact of 20 variables on their professional development programs. Two strong programs and two weak programs were selected and a five point rating scale was used. Resource variables as a group were perceived to differentiate more clearly between programs than the other categories. Design variables and leadership variables differentiated between programs relatively equally although not as decisively as resource variables. The indication was that unification variables did not differentiate as a group between strong and weak programs.

The directors of the strong professional development programs judged that budget, administrative support, clarity of goals and objectives, clarity of staff expectations, workable ideas, direction and professional identification of staff had the most positive affect of all variables on professional development. It was indicated by the directors of the strong programs that decentralization of staff was the variable that had the most restrictive affect on their programs.

The directors of the weak professional development programs judged that administrative support and staff commitment had the most positive affect of all variables on professional development. It was indicated by the directors of the weaker programs that time was the variable that had the most restrictive affect on their programs.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The Purpose. The purpose of the study was to describe the professional development activities of student affairs practitioners in two year post-secondary educational institutions in Alberta, Canada. Specific purposes of the study were:

1. to determine and describe the general extent of professional development programming in student affairs in two year post-secondary educational institutions in Alberta, Canada;
2. to determine and describe the following factors relating to professional development programming in two year post-secondary educational institutions in Alberta, Canada:
 - i policies;
 - ii design and implementation
 - iii methods of delivery;
 - iv content;
 - v evaluation;
3. to determine and describe differences on the above five factors between divisions, between institutions, and between administrators, counselors and other student affairs practitioners;
4. to determine and describe variables which differentiate a strong professional development program from a weak one; and
5. to develop guidelines and recommendations for professional development that can be utilized by all student affairs

professionals in the Alberta two year post-secondary educational system, by Alberta government officials responsible for student affairs in higher education, by Alberta's university educators concerned with preparation of professionals in general in higher education, and by all others who may be concerned about and interested in the student affairs field.

The Need. In addition to a dearth of information on professional development programs in student affairs, the need for a study of this nature can be traced to:

1. the importance of information of this type to the continuing growth and development of student affairs programming in the two year post-secondary educational system of Alberta, Canada;
2. the absence of professional preparation programs in Canadian universities which has in turn resulted in few people working in student affairs in the Alberta two year post-secondary educational system with educational backgrounds in this area; and
3. the changing role of the student affairs practitioner which has resulted in the need for new skills and competencies.

The Methodology. The techniques used in this study to gather the required information were as follows:

1. a survey questionnaire of all student affairs practitioners in Alberta's two year post-secondary educational system; and
2. a semi-structured interview with the Directors of Student Services of two institutions with strong professional development

programs and with the Directors of Student Services of two institutions with weak professional development programs.

Questionnaires were sent to 87 full time professional student affairs practitioners. Information gathered from the questionnaires was summarized under the following headings:

1. General information;
2. Policies;
3. Design and Implementation Factors;
4. Methods of Delivery;
5. Content;
6. Evaluation Procedures;

The information from the questionnaire was analyzed and presented as follows:

1. by type of institution, i.e. community colleges, institutes of technology and private colleges;
2. by type of professional, i.e. Chief Student Affairs Administrators, Counselors, and Other Student Affairs Practitioners;
3. by institution.

The information gathered from the semi-structured interviews was analyzed and presented as follows:

1. by description of institutions;
2. by description of student affairs divisions;
3. by overview of professional development programs;

4. by variables impacting professional development programs.

