

THE ROLE OF THE CHIEF STUDENT PERSONNEL OFFICER
IN THE SMALL LIBERAL ARTS COLLEGE

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY
WILLIAM McCLELLAN REYNOLDS
1961



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This is to certify that the
thesis entitled
THE ROLE OF THE CHIEF STUDENT PERSONNEL OFFICER
IN THE SMALL LIBERAL ARTS COLLEGE
presented by

WILLIAM McCLELLAN REYNOLDS

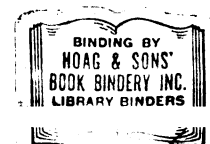
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Ed.D. degree in Education

Walter F. Johnson
Major professor

Date May 10, 1961

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THE ROLE OF THE CHIEF STUDENT PERSONNEL OFFICER
IN THE SMALL LIBERAL ARTS COLLEGE

By

William McClellan Reynolds

A THESIS

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

DOCTOR OF EDUCATION

College of Education

1961

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The author of this study wishes to express his deep appreciation to the students and his colleagues at his own institution for their help, encouragement, and forbearance during the investigation and writing of the thesis.

Appreciation is also expressed to the author's guidance committee and especially to the chairman, Dr. Walter F. Johnson for the help given during the study.

The author owes a debt of gratitude to the chief student personnel officers who completed the questionnaire and to the experts in the field who critized so ably the initial draft. Dr. Glen T. Nygreen and Dr. David Robinson deserve special notice for their helpful suggestions for revision of the questionnaire.

Finally, the author expresses his deep appreciation to his parents without whose constant help and encouragement the study would not have been made.

Date of Examination

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THE ROLE OF THE CHIEF STUDENT PERSONNEL OFFICER
IN THE SMALL LIBERAL ARTS COLLEGE

By

William McClellan Reynolds

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
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College of Education

1961

ABSTRACT

This was a study to survey the current practices of the chief student personnel officer and ascertain his relationship to selected student personnel functions and the extent to which this relationship is considered appropriate by incumbent officers. A description of the development and extent of the personnel office and the title and place in the organizational hierarchy of the chief student personnel officer were included. Personal characteristics of the chief student personnel officer and institutional characteristics of the colleges represented in the criterion group were considered.

The relationship of the chief student personnel officers to 19 student personnel functions was investigated. Relationships considered were the degree of performance, supervision, policy formulation, chairmanship of policy committees, and arrangements for final administrative responsibility. The degree to which incumbent officers considered these relationships appropriate was investigated.

A questionnaire was sent to all coeducational liberal arts colleges in the United States offering only the bachelor's and/or first professional degree, with under 2000 enrollment, having a chief student personnel officer as listed in Education Directory, Part 3, 1959-60. Completed

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returns were obtained from sixty percent of the colleges. Another thirteen percent acknowledged the receipt of the questionnaire but could not answer for various reasons.

In the size and type group of institutions studied, there has been a steady growth in the establishment of offices headed by chief student personnel officers since World War II. There has been some tendency for the establishment of these offices to be associated with size.

Most of the respondents are male and married. They have a median of twenty semester hours of graduate student personnel work. The median of the reported amount of time devoted to student personnel work is seventy five percent. Most of the chief student personnel officers report to the president of the institution.

Each of the nineteen student personnel functions studied is performed by some of the respondents. Functions most often performed are personal counseling, discipline, student personnel records.

The student recruiting function is the only one not supervised by some of the respondents. The respondents generally consider most appropriate their relationship to the functions to the degree that they perform or supervise the functions.

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Personal and institutional characteristics studied seemed to be somewhat related to the degree of performance, supervision and policy relationships of the respondents to the student personnel functions. More study of individual functions needs to be done in this area. The amount of graduate student personnel work and the amount of time devoted to student personnel work by the respondents seem to be related to the degree to which they consider their relationships to functions appropriate.

The expectation that the role of the chief student personnel officer in the size group studied would be different from that of such officers in larger institutions seems to have been justified.

It would seem important to be concerned with experience and training for such officers in the student personnel areas where they personally perform or supervise to a high degree.

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Figure 1. The 12-step process of the proposed model.

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CHAPTER I

INTRODUCTION

There has been a trend in recent years, especially since World War II, to center responsibility for diverse student personnel functions in a single chief personnel officer in colleges and universities. A description of this trend is in Chapter III. These officers have been drawn from the ranks of the teaching faculty, ministers, other administrative offices on and off the campus, and only in very recent years from specially trained graduates of personnel training programs. Thus, they have brought to the student personnel offices a diversity of educational and experiential backgrounds. These diverse backgrounds, the lack of a previous chief personnel officer on many campuses, the opposition of persons with vested interests in offices eliminated or subordinated by the establishment of a central student personnel office, and the opposition of persons who see no need for the office or many of its functions, have reduced the effectiveness of many chief student personnel officers.

There have been many studies of the various personnel functions, their relation to one another, and their contribution to the total college experience of the student. There

have been studies of total student personnel programs. There has been much written concerning the philosophy of student personnel work. There have been books written concerning the organization and administration of student personnel services in large institutions. The administrative heads of these programs in large institutions and their functions and relationship to other administrative officers have received some attention.

However, there has been little written concerning the chief student personnel officer in the smaller institutions. In the smaller institution he may perform many of the student personnel functions himself, and personally direct or supervise most or all of the others. He may teach some courses or have other administrative responsibilities.

Because the chief student personnel officer in the smaller institution has peculiar problems, and because of the diverse nature of the institutional arrangements and personal backgrounds of incumbent officers, it is appropriate to study the present officers and their problems.

This will contribute some information necessary for the continuing development of the office and a better understanding of the role of these chief student personnel officers.

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STATEMENT OF THE PROBLEM

This is a study to: (1) survey current practices of the chief student personnel officer; (2) ascertain his relationship to selected student personnel functions and the extent to which this relationship is considered appropriate by incumbent officers. The degree of the student personnel officers': (1) performance, (2) supervision or direction, (3) formulation of policy, (4) chairmanship of policy committees, (5) final administrative authority for the various student personnel functions is considered with concern for various institutional and personal factors as well as cross-relationships of the above factors.

The institutional factors selected as important to the investigation are:

1. size of the institution
2. geographical location of the institution
3. source of support of the institution

The personal factors selected are:

1. age of the chief student personnel officer
2. sex of the chief student personnel officer
3. marital status of the chief student personnel officer
4. the amount of graduate student personnel work of the chief student personnel officer
5. the percentage of time the chief student personnel officer devotes to student personnel work
6. the title of the chief student personnel officer

A summary of the relationship of other administrative officers to the various student personnel functions when the

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chief student personnel officer is not the responsible officer is included as well as a brief investigation of the growth and extent of the chief student personnel office.

IMPORTANCE OF THE STUDY

This study should help clarify the role of the chief student personnel officer in the small college. The data showing what these officers are now doing, their reactions to what they are now doing, the relationship of the chief student personnel officer to the various student personnel functions, and the affect of the selected institutional and personal variables on the responses, should be of help to institutions in evaluating the effectiveness of the incumbent student personnel officer. Institutions not now having chief student personnel officers will find this study useful in planning their student personnel programs. This study should be helpful to those planning to become chief student personnel officers and to institutions training students for personnel positions. It is hoped that this study will raise additional questions that will be the subject of future research.

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METHODOLOGY

The data were collected by means of a questionnaire. The items on the questionnaire were selected by the investigator after a review of the literature, and from the investigator's background of training and experience. The two principle sources influencing the selection of items were Wrenn (43) and the American Council on Education study of 1958 (15). The questionnaire was duplicated and submitted to six persons in the field for evaluation. Five of these persons are chief student personnel officers in institutions outside of the group being investigated and one is an associate chief student personnel officer. The questionnaire was then revised on the basis of the suggestions made by these men and the revised copy discussed with the investigator's guidance committee. It was revised again, printed by the offset method with a cover letter duplicated by flexowriter and sent out to the selected group. One month after the questionnaire was mailed another letter was mailed to all members of the group who had not yet returned the questionnaire. Copies of the questionnaire and the two letters are in Appendix A. Data are reported in terms of percentages of the responding group and subgroups. Where the categories do not have discrete divisions, data are reported by percentages within

quartiles. No attempt is made to attach statistical significance to the data.

THE CRITERION GROUP

The investigator's area of primary interest is the small coeducational liberal arts college. Therefore, the questionnaire was sent to all coeducational liberal arts colleges, with a full-time student enrollment of under 2,000, that list a chief student personnel officer as part of their administrative staff. The basis for selection was those institutions listed in Education Directory, 1959-60 Part 3, U. S. Department of Health, Education, and Welfare, Office of Education (35), under II by highest level of training (only the bachelor's and/or first professional degree), and the following classifications by type of program: (b) liberal arts and general; (c) liberal arts and general and terminal-occupational; (e) liberal arts and general and teacher preparatory; (f) liberal arts and general, teacher preparatory, and terminal-occupational.

The size limitation is arbitrary. It is believed that chief student personnel officers in this size group do more performing and personal directing and supervising than in larger institutions. It is further believed that this personal involvement in student personnel functions creates

a different role for the chief student personnel officer in the small college than that of his counterpart who is primarily an administrator in larger colleges and universities.

The classification by highest level of learning and by types of program chosen in the attempt to get relatively homogeneous institutions with liberal arts emphases. The study is limited to coeducational institutions in the belief that the job of chief student personnel officer is enough different in these institutions from non-coeducational institutions to make them worth separate study.