The Findings. Chapter IV presents a detailed analysis of the information obtained from the survey questionnaire. The following statements represent the general findings from the questionnaires:

1. of the total sample population of 87 full time professional student affairs practitioners, 79 completed the questionnaire; this represented a response rate of 91 percent;
2. five percent of professionals in the sample population have formal educational backgrounds in student affairs;
3. less than one-third of student affairs professionals, exclusive of counselors, have previous student affairs experience;
4. the majority of professionals in the field do not perceive that a policy statement pertaining to professional development exists;
5. approximately five percent of time is spent in professional development by all professionals with counselors spending somewhat more time than administrators or other practitioners;
6. the majority of professionals are released from their responsibilities to attend on or off-campus workshops or conferences;
7. probable benefit to program and staff desire were seen by administrators and other practitioners as being the determining factors in having professional development activities approved;
8. cost was seen by counselors as being the determining factor in having professional development activities approved;
9. the approximate overall average amount of dollars budgeted per person for professional development in the system was \$392.50;

10. more dollars are spent in professional development by administrators than by other practitioners or by counselors;
11. the majority of professional development funds are spent on off-campus conferences and workshops and minimal funds are spent on on-campus activities or general academic course work;
12. full reimbursement of expenses incurred on off-campus activity was the policy of nine of the ten institutions;
13. of the eight factors considered important in the design and implementation of a professional development program, two factors had been taken into some consideration throughout the system:
 - i the inclusion of goals & objectives consistent with those of the institution; and
 - ii the involvement of staff from all levels of professional preparation and experience;
14. the methods of delivery of professional development are primarily determined by individual and departmental needs, and by group discussion and consensus;
15. conventions are perceived to be one of the most beneficial alternatives by administrators and counselors and off-campus workshops as one of the most beneficial alternatives by other student affairs practitioners;
16. off-campus workshops are the most frequently used alternative, and academic course work is the least frequently used alternative.
17. content of the professional development programs is determined

- by staff desire, needs and interests, and by the director;
18. administrators rated program evaluation, student orientation, goals and objectives and life centered education as high priority content areas;
 19. counselors rated career exploration, consultation, goals and objectives, student development and learning skills as high priority content areas;
 20. other student affairs practitioners rated goals and objectives as a high priority content area;
 21. of the 79 respondents, 19 did not respond to a question on evaluation and 20 responses indicated that no evaluation took place at all;
 22. assessment by participating professionals and informal procedures were the major methods of evaluation indicated;
 23. participation in program planning, the program itself and the evaluation of the program were mentioned most often as the factors that differentiate a successful program from an unsuccessful program;
 24. funds, the needs of staff and the value, relevance, practicality and applicability of the activity were other factors considered to be important by respondents in differentiating between programs;
 25. the opportunity for exchanging ideas and solutions to common problems was seen as the most important benefit associated with participation in professional development by both chief student affairs administrators and other student affairs practitioners;

26. counselors perceived the opportunity for personal growth and development as the most important benefit associated with participation in professional development;
27. all respondents indicated, at best, an average degree of satisfaction with seven evaluative factors of a professional development program; the majority indicated some degree of dissatisfaction with all factors combined;
28. administrative interest in and support of professional development and the amount of time designated for professional development received overall satisfactory ratings, and design and implementation of professional development received overall dissatisfactory ratings.

Chapter V presents a detailed analysis of the information obtained from the semi-structured interviews. The following statements represent the general findings from the interviews:

1. from the general descriptions of the institutions four variables were identified and examined in terms of their affect on professional development programming: type of institution, size of institution, residential or commuter, and career or transfer; of the four variables, none differentiated clearly between the strong and weak programs;
2. from the general descriptions of the student affairs divisions, five variables were identified and examined in terms of their affect on professional development programming: reporting procedures, centralization or decentralization of staff, size

of professional staff, education of staff and experience of staff; of the five variables, reporting procedures and size of professional staff differentiated between programs and centralization or decentralization of staff and the education of the directors are variables that should be investigated more thoroughly;

3. from the overview of the professional development programs, five variables were identified and examined in terms of their affect on professional development: institutional support, staff involvement, amount of professional development activity, accessibility to professional leaves, and the existence of a professional library; of the five variables, institutional support, staff involvement in planning, amount of activity and the existence of a professional library differentiated between programs;
4. resource variables as a group differentiated clearly between strong and weak professional development programs;
5. design variables and leadership variables differentiated between strong and weak professional development programs relatively equally although not as decisively as resource variables;
6. unification variables did not differentiate as a group between strong and weak programs;
7. the directors of the strong professional development programs judged that budget, administrative support, clarity of goals and objectives, clarity of staff expectations, workable ideas,

direction and professional identification of staff had the most positive affects of all variables on their programs;

8. the directors of the strong professional development programs judged that decentralization of staff was the variable that had the most restrictive affect of all variables on their programs;
9. the directors of the weak professional development program judged that administrative support and staff commitment had the most positive affect of all variables on their programs;
10. the directors of the weak professional development programs judged that time was the variable that had the most restrictive affect on their programs.

CONCLUSIONS

Within the limitations and assumptions of the study, and on the basis of the information that was collected, analyzed and presented in Chapter IV and Chapter V, the following conclusions are made:

1. The high response rate to the questionnaire is interpreted as an expression of considerable interest in professional development; however,

the unsystematic approach to professional development, lack of funds and minimal time allowed suggests that this type of activity is, in actuality, low priority and is an additional activity rather than a direct function of student affairs as recommended by Stamatakos and Oliaro (1972).

2. Administrators, counselors and other practitioners have varying perceptions of the policies pertaining to professional development in their institutions, of the utilization of design variables identifies as important by Truitt and Grass (1966), and of the methods of delivery of professional development that are most beneficial and most frequently used - a finding consistent with that of Miller (1975).
3. The majority of student affairs professionals have educational backgrounds in areas other than college student personnel - a finding that is reflective of the lack of professional preparation programs in Canada and consistent with the results of Truitt & Grass (1966), and may also reflect a lack of emphasis on preparation among chief administrators.

4. Formal written policies pertaining to professional development in student affairs in the majority of institutions surveyed do not exist.
5. The money available for professional development on a per person basis varies by institution with no pattern of consensus that would reflect an acceptable standard; a prevailing attitude exists in the system that suggests that increased professional development activities can only be done by increasing funds for travel.
6. The majority of the design variables identified by Truitt and Grass (1966) as being critical to the establishment of an effective professional development program are not being utilized in the institutions surveyed.
7. The content of the professional development programs surveyed are not systematically determined, have a dual focus - personal

and professional, and are unit rather than decision oriented.

8. Off-campus activity is the primary methodology utilized for the growth and development of staff - a finding consistent with Miller (1975).
9. Formal evaluation of professional development is not done in the majority of institutions surveyed; the majority of respondents surveyed evaluated their programs as unsatisfactory on the seven factors presented.
10. Criteria can be established that will identify a professional development program as strong or weak; the three groups of variables identified by Raines (1965) - resource, leadership, and unification -

differentiate a strong professional development program from a weak one; and descriptive research in professional development, similar to this study is needed across Canada to add to the minimal literature in this area as allerted to by Campbell (1971) and Hendry (1971) and to validate a needs assessment instrument and an evaluation instrument; the questionnaire was a more effective methodology than the semi-structured interview in the study to collect the information necessary to meet the stated purposes.

RECOMMENDATIONS

The value and importance of a study of this nature is in the parcticality and applicability of the recommendations that result. From the findings in this study, the following recommendations are made:

1. organizational structures of student affairs divisions should be designed to meet the needs of students and of the institution; to include only those units that affect the growth and development of students; and to facilitate the continued professional development of all staff in the division;
2. professional preparation in college student personnel work should be a prime consideration in the hiring of a student affairs staff;
3. policies related to professional development should be clear and in writing; this statement should include information pertaining to being released from responsibilities for professional development, to the funds budgeted for professional development and how to access them, to the proportion of expenses incurred in professional development that will be reimbursed, to the proportion of tuition costs that will be refunded, to the time that will be designated for professional development, and to other related information that will contribute to successful professional development programming;
4. the professional development program should be given high priority and visibility and be designed to that the following factors are included: the goals and objectives are in writing, the responsibility for

the program rests with the director or with one person so designated, the program involves staff from all levels within the division in the planning, the ongoing activities and the evaluation, the program makes use of learning system design, the program is scheduled as part of normal workload, and the program is evaluated continuously;