REPRESENTATIVENESS OF ANSWERS

The questionnaire was sent to 118 persons. These were all the persons listed in Educational Directory, 1959-60, Part 3 (35) in the institutional category by size and type as chief student personnel officers. Of these 118, 70 were completed and returned in time for tabulation. This return represents approximately 60% of the population. In addition to these, there were seven returned too late to include in the tabulation, one reported as deceased and not replaced, four reported that their answers would be inappropriate because they were not in fact chief student personnel officers. Three reported that the questionnaires

could not be completed because of extended illness of the chief student personnel officer, one reported as resigned and no replacement, and one was reported as misplaced, too late to send another in time for tabulation. Adding these 17 to those completed makes a total of 87, or approximately 73% of the population "accounted for." See Table 1 for the distribution of responses, non-responses, and acknowledged returns.

SCOPE AND LIMITATIONS OF THE STUDY

Institutions that would be in the size category were not investigated if they were primarily teacher-preparatory, technical or professional, or offered graduate degrees or more than one professional degree. Within the category selected the type of program of the institutions was not considered in analysing the responses. Non-coeducational institutions were not considered. Racially segregated institutions were not identified. The responses of different kinds of church-related institutions were not compared. Junior colleges were not investigated.

With the exception of the follow-up letter, no attempt was made to elicit additional responses, nor was there an effort made to assess reasons for non-answerers. In the first cover letter and in the follow-up letter the

TABLE 1

THE PARTICIPATION OF COLLEGES SELECTED FOR STUDY BY SIZE,
CONTROL, REGION, AND TYPE OF PROGRAM *

Size	Responses	Non-Responses	Acknowledged
Under 500	22	8	6
501-1000	29	16	6
1001-1500	15	4	2
1501-2000	<u>4</u>	<u>3</u>	<u>3</u>
Total	70	31	17
Source of Control			
Church	46	18	12
Private	15	5	2
State	<u>9</u>	<u>8</u>	<u>3</u>
Total	70	31	17
Accrediting Region			
North Central	30	16	10
Southern	26	9	4
Western	1	1	1
New England	1	2	0
North West	4	2	0
Middle States	<u>8</u>	<u>1</u>	<u>2</u>
Total	70	31	17
Type of Program			
(b) Liberal arts and general	3	1	2
(c) Liberal arts and general and terminal preparatory	2	1	0
(e) Liberal arts and general and teacher preparatory	48	21	8
(f) Liberal arts and general, teacher preparatory and terminal occupational	17	8	7
Total	<u>70</u>	<u>31</u>	<u>17</u>

*Source: Education Directory, Part 3, 1959-60, Higher Education,
U.S. Department of Health, Education, and Welfare, Office
of Education.

request was made to send back the questionnaire whether or not it was filled out. Seventeen were received unanswered for the reasons cited above. None were returned with no explanation.

The nature of the questionnaire and the method of analysis do not allow for strict statistical interpretations of the responses. The sole use of the Education Directory for determining the presence of a chief student personnel officer may have had the result of passing over some officers.

PLAN OF THE STUDY

The first chapter contains the introduction, the statement of the problem, the importance of the study, the method of the study, a description of the criterion group, an analysis of the representativeness of the answers, limitations of the study and the plan of the study.

The second chapter consists of a review of the literature pertinent to the study.

The third chapter contains a summary of the personal and institutional data requested in the questionnaire and a description of the growth of the chief student personnel office.

The fourth chapter contains an analysis of the total

responses to the questions concerning the relationship of the chief student personnel officer to specific student personnel functions. It also contains a summary of the responsible officers for the specific functions when the chief student personnel officer is not responsible for the function. Also in the fourth chapter is a summary of the answers to the open-ended questions in elaboration of specific relationships to the various student personnel functions.

The fifth chapter contains analysis of the data according to institutional factors. The sixth chapter is an analysis of the data according to personal factors. In the seventh chapter is a summary of the findings and the conclusions and recommendations of the investigator based on the study.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter a brief summary will be given of the literature concerned with the history of student personnel services, the development of the office of the chief student personnel officer, and the development of student personnel philosophy. This is the literature usually quoted and needs little more elaboration here. Somewhat more time will be spent with reference to literature concerned primarily with the chief student personnel officer and with organization of the services in coordinated programs.

LITERATURE ON THE HISTORY OF STUDENT PERSONNEL

SERVICES

Cowley (12) describes the period prior to 1870 as one in which the religious emphasis of higher education led to the presence of officers who were concerned with the out-of-class activities of the students. This concern evidenced itself principally in the control of conduct and the development of the spiritual life of the student. Cowley refers

to the period from about 1870 to 1920 as one in which intellectualization flourished and little attention was given to students' activities outside of the classroom.

The sterility of the 1870-1920 period is disputed by Wrenn (41:32) who refers to the work of Eliot of Harvard, Barnard of Columbia, and Harper of Chicago. Wrenn indicates that the growth of the elective system and the increased presence of women on the campus gave rise to the development of many student personnel functions during this period.

Lloyd-Jones (20) quotes at length from a statement by William Rainey Harper in 1905 in which he describes the necessity for "diagnosis" as a regular function of the college. Such diagnosis would be made according to Harper:

1. With special reference to his character,
2. with special reference, likewise to his intellectual capacity,
3. with reference to his special intellectual characteristics,
4. with reference to his special capacities and tastes,
5. with reference to the social side of his nature...

Such a diagnosis, when made, would serve as the basis for the selection of studies...This material likewise will determine largely the career of the student...This feature of twentieth-century college education will come to be regarded as of greatest importance, and fifty years hence will prevail as widely as it is now lacking. (20:11)

Blaesser (5:2) attributes the reawakened interest in student personnel services after 1920 to four groups. These were: (1) the humanitarians who tried to promote mental

hygiene, vocational counseling, and other individual services; (2) administrators such as Gilman of Johns Hopkins with his system of faculty advising, and Harper of Chicago who emphasized residential housing; (3) the applied psychologists who began to identify and measure individual differences; (4) the students themselves who began to build an extensive extra-curriculum.

LITERATURE ON THE DEVELOPMENT OF THE OFFICE OF THE CHIEF STUDENT PERSONNEL OFFICER

The development of an office to perform, direct, or coordinate student personnel services headed by a chief student personnel officer is essentially a post-World War II phenomenon. Long has this to say about an investigation in 1944. "From the information assembled in a survey conducted for the National Association of Deans and Advisers of Men in March 1944, it is evident that the dean of students is emerging as a major administrative officer charged with the responsibility of coordinating all personnel services on the campus." (21:383)

It was not until the 1955 revision of the Dictionary of Occupational Titles that the personnel dean was differentiated from the academic dean. Here the title was listed as dean of men with dean, dean of students, and director of

student personnel as alternate titles. The text of the job description under these titles follows:

Directs and coordinates nonacademic student personnel program: Assists in formulating student personnel policies and advises on problems related to policy, program, and administration. Supervises and assists in planning university social, recreational, and cultural programs. Assists in preadmission evaluation of students' qualifications and in curriculum planning. Renders individual or group guidance relative to personal problems, educational and vocational objectives, social and recreational activities, loans, and scholarships. Interviews students violating university rules and takes necessary disciplinary or remedial action. Sponsors and advises student organizations. Prepares budget and administers appropriations of department. May teach formal courses. May supervise student cafeteria, dormitory, publications, and related activities. (30:41)

A development of post war student personnel administration can be traced in successive statements in the American Council on Education Studies in student personnel work. In 1945 this statement occurs:

Some colleges have adopted a highly centralized system in which a dean of students or director of personnel and a small specialized staff perform all student personnel functions. Other institutions have appointed a dean or director with administrative control over some personnel functions and departments performing additional personnel functions. In the small liberal arts college, the academic dean is frequently given the additional responsibility for the student personnel functions...By far the majority of institutions have failed to provide any administrative or co-ordinating direction for their various student personnel departments. (5:85)

The ACE report in 1949 shows a shift of emphasis in this way:

As volume of services and size of staff increase, the

necessity for centralization of administrative responsibility of an over-all nature becomes more readily apparent. The experience of the past decade indicates the desirability of assigning responsibility for personnel work to an administrator. The generalization follows the pattern clearly established historically of designating instructional responsibility in the dean of a faculty or in the president in a small institution. (40:15)

The report of a series of consultations with 82 colleges and universities between 1946 and 1950 was the basis for the 1952 ACE studies. Excerpts from this report follows:

The larger the institution visited, the greater the probability that the consultant would find a centralized personnel program. In the smaller colleges, the extent of centralization, as reported by the consultants, was dependent upon the personality and desires of the president. In colleges where the president maintained institutional control tightly in his own hands, the personnel organizations tended to be diffused and disorganized. On the other hand, in those colleges where the president allocated responsibilities and made use of his vice-presidents, administrative assistants, or deans, personnel programs seemed to be more highly organized and to operate with a better degree of cooperation.