5. alternatives other than attendance at major conferences should be effectively utilized in professional development; related on-campus workshops using outside consultants should be emphasized; other alternatives such as institutional visitations, directed reading programs, professional exchange programs and summer institutes should be considered;
6. the provincial universities should be approached to explore the possibilities of developing a college student personnel program at both the masters and doctoral level; counselor education programs should be approached with a view to integrating college student personnel causes into the curriculum;

7. content of professional development programs should have a dual focus - personal growth and professional growth; content should also be related to the needs of both the individual and the department; content should be developed that focusses on and appeals to the student affairs field as a 'whole' and not just the individual units as counseling, registration and admissions, financial aid, housing, health and student activities.
8. professional development programs and activities should be systematically and continuously evaluated;
9. efforts should be expended to develop and validate both needs assessment and evaluation instruments and strategies;
10. a provincial body, such as a Provincial Association of Student Personnel Administrators, should be developed; among other things, this body should: establish a closer link between practitioners in the province and the Canadian Association of College and University Student Services, act as a clearing-house for related information such as upcoming conferences, workshops, seminars, new publications, etc., co-ordinate the establishment of professional libraries in the divisions, lay the groundwork for the establishment of professional leaves for student affairs practitioners, establish a communication link between practitioners and the Provincial department of higher education officials responsible for student services, and establish a communication link between practitioners and the universities with a view to developing related courses

- and programs, and other activities as required;
11. common concerns, interests and needs of student affairs professionals should be systematically identified and corresponding professional development packages put together on a provincial basis;
 12. government funding should be sought to finance professional development projects on a provincial basis;
 13. resource consultants should be identified and utilized in the development of provincial seminars, workshops, institutes etc.;
 14. research in the area of professional development should be pursued vigorously across Canada utilizing both questionnaires and interview ratings; information collected should be packaged and made available to all individuals interested in college student personnel work;
 15. the Canadian Association of College and University Student Services should be actively utilized by all student affairs professionals as a primary vehicle for the growth and development of our profession in Canada.

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APPENDIX A

A Questionnaire to Analyze Professional Development Activities of Student Affairs Professionals

APPENDIX A

A Questionnaire to Analyze Professional Development Activities of Student Affairs Professionals in the Community College System of Alberta, Canada.

I GENERAL INFORMATION

1. Name of your institution? _____
2. Number of full time students? _____
3. Name of your department? _____
4. Number of full time professionals in your department? _____
5. Title of your position? _____
6. Outline your educational background by degree obtained, major discipline of study and practicums/internships completed:

7. Outline your previous student affairs experience by position title and number of years in each position:

II POLICIES RELATED TO PROFESSIONAL DEVELOPMENT

8. Does your department have a specific policy statement pertaining to professional development? (e.g. released time, financing, use of consultants, taking academic courses, etc.?)

_____yes _____no

- 8 (a) If yes, please include a copy.

- 8 (b) To what extent has it been implemented -

_____fully _____partially _____not at all

9. In your estimation, what percentage of time on the average per month do you officially spend on professional development? _____; percentage that your department spends? _____
10. Are you released from your responsibilities for any of the following:
- (a) to participate in off campus workshops/conferences ____yes
_____no _____days/yr.
 - (b) to participate in on campus professional development
_____yes _____no _____hrs/month.
 - (c) to enroll in academic course work
_____yes _____no _____hrs/week.
11. Please rank the following factors in terms of their importance in approving professional development experiences: (1 = most important; 2 = next most, etc.)
- | | |
|---------------|-----------------------|
| _____cost | _____staff desire |
| _____theme | _____probable benefit |
| _____speakers | _____to program |
| _____location | _____other |
12. Approximately how many dollars did your department budget for professional development during the last fiscal year? (e.g. workshops/conferences, consultants, course work, etc.) \$ _____
13. Of the total amount expended, approximately what amount was spent:
- (a) by yourself (total) _____
 - (b) sending staff to workshops/off campus _____
_____conferences _____
 - (c) bringing consultants on campus _____
 - (d) sending staff to take academic courses _____
14. Approximately what proportion of the financial expenses (e.g. travel, food, lodging, registration fees, etc.) are paid by the institution:
- | | |
|-------------------|---------------------|
| _____none | _____less than half |
| _____half or more | _____full cost |