A minority of the schools had an official designated as the chief personnel officer. Only a few of these schools had deans of students, directors of personnel or people with similar titles. Most schools maintained people on their staffs with the titles of dean of men and dean of women. Often the functions of these deans of men or deans of women have come to be closely similar to the functions of a dean of students... The reports of the consultants convey the impression that, in general, personnel organizations in the colleges visited were somewhat chaotic. Neither students nor faculty members knew who was responsible for the direction of the personnel programs in most cases, and frequently the president of the college, even though well aware that this confusion existed, according to the consultants' reports, was reluctant to designate anyone

on the staff as the responsible personnel administrator. (8:13)

In the final publication by ACE on student personnel work, published in 1958, the following summary of the current situation is given:

Organizational structure and proper staffing are the basis for accomplishing the objectives and functions of student personnel services. During the development period of these services, related functions frequently operated in isolation...Objectives and functions were clouded and confused. Positions such as those of dean of men and dean of women have existed for many years. Responsibilities inherent in these positions have varied among institutions and the positions often have had no consistent relationship to administrative structure. This lack of coordination, or of structured administrative plan, has been characteristic of the growing-up period of student personnel services. It has never been corrected completely in many institutions, despite their acceptance of the specific contributions of these services as essential to the educational process. (15:32)

With the development of centralized organization of student personnel services, confusion has arisen concerning titles for those holding administrative responsibility...The usage of the title Dean of Students to designate a chief administrative officer in a coordinate student personnel service program has become very common. In many institutions the title carries with it essential responsibility for staff coordination and supervision. To the student clientele, however, the title carries an implication of direct contact and service. Since such student contact is often difficult because of administrative load, the title of vice-president has been adopted in many institutions have coordinated programs. The administrative officer who works closely with other administrative officers and directly with a staff serves a function quite different from that of the dean whose major time and effort is spent in direct contact with students. The characteristics of the person employed for a position are, therefore, to be considered along with his training and the definition of the job he is expected to do. (15:38)

LITERATURE ON STUDENT PERSONNEL PHILOSOPHY

A Complete statement of the "student personnel point of view" was published in 1937 by the American Council on Education (12). A revised statement concerning the philosophy and rationale for student personnel work in higher education was developed by a committee under the chairmanship of Williamson and published by ACE in 1949. (40) Wrenn (43), and Lloyd-Jones and Smith (19) have well-developed statements on this subject. Of more immediate concern to the subject of this paper is the literature dealing with the philosophy of the office and the incumbent administrator. Arbuckle and Kauffman point out the need for study in this area:

It is the opinion of the writers that no type of institution of higher learning in our society has a greater need or is better suited for the fullest student personnel program than the liberal arts college...A survey of the student personnel literature indicates that very little research, comment, or reporting on student personnel work emanates from the traditional liberal arts colleges. Most of the persons writing in this field seem to be affiliated primarily with either teacher-training institutions or departments of education and psychology in large universities. (2:296)

Williamson and Darley point up one of the key philosophical problems in this statement: "Implicit in our introductory remarks is the assumption that the internal order of the office of the dean of students, and consequently the major problems of policy arising therein, are

neither self-generative nor autonomous but are derived from, and dependent on, the philosophy of the institution."

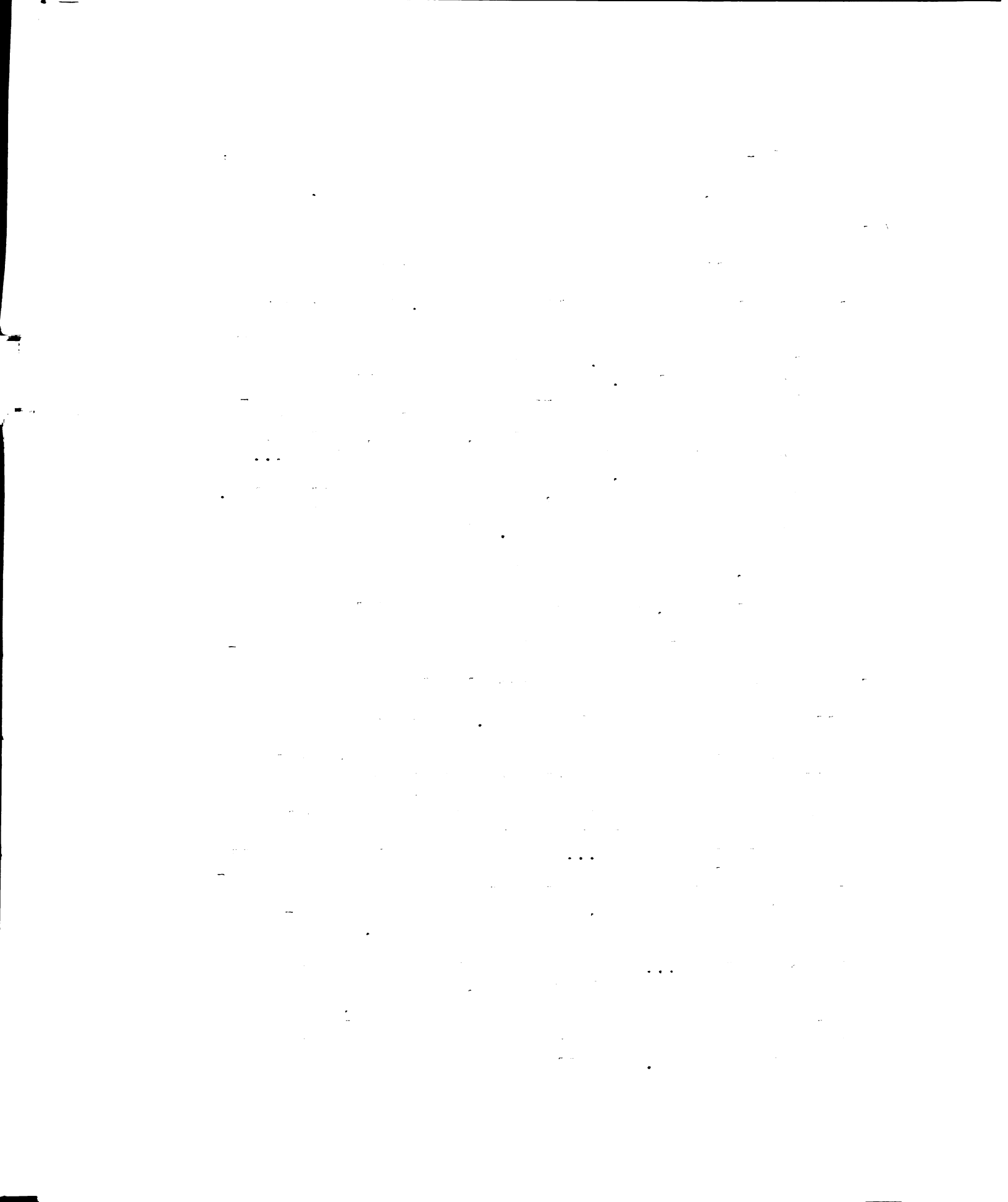
(41:6)

In a challenging charge to deans of students to develop a philosophy for his life and work, Lowrey says:

A dean of students must make the attempt to make all knowledge his province. He is a constant advisor to adolescent rebellion. Sometimes this rebellion is merely an aspect of growth--sometimes it is an expression of insecurity and fear as new knowledge or new views in the fields of psychology, history, biology, physics or religion alter the shape of old beliefs... The dean of students, if he is to meet these young minds on their own grounds, needs to read in all fields. Out of his reading and thinking must come a philosophy by which he can live and teach. (24:356)

Shoben, in a searching analysis of current student personnel philosophy, suggests that broad social changes since the first World War have placed more of the responsibilities for the development of social values in the hands of college student personnel workers. He says:

Personnel workers share with their instructional colleagues the occupational responsibility for being themselves educated persons and for devoting a proper portion of their time to contributing to the totality and contours of available knowledge through research and scholarly activity...Student personnel workers will most probably make their finest contributions by articulating themselves more explicitly with the rest of the educational enterprise, by finding greater commonalities with instructors and investigators, and by broadening both their professional horizons and their basic knowledge...Student personnel work must give thought to professional standards, increasing the effectiveness and depth of relevant training, and the selection on an informed basis of those people who can best represent these ideals in their professional service and relationships. (28:11)



Nygreen (26:47) identifies philosophical problems that may arise out of differences in background, discipline, or position. These include the problem of respect for training, referring to an understanding of the background of those in the various disciplines as well as an understanding of one's own limitations in training. Other problems are: the problem of being willing to consult; the problem of conflict of mores and values; using the form of consultation to dominate; tendency of older administrators to lag behind the younger worker in training and outlook; the problem of combining a respect for the integrity of the individual with the process of separating advising from decision making.

Vogel criticizes the failure of philosophy and practice to agree:

The responsibilities allocated by institutional administrators to the student personnel area, the accepting of these responsibilities, and the practices employed by the student personnel administrators in expediting them indicate a breach between awareness and application of the philosophy of the student personnel point of view. (31-1706)

LITERATURE ON THE CHIEF STUDENT PERSONNEL OFFICER

In 1925, Bennett (4) studied the prevalence of the office of the dean of men. His study was an attempt to discover existing personnel titles and the number of student

personnel offices in operation at that time. Of 356 institutions queried, 101 reported having male personnel deans, 66 recognized the need for such an office but had added the dean's duties to another office already established, and 119 institutions seemed to have made no attempt to assign personnel work to any person or office.

A little later (1932), Lubbers (25) attempted to discover who were the individuals that determine and execute the policies in 180 colleges. Results showed that 37% of the total number of men's and co-ed institutions had the office of the dean of men and only 18% of the men's colleges had a dean of men. Forty percent of the co-ed institutions studied had the office of dean of men. Lubbers found that the officers for personal advisement in the order of greatest frequency were dean of women, dean of the college, and dean of men.

Summing up the experience of the two decades between the mid-thirties and the mid-fifties, Arbuckle has this to say:

In some cases the organization and administration of these services became the job of an officer who was already loaded down with other tasks and who quite frequently had little understanding of, or sympathy with, the student personnel point of view; or it became the added responsibility of one who was imbued with the academic tradition, and who naturally enough would think of such services as secondary; or it became the responsibility of an autocratic administrator who would daily send forth his orders of the day; or, finally, it became the task of someone who was a fine person, but

who lacked the knowledge, understanding, and skill that were essential if the task was to be well done. There is no doubt that in the past twenty years the administrators of personnel programs in some colleges have been individuals of such caliber. Under such circumstances it would be unlikely that the personnel program would function effectively. (1:25)

Bradley (6) made a study of duties performed by the chief student personnel officer in a sample of 50 southeastern institutions. These were male and co-educational institutions offering at least the bachelor's degree. The sample was stratified by state, control, and size in order to represent fairly all institutions in the area. Forty three of the institutions had a designated chief student personnel officer. Complete personal and institutional data was obtained but only total information was considered. There was no attempt to assess answers according to any of the personal and institutional variables. Bradley found the average age of the deans to 46, 93% were married; all had at least the bachelor's degree, 95% had a master's degree, and 32% a doctor's degree. Eighty eight per cent of the deans had been former faculty members; 53% had taught in high school; 23% had been high-school administrators. Sixty three per cent were still teaching with a mean load of six hours. English, history and psychology were the most prevalent teaching fields, in that order. The mean numbers of offices and departments under the direction of the personnel deans was 7.7. Eighty five per cent of the

personnel dean reported directly to the president. Of 19 principal duties isolated, Bradley found that the most prevalent in descending order of frequency were: personal counseling, freshman orientation, visit hospitals and the sick, refer health problems, extra-curricular activities and discipline.

Cauffiel (9) lists two kinds of chief student personnel officers, those who are administrative student personnel officers, and those charged with personnel functions in addition to the administration of their program. Of this latter group, he found the following duties (in order of frequency of their performance): Consultation with parents of students, referral functions; conferences with prospective students, their parents and teachers; recommendations concerning loans, scholarships and fellowships; advising student government; enforcement of rules and regulations; interpretation and application of university requirements; formulating rules and regulations; handling disciplinary matters; directing student organizations; supervision of residences; direction of fraternity and sorority activities; advisement of students concerning academic difficulties; selection of psychological tests to be used in test batteries; keep records of personal history; approve applications for loans; and supervision of the dormitory counseling program.

Lloyd-Jones makes an early distinction between personnel work and personnel administration. She says that "personnel administration is the coordination and concentration of all the resources of the institution together with the information afforded by scientific investigation for the purpose of furthering the best interests of each individual in all his aspects." (18:141) She defines three aspects of administration: instructional, operational and student personnel--these arise because of inability either through lack of time, or ability for the president to accomplish the duties.

Lloyd-Jones details the requirements for a student personnel administrator in this fashion:

The director of student personnel administration must be adaptable enough, intelligent enough, and well enough trained to be able to supplement the services of those few experts in personnel work who may be available. It will be well for everyone entering the field of student personnel administration, in addition to having thorough preparation in the field of education and administration, to know something about organizing a testing program, about administering a social program, and about the principles of counseling, of making a case study, of vocational guidance, of statistics, and of record keeping. (18:146)

Strozier (29) relates confusion about the aim and purpose of the personnel office to general institutional problems. He says that in many cases the office of the dean of students is frequently seen as a catch all for all the miscellaneous functions not taken care of elsewhere; as a

special services office for certain services that must be rendered, but that must be separated from the regular academic offerings; or as a morale office to keep the students, and the institution out of trouble. Strozier has this to say about the problem:

The fundamental--the real problem as I see it, is that of determining, with imaginative precision and perceptive administrative logic, the role of the office of the dean of students within the total life and organization of the university. (29:50)

Summing up his research on the office of the dean of students, Bradley says:

It is manifestly impossible to discover all the duties performed by the chief student personnel deans. So diversified are the duties of a dean that one may personally be assigning students in and out of a dormitory where the dean lives while another in a different institution is appointing to the faculty a scholar of note as head of a new department. (6:55)

LITERATURE ON STUDENT PERSONNEL ORGANIZATION

In one of the first references to a coordinated student personnel program, Zook in 1932 said that if a college was small enough the dean should be responsible for student personnel work by co-ordinating the various services. For larger institutions, he said: "The president should select a dean of students for the entire institution who should be charged with the responsibility for all student welfare and personnel work." (44:50)

Cowley believes that student personnel work should be "synchronized." He gives these reasons: "Overlapping and gaps cannot be eliminated unless someone has the authority to eliminate them. The personnel program needs to be recognized by the president as a formidable and solid unit; it needs frequent presentation as a unit. Personnel work must have a major administrative officer who ranks in authority with the business manager and academic dean." (13:148)

In another article Cowley explains three types of coordination needed by the student personnel program. He says that these three consist of coordination of the student personnel services within an institution. This can be done by a person or a committee. He recommends a single person as being the more appropriate. He goes on to recommend the necessity for coordination of the student personnel services with instruction and coordination of national societies dealing with student personnel services. (14:725)

Williamson, speaking almost entirely of the large university, recommends a coordinated program rather than a centralized, departmental one. He says:

The distinction is broadly this: in a centralized, departmental organization, the individual student has his personnel problems treated as a separate phase of his educational career, in separate physical surroundings, and by separate individuals. In a coordinated personnel program, the student, as he moves through his educational experiences, is the focal point for

specialized personnel services which aim at integrating his educational adjustments with his total life adjustments. (41:79)

In describing the development of a coordinated student personnel program in the California State Colleges, Chandler, speaking first of the 1946 reorganization and then of the 1950 changes, says:

This organizational structure provided a framework from which to build a completely integrated functional student personnel program. In this organization, student personnel work was recognized and some of its major functions were placed under a dean who was co-equal with the academic deans in the administrative hierarchy of the colleges.

The principal changes made in 1950 were: to further consolidate the personnel work of the college under the dean of students; to make clear the lines of authority and responsibility; and to group like functions together under responsible administrative and technical positions. (10:77)

Coleman (11) recommends administrative centralization, but suggests ways in which informal coordination may be achieved when such administrative centralization is not possible in a particular institutional setting.

Reporting the proceedings of a national conference, Love records the following observation. "Organization of an institution into three coordinate divisions--academic, student personnel, and business--might be one way in which to help build faculty understanding of an participation in the student personnel program as well as to bring about the acceptance of the premise that the 'whole man' must be educated." (23:170)

As a member of the consulting group from which the 1952 ACE report came, Wrenn made these comments for different institutions:

The basic need is for the coordination of the present scattered personnel services under a Dean of Students or a Dean of Student Personnel. This office should be parallel in position responsibility to the Dean of Faculties, who coordinates the instructional program of the various colleges and other instructional units such as Library, Extension Department, etc., and the Controller or Business Manager who coordinates all physical functions and the maintenance of the physical plant.

To the president of another institution:

I sincerely believe that there is urgent need of coordination at the top level. Such facilities as the health services, the deans of men and women with their dormitory work, the supervision of student activities, placement, orientation, testing and counseling--all of these need to be coordinated under a director of personnel.

In still another case:

Perhaps the work of the Dean of Students as coordinator of all student personnel services could be strengthened by more frequent direct contact between him and the President and by greater use of the office of the Dean of Students as a position coordinate with but not subordinate to the office of the Dean of the College. (43:568)

Arbuckle is critical of the history of student personnel administration and suggests that the primary job of the personnel administrator may be to coordinate existing services. He says:

The history of personnel administration in colleges and universities shows that it has often been a chaotic and poorly integrated procedure. It has ranged from complete decentralization, with no coordination or understanding among various personnel workers, to completely dominated and controlled by one figure. It

has often been carried out by individuals who have had no training in the field, by those who are overloaded with other tasks, or by those who were chosen for the position solely because of the people they knew...

Thus the job of the personnel administrator is not necessarily to develop a program of personnel services. It may be to pull together a series of disjointed and disorganized services into a coordinated program. It is also quite frequently a task of drawing together for a common purpose a group of workers who have been concerned only with their specific activity and who have had little feeling of belonging to the larger all-university program. (1:26)

Writing in an academic journal, Williams criticizes on the one hand the lack of clearly defined functions for administrators, and on the other hand the entire student personnel program.

Few features of Cherokee College (a pseudonym) are more striking than the absence of the defined functions for the numerous administrative officers. There are no clear directives, written or verbal, defining the functions of any of these officers. The result is a state of administrative confusion. No one, student or faculty or junior administrator, knows for sure to whom to go for information, instruction, or definitive answers...

The dean of students, the dean of men, and the dean of women work in a sort of collective endeavor to house, feed, nurture, and counsel the students of Cherokee College. This paternalistic program enjoys the sanction and encouragement of the administration; but the more thoughtful members of the faculty note its increasing tendency to attract an uncritical type of student, lacking in initiative and imagination...Without any doubt, the personnel deans consider their counseling to be conducted in the most scientific spirit; some of the academic staff consider their efforts coddling. (38:618)

In a recent study of personnel services in small liberal arts colleges, Scott finds the academic dean

functioning in most cases as the chief student personnel officer in addition to his other duties and not only a lack of coordination of personnel services, but a lack of the recognition of the need for such coordination. (27:21)

CHAPTER III

SUMMARY OF THE PERSONAL AND INSTITUTIONAL DATA OF THE CHIEF STUDENT PERSONNEL OFFICERS AND INSTITUTIONS STUDIED

In this chapter the personal and institutional data gathered from the questionnaire are summarized. There is also a description of the growth of the chief student personnel office in the size and type group of colleges studied.