III DESIGN AND IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT PROGRAMS

15. The following factors, derived from the literature, are generally considered to be important in the design and implementation of a professional development program. Answer each statement in relationship to your professional development:
- (a) the goals and objectives of your professional development program are clear and in writing ____yes ____no
 - (b) the goals and objectives of your professional development program are consistent with those of the institution ____yes ____no

- (c) the responsibility for your professional development program rests with one person _____yes _____no
- (d) the program involves staff from all levels of professional preparation and experience _____yes _____no
- (e) the program involves maximum staff participation in planning and ongoing activities _____yes _____no
- (f) the program makes maximum use of learning systems design _____yes _____no
- (g) the program is continuous and is planned, maintained and scheduled in normal work schedule _____yes _____no
- (h) the program is evaluated on an ongoing basis _____yes _____no

IV METHODS OF DELIVERY USED IN PROFESSIONAL DEVELOPMENT PROGRAMS

16. How are methods of delivery of professional development programs (e.g. workshops, conferences, consultants, staff retreats, academic courses, etc.) determined?
- _____
- _____
- _____

17. Following are six methods most commonly used in professional development programs.

- (a) Please rank them (on the left) according to the comparative benefit to you and your department in your opinion. (1 = most beneficial, 2 = next most, etc.)
- (b) Please rank them (on the right) according to actual frequency of use by you and your department. (1 = most frequent, 2 = next most, etc.)

(a) <u>RANK</u> (benefits)	(b) <u>RANK</u> frequency
_____ Professional Development Workshops offered off-campus by Professional associations, consulting firms and other institutions.	_____
_____ Professional Development programs held with and by your own staff.	_____
_____ Professional Development programs held with outside resource consultants brought in.	_____
_____ Academic courses offered by graduate education programs (counselling, student affairs, etc.)	_____
_____ Professional Association Conventions	_____
_____ Directed professional reading	_____

V CONTENT OF PROFESSIONAL DEVELOPMENT PROGRAMS

18. How is the content (areas of interest and/or need) of your on campus professional development program determined?

19. The following content areas (empirically derived from the student affairs literature) are generally considered important. Please rate each description according to its relative importance and benefit to you and your department.
(1 - high priority, 2 - average, 3 - low priority).

- _____ Student Development Theory
- _____ Assessing Student Development
- _____ Consultation - Processes & Strategies
- _____ Program Evaluation - Processes & Procedures
- _____ Student Orientation Strategies
- _____ Setting Goals & Objectives
- _____ Milieu (Environmental) Management
- _____ Life Centered Education
- _____ Learning Skills Strategies
- _____ Academic Advising Strategies
- _____ Career Exploration Strategies
- _____ Entrance Testing Strategies
- _____ Legal Basis of Student Affairs
- _____ Accountability Systems
- _____ Professional Development - Method and Procedures

Other:

VI EVALUATION OF PROFESSIONAL DEVELOPMENT PROGRAMS

20. How is your professional development program evaluated?

21. What factors do you feel differentiate between a successful and an unsuccessful professional development program?

22. The following benefits often accompany participation in professional development programs - Please rank them in order of importance for yourself: (1 - most important, 2 - next most important, etc.)