The first section is concerned with the personal data, title, and organizational position of the chief student personnel officers who responded to the questionnaire. The second section deals with institutional data from the colleges represented by the responding chief student personnel officers. The third section traces briefly the growth of the chief student personnel office in the institutions studied.

PERSONAL DATA OF RESPONDENTS

Age, Sex, and Marital Status

Of the 69 respondents reporting their age, the range was from 28 to 64 with a median age for the group of 41.

Of the chief student personnel officers reporting, 64 were male and six female. There were a total of 59 married and 11 single. Of the males, 58 were married and six single; of the females one was married and five single.

Graduate Student Personnel Work

Graduate student personnel work was reported in years, degrees, semester hours and quarter hours. These were arbitrarily reduced to semester hours by reducing quarter hours by one third, by allowing 20 hours per year reported, and by allowing 20 hours for a master's degree reported and 60 hours for a doctor's degree reported. Twenty hours for the master's degree and 60 hours for the doctorate were selected as estimates of the amount of student personnel course work included in all of the work taken for these degrees. The range of graduate work reported, using this system, was from 0 to 65 semester hours, with a median of 20 hours.

Professional Positions Held Prior to Becoming a Chief Student Personnel Officer

The prior professional positions reported were gathered into 27 categories by gathering miscellaneous college administrative positions such as registrar, admissions officer, public relations officer, division chairman, etc., into one category under "college administration;" by putting service chaplains and institutional chaplains in the

"minister" category; and by including high school principals and other administrative officers under the one title, "high school administration." The high school teacher category is the largest among professional positions previously held, with high school administration and college administration following in order of size. Many of the respondents showed several previous positions, while of course, some reported none. A complete listing of the positions is shown in Table 2.

Prior Positions Held at Present Institution

The positions reported as being previously held at the present institution are headed by the dean of men category, with professor of history and professor of education sharing the second place. A complete listing of positions previously held at the present institution is shown in Table 3.

Professional Titles Held with that of Chief Student

Personnel Officer

The title of professor of education was the one most commonly held concurrently with that of chief student personnel officer. Professor of psychology and professor of religion were next in order of frequency. A complete listing of the titles held concurrently with chief student personnel officer is shown in Table 4.

TABLE 2

PROFESSIONAL POSITIONS OF RESPONDENTS HELD PRIOR TO BECOMING CHIEF
STUDENT PERSONNEL OFFICER IN ORDER OF FREQUENCY

Position	Number
High School Teacher	32
High School Administrator	18
College Administrator	15
Dean of Men	13
Minister	12
Professor of Education	10
Counselor	8
Director, Residence Halls	7
Professor of Religion	7
Coach	7
Professor of History	7
Professor of Psychology	5
Elementary Teacher	4
Dean of Women	3
Professor of Sociology	3
Professor of Business Administration	2
Church Youth Director	1
Professor of Economics	1
Professor of Mathematics	1
Professor of Military Science	1
Professor of French	1
Officer, Navy Personnel	1
Staff Associate, Science Research Associates	1
Professor of Political Science	1
Professor of Physical Education	1
Professor of Chemistry	1
Professor of Greek	1

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TABLE 3

PROFESSIONAL POSITIONS HELD BY RESPONDENTS AT PRESENT INSTITUTION
PRIOR TO BECOMING CHIEF STUDENT PERSONNEL OFFICER

Position	Number
Dean of Men	8
Professor of History	6
Professor of Education	6
Professor of Religion	3
Professor of Sociology	3
Professor of Psychology	3
Professor of Business Administration	2
Director of Admissions	2
Director of Public Relations	2
Professor of Economics	1
Director of Placement	1
Director of Residence Halls	1
Professor of Mathematics	1
Dean of Women	1
Professor of Political Science	1
Professor of Physical Education	1
Professor of Chemistry	1
Coach	1

TABLE 4

PROFESSIONAL TITLES OF RESPONDENTS HELD CONCURRENTLY WITH THAT OF
CHIEF STUDENT PERSONNEL OFFICER

Title	Number
Professor of Education	11
Professor of Psychology	7
Professor of Religion	7
Professor of History	5
Dean of Men	3
Director of Placement	3
Professor of Sociology	3
Academic Division Chairman	2
Registrar	2
Coach	2
Choral Director	1
Professor of Economics	1
Professor of Mathematics	1
Professor of Business Administration	1
Director of Health and Safety	1
Professor of French	1
Professor of Chemistry	1
Professor of Languages	1

Percentage of Working Time Devoted to Student Personnel Work

All of the chief student personnel officers reporting indicated some time spent in student personnel work. The range of time reported was from 20% to 100% with the median reported as 75%. This was also the mode with 16 reporting that they spent 75% of their working time in student personnel work.

TITLE OF THE CHIEF STUDENT PERSONNEL OFFICER

Current Title of the Chief Student Personnel Officer

Of the 118 chief student personnel officers listed in the criterion group, 79 had the title "dean of students." Among the remaining 39 listed, there were scattered 18 other titles. Of the 70 respondents returning completed questionnaires in time for tabulation, 53 had the dean of students title with the remaining 17 reporting 11 different titles. These 11 different titles are not necessarily the same as those listed in the criterion group, as the titles reported on the questionnaire were not always the same as that listed in the directory. A complete listing of these titles is shown in Table 5.

Length of Time Current Title Has Been In Use

The current title held by the chief student personnel officer has been in use from one quarter year to 21 years.

[illegible]

TABLE 5

TITLES OF CHIEF STUDENT PERSONNEL OFFICERS AS REPORTED IN
EDUCATION DIRECTORY, PART 3, 1959, AND AS REPORTED
 BY RESPONDENTS TO THE QUESTIONNAIRE

<u>All Titles in Criterion Group</u>	<u>Number</u>
Dean of Students	79
Director of Student Personnel	8
Director of Student Affairs	3
Personnel Director	3
Director of Guidance	3
Director of Student Life	3
Dean of Student Affairs	3
Student Personnel	2
Dean of Student Personnel	2
Director of Student Activities	2
Personnel Officer	2
Director of Personnel	1
Dean of Student Life	1
Dean, Student Personnel Services	1
Chief Personnel Officer	1
Counselor for Students	1
Dean, Student Services	1
Director, Personnel and Guidance	1
Director, Campus Life	<u>1</u>
Total	118
<u>Titles Reported by Respondents</u>	
Dean of Students	53
Director of Student Personnel	4
Dean of Men	2
Dean of Student Affairs	2
Director of Student Activities	2
Chairman of Personnel	1
Dean of Student Personnel	1
Dean of Division of Student Life	1
Dean, Student Personnel Services	1
Director of Guidance	1
Director of Guidance and Student Life	<u>1</u>
Total	70

The median length of time reported was six years. There were nine reporting that the title had been in use for 10 years, and 10 reporting more than 10 years. The remainder showed a cluster around the median. Stated another way, this shows a rather uniform growth of the use of these titles through out the decade of the 1950's.

Previous Titles for the Chief Student Personnel Officer

There were 51 respondents who reported that the current title was the only one ever used for the chief student personnel officer at their institutions. Of the remaining 19, 14 had had some other title and changed to dean of students; three had had the title dean of students and changed to some other title; two had changed from and to titles other than that of dean of students.

→ Appropriateness of Current Title

There were 11 respondents who did not feel that their titles were appropriate to the position. Of these, nine had titles other than dean of students, and advised that they believed the title should be dean of students. There was one who now has the title dean of students and believed that the title should be changed to director of student affairs on the grounds that "it would be more descriptive of the responsibilities involved." Another who is now doing the chief student personnel job with the title of dean of men believes his title should be changed to director of student

personnel.

Remarks Concerning Title

All 30 of those making extra comments in this category felt that dean should be in the title, and preferably, that it should be dean of students. Reasons advanced for this stand were that: (1) it gave the necessary status and prestige to the office; (2) was generally accepted as descriptive of the job to be done; (3) gave the necessary direct access to the president. Two respondents mentioned that there might be some problem where counseling was seen as a major responsibility, but did not see this aspect as important enough to have any other title. Two respondents mentioned a possible conflict when the job also involved discipline, but did not believe a change of title would be advantageous.

ORGANIZATIONAL POSITION OF THE CHIEF STUDENT
PERSONNEL OFFICER

Reporting Responsibility of the Chief Student Personnel
Officer

Of the 70 chief student personnel officers under investigation, 55 report to the president of the institution; 10 report to the academic dean; three report to executive vice-presidents; one reports to a dean of

administration, and one to an administrative committee. Of the 10 reporting to academic deans, six feel that the arrangement is inappropriate and recommend reporting to the president. The one chief student personnel officer that reports to an administrative committee believes that he should be a member of that committee.

Of the chief student personnel officers who also teach, four indicate that they report to the academic dean for instructional purposes; two report to the president except in academic or faculty affairs, when they report to the academic dean; one respondent reports to the academic dean except in the area of financial aids which area is reported to the president. One of the chief student personnel officers reports to the academic dean on "minor" matters and to the president on "major" matters; one of those who reports to an executive vice-president takes serious disciplinary matters to the president.

Reporting Responsibilities of Others to the Chief Student Personnel Officer

By combining reported titles whenever possible, a total of 26 categories was obtained of offices reporting to the chief student personnel officer. In 35 institutions the chief student personnel officer has head residents, house-mothers, directors of residence halls, and the like reporting to him. In 35 institutions, a dean of women reports to

the chief student personnel officer. The health service, reports through a doctor, nurse, director of health service, or some like title to the chief student personnel in 32 institutions. The next most common arrangements are dean of men in 21 schools and counselor, director of counseling or director of guidance in 15 institutions. See Table 6.

Eight of the respondents believed that their reporting arrangements were unsatisfactory. Of these, five feel that there are not enough of the personnel services reporting to the chief student personnel officer. One feels that there should be a dean of men reporting to him for discipline; one believes that he has too many people reporting to him; one feels that the failure of the director of counseling to report to the chief student personnel officer results in overlapping of responsibilities and a duplication of functions.

Additional Comments on Organizational Position of the Chief Student Personnel Officer

In 65 of the 70 cases reporting the chief student personnel officer is a member of an all-college administrative group.

Of the respondents who made additional comments relative to organizational structure, 27 expressed satisfaction with the situation that allowed them to report directly to the president. Three who were not in the top

TABLE 6

STAFF AND AGENCIES REPORTING TO THE CHIEF STUDENT
PERSONNEL OFFICER IN ORDER OF FREQUENCY

Staff or Agency	Number
Director of Residence Halls, Housemother, Head Resident	35
Dean of Women	35
Doctor, Nurse, Director of Health Service	32
Dean of Men	21
Director of Counseling, Counselor, Director of Guidance	15
Director of Placement	10
Director of Student Affairs, Activities	8
Director of Housing	8
Director of Food Service, Dietician	5
Associate to the Chief Student Personnel Officer	5
Director of Religious Affairs, Chaplain	5
Faculty Advisors to Student Organizations	5
Assistants to the Chief Student Personnel Officer	4
Athletic Director	4
Student Union Manager	4
Campus Police	4
Director of Testing	3
Registrar	2
Director of Admissions	1
Director of Student Aid	1
Maids and Janitors	1
Remedial Services	1
Publications	1
Director of Associated Women Students	1
Foreign Student Advisor	1
Principal of Affiliated School	1

administrative group felt that they should be. One respondent reports that he has been delegated more responsibility than can be discharged with limited authority; one believes that the lack of specific designation of duties and responsibilities among the various persons administering student personnel functions works only because of the persons involved in the particular institution.

INSTITUTIONAL DATA

SIZE

It may be that size itself will influence the role of the chief student personnel officer with different problems connected with more or fewer students. Size may affect the formality of organizational structure, facilities, and personnel available for student personnel work. These factors may influence the role of the chief student personnel officer.

The Education Directory, Part 3 (35) from which the group was selected does not list a chief student personnel officer for institutions under 200. The size range of the criterion group was from 204 to 1979. Of the group completing the questionnaire, the range was from 243 to 1942. The mean size of the responding group was 765 and the mean size of the group that did not answer was 806. Arbitrarily

dividing the criterion group into four groups of 500 enrollment range, every group responding exceeded the group not responding, and all but the largest, i.e., from 1501 to 2000 exceeded the no response and acknowledged groups. These data are shown in Table 1 under representativeness of answers. Using the same 500 enrollment range grouping and comparing the institutions in the criterion group with other institutions of the same size, but not listing a chief student personnel officer, it is found that the larger institutions in the group, i.e., those with more than 1000 enrollment, listed a higher percentage of such officers. See Table 7. For the purpose of comparing the answers of the respondents, the institutions were divided into quartiles according to size.

SOURCE OF CONTROL

The source of control, whether church, private, or state, may influence the role of the chief student personnel officer. There may be differences in institutional purpose and philosophy; in training and philosophy of faculty and staff; in source and amount of funds for personnel work; in composition of the student body. These may have an impact on the role of the chief student personnel officer.

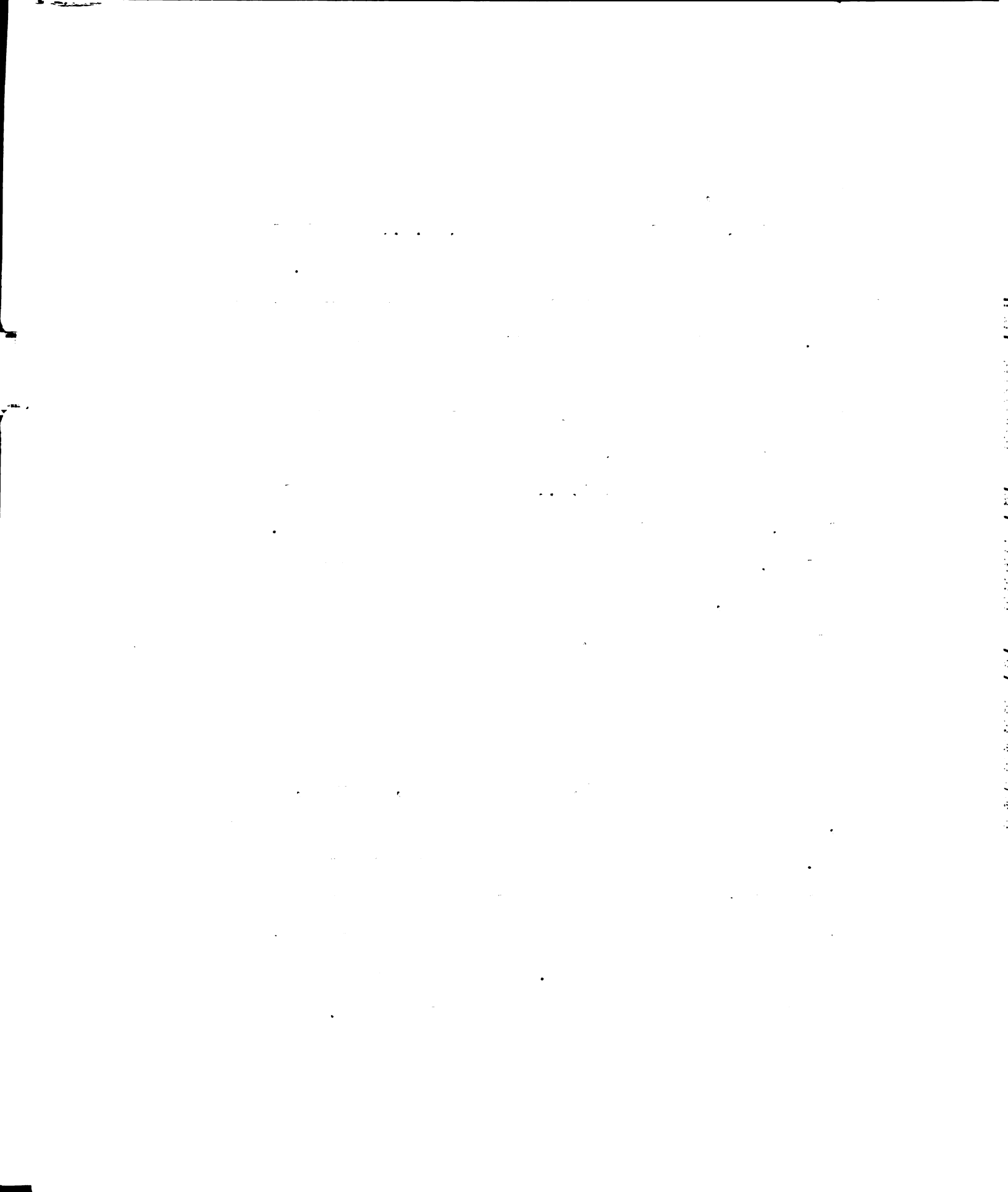


TABLE 7

A COMPARISON OF INSTITUTIONS WITH AND WITHOUT CHIEF STUDENT PERSONNEL
OFFICERS LISTED IN EDUCATION DIRECTORY, PART 3, 1959

Size	With CSPO Listed	Without CSPO Listed
Under 500	36	64
501-1000	51	75
1001-1500	21	20
1501-2000	<u>10</u>	<u>9</u>
Total	118	168
Source of Control		
Church	73	113
Private	26	33
State	<u>19</u>	<u>22</u>
Total	118	168
Accredity Region		
North Central	56	78
Southern	39	61
New England	3	3
North West	6	6
Middle States	11	19
Western States	<u>3</u>	<u>1</u>
Total	118	168

Church Related Institutions

The investigator had thought that some division in the church group could be made. However, it was discovered that there were 24 church denominations represented in the criterion group and 17 denominations represented among those completing the questionnaire. A division did not seem feasible. The 17 churches in the answering group seem to be fairly representative of the whole group. See Table 8. A tabulation of church connections of those institutions that would have been in the criterion group had they had a chief student personnel officer is in Appendix B.

Private Institutions

The group of private institutions seems to pose few problems. Although it is suspected that the decision by the institution to list themselves as private or church-related may be a matter of choice in some cases, the listing in the Educational Directory, Part 3 (35) was taken without question. The private institutions showed a much larger percentage of returns than did the other groups. See Table 1 under representativeness of answers. The private group has a higher percentage of chief student personnel officers than does the church group, but not so high as the state controlled category. There were no proprietary schools in the private group, all being of the non-profit type.