RANK

- _____ opportunity to contribute one's own knowledge and experience
- _____ opportunity to interact with and get to know associates in the field
- _____ opportunity for personal growth and development
- _____ opportunity for development of specific skills and competencies
- _____ opportunity for theoretical and philosophical exploration
- _____ opportunity for exchanging ideas & solutions to common problems
- _____ opportunity for exposure to new & varied approaches & resource utilization

23. Rate your own departments professional development program in the following areas: (1 - satisfactory, 2 - average, 3 - unsatisfactory)

- (a) the amount of money budgeted for professional development _____
- (b) the amount of time designated for professional development _____
- (c) the methods of delivery used for professional development _____
- (d) the content of your professional development program _____
- (e) the design & implementation of your professional development program _____
- (f) the evaluation of your professional development program _____
- (g) the administrative interest in & support of your professional development program _____

24. Additional comments, recommendations, needs, etc.

APPENDIX B

Semi-Structured Interview Format

APPENDIX B

Semi-Structured Interview Format

I Description of Institution

- a. Type
- b. Number of full-time equivalents
- c. Nature of student body

II Description of Student Affairs Division

- a. Organizational structure
- b. Number of Staff
- c. Education and experience of staff

III Description of Professional Development Program

- a. Describe each component of the professional development program for your student services staff.
- b. Professional Development Activity
 - (i) Identify professional journals/periodicals/magazines purchased by the division this year by individuals (if different).
 - (ii) Identify professional association memberships purchased by the division this year by individuals (if different).
 - (iii) Identify workshops/seminars/conferences attended by staff this year.
- c. Additional information/clarification/elaboration on questionnaire items related to policies, methods, content and evaluation of professional development program was requested.

IV Variables Impacting a Professional Development Program

A variety of variables have been identified which can have an impact on a professional development program. Please indicate your judgement of the relative impact of the following variables on your professional development program. Comment on your reasons for each judgement.

IMPACT

<u>Variables</u>	Not a Factor	Very Positive 5	Generally positive 4	Equally Balanced 3	Generally Restrictive 2	Very Restrictive 1
Staff Size						
Budget						
Time						
Materials						
Resource People						
P.D. Policies						
Methods of Delivery						
P.D. Content						
Program Plan						
Evaluation Procedure						
Administrative Support						
Staff Commitment						
Clarity of goals & Objectives of P.D.						
Clarity of staff Expectations in P.D.						
Centralization of Staff						
Workable ideas						
Direction						
Professional Identi- fication of Staff						
Staff Cohesiveness						
Education of Staff						
Other						

- V Describe the future direction you would like to see the professional development program take within your department
- VI What recommendations/guidelines would you propose for professional development in your department/institution/province?

APPENDIX C

**List of Institutions, Name of Director & Number
of Professional Staff Participating in Study**

APPENDIX C

List of Institutions, Name of Director & Number of Professional Staff Participating in Study

Camrose College,
Camrose, Alberta,
Mr. M. Lee, Director,
Number of Participating Professional Staff - 5

Grand Prairie Community College,
Grand Prairie, Alberta,
Mr. D. Harper, Director,
Number of Participating Professional Staff - 7

Grant McKewan Community College,
Edmonton, Alberta,
Mr. T. Flannigan, Acting Director,
Number of Participating Professional Staff - 5

Keyano College,
Fort McMurray, Alberta,
Mr. D. MacRae, Director,
Number of Participating Professional Staff - 9

Lethbridge Community College,
Lethbridge, Alberta,
Dr. J. McNeil, Director,
Number of Participating Professional Staff - 9

Medicine Hat Community College,
Medicine Hat, Alberta,
Mr. P. Colbrook, Director,
Number of Participating Professional Staff - 3

Mount Royal Community College,
Calgary, Alberta,
Dr. J. Demicell/Mr. R. Gervais, Directors,
Number of Participating Professional Staff - 19

Northern Alberta Institute of Technology,
Edmonton, Alberta,
Mr. G. Meadus, Director,
Number of Participating Professional Staff - 8

Red Deer Community College,
Red Deer, Alberta
Mr. W. Gaudette, Acting Director
Number of Participating Professional Staff - 6

Southern Alberta Institute of Technology,
Calgary, Alberta,
Mr. A. Buttle, Director,
Number of Participating Professional Staff - 8

APPENDIX D

**Sample Cover Letter Sent
to Chief Student Affairs Administrators**



APPENDIX D
MOUNT ROYAL COLLEGE

REPLY TO:

Dear

The enclosed questionnaires are being forwarded to you as head of the student affairs department in your institution. I am asking your co-operation in both completing the questionnaire as well as co-ordinating the completion of the questionnaire by all professionals and paraprofessionals working full-time in any of the following student affairs departments: Registrar and Admissions; Counselling; Housing; Financial Aid; Placement; Student Activities and Health.