TABLE 8

A COMPARISON OF CHURCH AFFILIATION OF RESPONSES AND NON-RESPONSES
IN COLLEGES SELECTED FOR STUDY

Church	Response	Non-Response
Methodist	10	5
Lutheran	4	5
Presbyterian	5	3
Nazarene	3	2
Baptist	2	3
Southern Baptist	2	1
Roman Catholic	2	1
Disciples of Christ	2	1
Church of the Brethren	1	0
African Methodist Episcopal	1	1
Seventh Day Adventist	1	1
Evangelical and Reformed	1	1
Reorganized Church of Jesus Christ of Latter Day Saints	1	0
Evangelical United Brethren	1	1
Friends	1	0
United Presbyterian	1	0
Reformed	1	0
Congregational Christian	1	0
Mennonite	1	0
Church of God	1	1
Reformed Presbyterian	1	1
Church of Christ	1	1
United Churchs of Christ	1	1
Interdenominational	1	1
Total	<u>46</u>	<u>30</u>

State Institutions

The state as a source of control seems to be a fairly obvious division. Public control would be a more general term, but there are no municipal schools in the criterion group. There is one county controlled school in the criterion group, but a response was not received from this school. It is listed along with the state controlled schools in the no response category. See Table 1. State controlled schools have the largest percentage of chief student personnel officers in the group satisfying the other criteria, but the smallest percentage of response to the questionnaire. As most of the state institutions are in the fourth quartile by size, it is a moot question which factor is more important in determining the percentage of returns.

GEOGRAPHICAL LOCATION

Regional customs, income, population density; state educational policies; and accrediting association policies may be factors affecting responses to the questionnaire. Various alternatives were explored, and the regional accrediting area was chosen as a basis for dividing the responses. If a response came from a non-accredited institution, it was placed in the area where it would be were it

accredited. A distribution of responses and non-responses is in Table 1, under representativeness of responses. A distribution by accrediting area of the schools satisfying all other criteria but the listing of a chief student personnel officer is in Table 7. While the Middle States association has a somewhat smaller percentage of schools listing a chief student personnel officer, the percentage of responses from this group was the largest. Because of the relative smallness of the groups, the New England Association was included with the Middle States and the Western Association was included with the Northwestern group for purposes of comparison.

GROWTH OF THE CHIEF STUDENT PERSONNEL OFFICE

Tracing the growth of the chief student personnel office in the institutions studied presented some problems. The listing of such an office in Education Directory, Part 3 was taken as evidence of the presence of the office. Each year there were institutions entering and leaving the criterion group by changing their level of offering, type, or size. Of course, there were also new institutions in the time period under consideration. Two courses seemed to be open. Either the criterion group could be computed for each time period, in which case they would not be strictly

comparable, or the 1959 group could be used and the growth within this group only could be considered. As there may be new institutions in this group with chief student personnel officers, the data may be somewhat biased upwards. The latter course, however, was chosen and each of the 268 schools having between 200 and 2000 students in 1959 and satisfying the criteria as to type and highest level of offerings was investigated at three-year periods back to 1947. This year as the starting point was chosen because it was the first post-war year (data being for 1946) and because the method of reporting in Education Directory, Part 3 was relatively uniform during this period. After the beginning of this study, the 1960 Directory was published; the 1960 data for this same group are included in the tabulation. See Table 9. In the years under consideration there was a rather uniform growth in student personnel offices, both with the title of dean of students and with other titles, until the 1953-56 period. During this period there was a marked decrease in the rate of growth of these offices. This trend was reversed in the 1956-59 period, and seems to be continuing with the growth of the use of the dean of students title becoming more apparent. It may be that the slowing down of the rate of growth of the institutions, with an actual drop in enrollments during the middle fifties in some institutions, contributed to

TABLE 9

GROWTH OF THE CHIEF STUDENT PERSONNEL OFFICE FOR SELECTED
YEARS 1947-60 IN COLLEGES SELECTED FOR STUDY *

Year	Dean of Students	Other Titles	Total
1960	92	37	129
1959	79	39	118
1956	50	29	79
1953	43	24	67
1950	31	22	53
1947	22	10	32

*Source: Education Directory, Part 3, Higher Education, U. S. Department of Health, Education, and Welfare, Office of Education. For years 1947 through 1960.

slowness of the growth of the chief student personnel office during this period.

CHAPTER IV

AN ANALYSIS OF THE TOTAL RESPONSES TO QUESTIONS CONCERNING SPECIFIC STUDENT PERSONNEL FUNCTIONS

This chapter contains an analysis of the total responses to questions concerning the relationship of the chief student personnel officer to specific student personnel functions. There is also a summary of the responsible officers for specific functions and for final administrative authority under the president. Also included in this chapter is a summary of the responses to the open-ended questions concerning functions other than those selected for this study, and the specific functions in this study.

TOTAL RESPONSES TO QUESTIONS CONCERNING SPECIFIC STUDENT PERSONNEL FUNCTIONS

The total responses to the questions concerning the relationship of the chief student personnel officer to specific student personnel functions were collected and tabulated by number and by percentage of total returns. See Tables 10 and 11.

These responses can be helpful in determining the claims on the time and attention of the chief student

TABLE 10

**TOTAL RESPONSES TO QUESTIONS CONCERNING RELATIONSHIP OF THE CHIEF
STUDENT PERSONNEL OFFICER TO SELECTED STUDENT PERSONNEL
FUNCTIONS**

**Selected Student
Personnel Functions**

	Performance	Supervision or Direction	Appropriateness of Performance or Direction	Formulation of Policy	Chairmanship of Policy Committee	Relationship of Policy	Appropriateness of Policy	Appropriateness of Final Adminis- trative Authority
Student Recruiting	8	0	37	11	2	34	48	
Orientation	42	36	51	50	34	32	52	
Admissions	12	5	35	15	10	37	51	
Student Personnel Records	43	33	54	50	19	33	56	
Official Academic Records	2	3	36	8	1	35	52	
Full Time Placement	19	18	39	24	8	30	42	
Part Time, Off Campus Placement	26	19	38	26	10	29	46	
Part Time, On Campus Placement	27	18	36	28	10	29	43	
Discipline	45	36	42	35	31	30	51	
Testing	31	29	41	33	13	35	51	
Health Service	17	42	42	31	17	33	55	
Housing (Personnel)	32	41	47	48	20	33	54	
Housing (Managerial)	11	20	37	17	11	31	47	
Personal or Vocational Counseling	53	39	46	45	26	34	54	
Academic Counseling	24	20	37	20	10	37	50	
Extra-curricular Activities	32	44	42	36	38	31	52	
Food Service	3	11	32	10	6	35	50	
Financial Aids	23	21	31	17	18	30	35	
Religious Life	7	19	34	15	4	35	48	

TABLE 11

PERCENTAGE RESPONSES TO QUESTIONS CONCERNING RELATIONSHIP OF THE
CHIEF STUDENT PERSONNEL OFFICER TO SELECTED STUDENT
PERSONNEL FUNCTIONS

Selected Student Personnel Functions	Relationships						
	Performance	Supervision or Direction	Appropriateness of Performance or Direction	Formulation of Policy	Chairmanship of Policy Committee	Appropriateness of Policy Relationship	Appropriateness of Final Adminis- trative Authority
Student Recruiting	11	0	53	16	3	49	69
Orientation	60	51	73	71	11	46	74
Admissions	17	7	50	21	14	53	73
Student Personnel Records	61	47	77	71	27	47	80
Official Academic Records	3	4	51	11	1	50	74
Full Time Placement	27	25	56	34	11	43	60
Part Time, Off Campus Placement	39	26	51	40	14	41	61
Part Time, On Campus Placement	37	27	54	37	14	41	66
Discipline	64	51	60	50	44	43	73
Testing	44	41	59	47	19	50	73
Health Service	24	60	60	44	24	47	79
Housing (Personnel)	45	59	67	69	29	47	77
Housing (Managerial)	16	29	53	24	16	44	67
Personal or Vocational Counseling	76	56	66	64	37	49	77
Academic Counseling	34	29	53	29	14	53	71
Extra-curricular Activities	46	63	60	51	54	44	74
Food Service	4	16	46	14	9	51	71
Financial Aids	33	30	44	24	26	43	67
Religious Life	10	27	49	21	6	50	69

Appropriateness of Performance and Supervision or Direction

The respondents considered their relationship to the performance and supervision of student personnel records most appropriate with orientation, housing (personnel) and personal or vocational counseling following. The only functions where this relationship was considered appropriate by less than half of the respondents were financial aids, food service, and religious life.

Formulation of Policy

Orientation and student personnel records are the most frequently reported functions in which the chief student personnel officer formulates policy. These are followed by housing (personnel) personal or vocational counseling and extra-curricular activities. The functions in which the chief student personnel officer has the least relationship to policy formulation are official academic records, food service, and recruiting, in ascending order.