The data is being collected for a research project being conducted for my doctoral dissertation entitled, "An Analysis of Professional Development Programs in Student Affairs in the Community College System of Alberta, Canada." This research is being conducted under the direction of Dr. Max Raines at Michigan State University.

For your clarification, as well as the clarification of your staff, professional development in this investigation is defined to include all activities for the professionally trained staff that are designed to involve all staff and to contribute to their continued professional growth and development. The definition includes activities such as on or off campus workshops and seminars, conventions, academic course work, etc., but excludes staff meetings and individual professional reading.

The dearth of information available in the literature in professional development in conjunction with the significant changes occurring in the student affairs profession make further research in this area of paramount importance. It is hoped that this research project will make a contribution to the advancement of this aspect of our profession.

Given the importance of this type of information to the continuing growth and development of all student affairs practitioners in the Alberta Community College system, I respectfully request your co-operation in ensuring as total a response from your staff as possible. Complete confidentiality in the reporting of the results is assured and the data will be made available to you upon completion of the project.

.....2

-2-

A self addressed stamped envelope is enclosed for your convenience in returning the results to me by, if possible, the end of January.

Thanking you in advance for your efforts,

Yours sincerely,

David Morphy,
Chairman of Counselling.

APPENDIX E

**Sample Follow-up Letter Sent
to Chief Student Affairs Administrators**



MOUNT ROYAL COLLEGE

APPENDIX E

REPLY TO: Counselling

February 20, 1978

Dear

Several weeks ago, I forwarded questionnaires for you and all of your student affairs professional and paraprofessional staff to complete. The areas that I am most specifically interested in are the following: counselling, registrar and admissions, placement, financial aid, housing, health and student activities.

The research is related to my doctoral dissertation being done at Michigan State University under Dr. Max Raines and is entitled "An Analysis of Professional Development Activities of Student Affairs Professionals in the Community College System of Alberta, Canada". I am convinced that the area of professional development is critical to our professional survival in student affairs and my hope is that the information gathered will have a meaningful impact on our situation in the Alberta Community College System.

I recognize that this questionnaire arrives at an extremely busy time at your school and that some questions appear to be either difficult or not directly relevant. If you have not completed the questionnaire, I would ask that you bear with me and attempt to complete it as best you can. All information received will be important.

As I don't know everyone personally, I am asking that you distribute an enclosed copy of this letter to any staff member who has not completed the questionnaire. Additional questionnaire, if required, will be forwarded immediately. Please let me know.

A 100% response rate is critical to the successful completion of the project. Your co-operation is deeply appreciated and I look forward to sharing the results with everyone in the near future.

Yours sincerely,

D. Morphy
Chairman of Counselling

DM:sdf

APPENDIX F

**Sample Thank-you Letter Sent
to Chief Student Affairs Administrators**



MOUNT ROYAL COLLEGE

APPENDIX F

REPLY TO: Counselling

February 20, 1978

Dear

I would like to take this opportunity to thank you for your co-operation in completing the questionnaire and co-ordinating the completion of the questionnaire by all members of your student affairs staff.

Although the data has yet to be analyzed, the high response rate from all of the colleges was extremely satisfying. It would seem that the importance of professional development in our field is paramount to all of us. I sincerely hope that the information gathered in this project will be meaningful and will significantly contribute to the professional growth and development of all of us.

Once again, thank you for your co-operation and participation and please pass along my appreciation to all of your staff.

Sincerely,

D. Morphy
Chairman of Counselling

DM:sdf