Chairmanship of Policy Committee

The chief student personnel officer chairs a policy committee for extra-curricular activities in more than half the cases reported. The next most frequent function is discipline with personal and vocational counseling, housing (personnel) and student personnel records following. The functions in which the chief student personnel officer least frequently chairs a policy committee are official

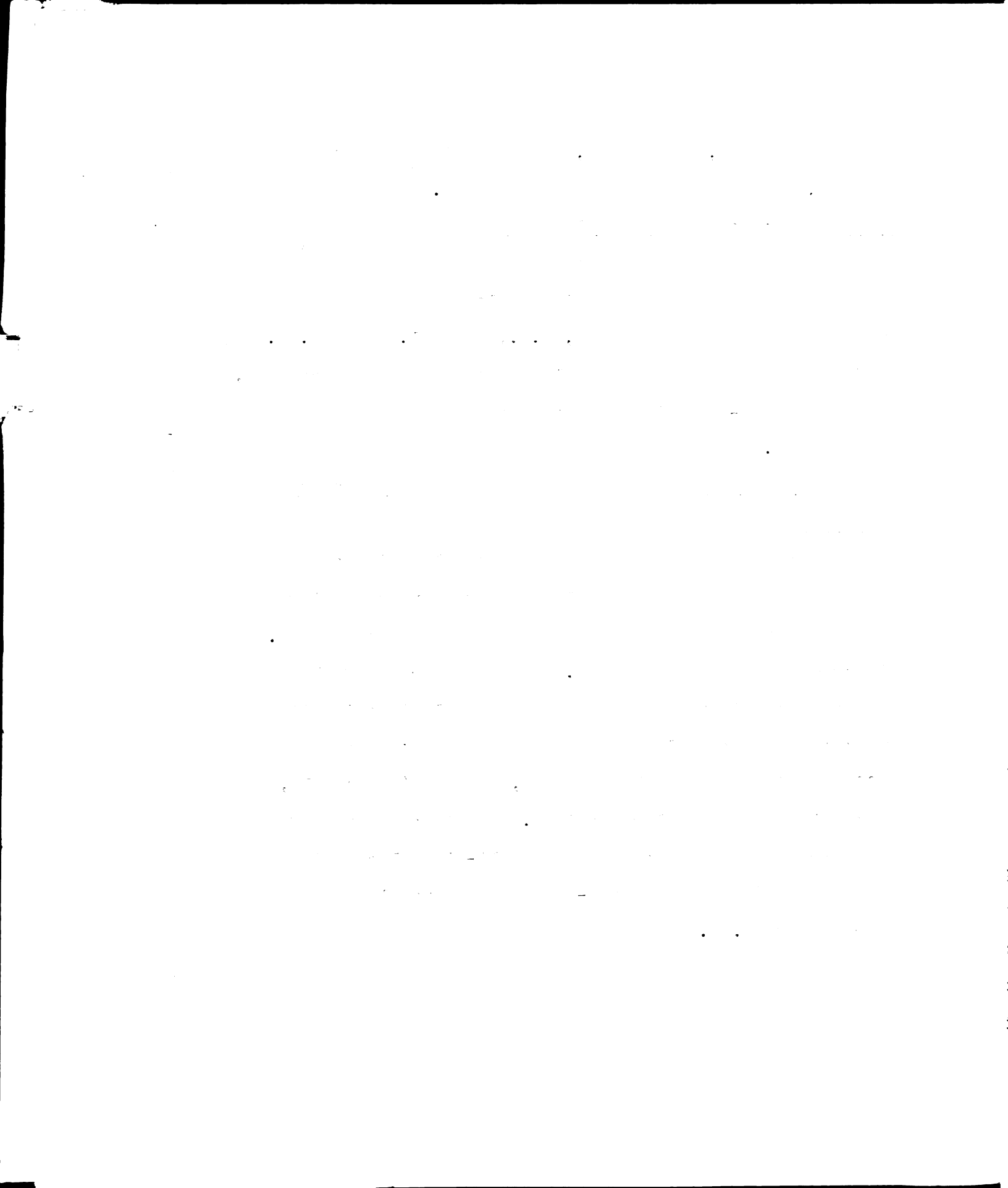
academic records, recruiting, religious life and food service, in order of increasing frequency.

Appropriateness of Policy Relationship

There is very little spread in the degree that the respondents consider their policy relationships to the various functions appropriate, i.e., from 41.4% to 52.9%. Admissions and academic counseling share the top percentage, while the part-time placement services are at the bottom of the list.

Appropriateness of Arrangement for Final Administrative Authority

Most of the chief student personnel officers agree that the arrangement for final administrative authority under the president in their institutions is appropriate. The spread is from 60% to 80%. Eighty per cent of the respondents believe the administrative relationship with the student personnel records is appropriate; this is followed closely by health service, housing (personnel), personal or vocational counseling. The least degree of satisfaction is expressed for the full-time placement function at 60% and the part-time off campus placement function at 61.4%.



personnel officer by the various student personnel functions and the responses to the questions concerning appropriateness can give some ideas about the nature of the relationships. In Chapters V, VI, the answers will be evaluated by selected variables to determine the affect of the variables, if any, on the responses. In the following sections responses are summarized by the various relationships selected for study.

Performance

The function performed by the largest number of chief student personnel officers in the study is personal or vocational counseling, with 75.7% of the respondents reporting the performance of this function. Discipline, student personnel records, and orientation follow in order of frequency. Official academic records, food service, religious life, and student recruiting are the least frequent reported in ascending order.

Supervision or Direction

The functions most frequently supervised or directed are extra-curricular activities, housing (personnel), personal or vocational counseling, discipline and orientation, in that order. No respondent indicated that he supervised the recruiting function. Official academic records, admissions, and food service are the next least frequently supervised, in that order.

STAFF RELATIONSHIPS TO SELECTED STUDENT
PERSONNEL FUNCTIONS

In this section is a summary of the officers and agencies responsible for performance, direction or supervision, and for policy determination when the chief student personnel officer is not the responsible officer. A summary is also made of the officers having final administrative authority under the president for each function. A summary of this information by function follows.

Student Recruiting

✓ A director of admissions, admissions counselor or field representative is responsible for the performance or supervision of the recruiting function if 33 of the institutions in the study. A public relations director is responsible for this area in 12 institutions. The remainder of the institutions scatter the function among five offices. A director of admissions is responsible for policy determination in the recruiting area in 13 institutions and a public relations officer in eight schools. Provisions for policy determination are placed in seven different agencies in the remainder of the cases. A director of admissions has final authority under the president in 21 cases, followed by the public relations director in 10 schools, with the academic

dean, registrar, and dean of students following in that order.

Orientation

Performance, supervision, and policy determination is clearly dominated by the chief student personnel officer in this area. Only nine schools report the function scattered among five different offices for performance and supervision; seven schools utilize four different offices for policy determination. The dean of students is responsible for final administrative authority in 49 institutions, followed by the academic dean in nine with four more institutions reporting three other officers responsible.

Admissions

Admissions officers are responsible for the performance and supervision of the admissions function in 36 schools, followed by the registrar in 12 cases and the academic dean in six. Policy determination is somewhat more widespread with the admissions officer responsible in 11 institutions, the academic dean in eight, the registrar in six, and other officers responsible in seven of the institutions. The academic dean takes the top spot as far as final administrative authority in this area is concerned in 22 institutions followed by the admissions officer in 20 cases, and the registrar, dean of students and public relations director, in that order.

Student Personnel Records

Only eight schools report this function performed or directed by an officer other than the chief student personnel officer. Seven of these report the registrar as the responsible officer. Three schools report policy in this area determined by other than the chief student personnel officer; in these institutions the responsible agency is the registrar, academic dean and the faculty. Final administrative authority for student personnel records is in the hands of the dean of students in 49 institutions, the academic dean in nine and the registrar in one.

Official Academic Records

Performance or supervision of this function is in the office of the registrar in 49 cases reported; the academic dean is responsible in 10 cases, and in one case it is handled by the admissions officer. Policy is determined by the registrar in 17 schools, the academic in 16 schools, followed by the admissions officer and the faculty in one case each. Final administrative authority is vested in the academic dean in 35 cases, the registrar in 17, and the remainder scattered among the dean of students, business manager, admissions officer, and an assistant to the president.

Full Time Placement

The performance and supervision of this function is in

the hands of a placement director in 14 schools, with the remainder widely scattered among ten different agencies. Policy, when not the responsibility of the chief student personnel officer, is in the hands of eight different officers and agencies in 16 schools. The dean of students is responsible for final administrative authority in 28 institutions followed by the placement director in eight cases and the academic dean in six. Seven agencies share this responsibility in ten more of the institutions reporting.

Part Time Placement, On Campus

When the chief student personnel officer is not responsible for the performance or supervision of this function, it is distributed among 12 different offices and agencies in 25 institutions; policy is determined by seven different agencies in 16 institutions reporting this function. Final administrative authority is in the hands of the dean of students in 29 schools; the business manager in 12 schools; the academic dean in four and the placement office in three. Eight more schools report eight different officers as responsible in this area.

Part Time Placement, Off Campus

The performance and supervision of this area, when not a responsibility of the chief student personnel officer is in the hands of the placement director in seven

institutions. Thirteen other institutions report ten different offices and officers responsible. Policy is determined in nine different places in 11 institutions reporting in this area. Final administrative authority is exercised by the dean of students in 34 institutions, by a placement officer in five, and by the academic dean in four. Eight other schools report eight different agencies responsible in this area.

Discipline

The academic dean and the president are reported as responsible for the performance or supervision of the discipline function in two schools each; deans of men and women and a discipline committee in one school each. When the chief student personnel officer is not responsible for policy, the president is reported in four institutions, the faculty in three, the academic dean in two, and deans of men and women in one. Final administrative authority under the president is the responsibility of the dean of students in 41 schools, the academic dean in seven, deans of men and women in three and a disciplinary committee in two.

Testing

The testing function, when not performed by the chief personnel officer, is the responsibility of a director of guidance in six cases, the academic dean in four, a director of testing in four, departments of education or psychology

in four, the admissions officer in two and a chairman of the lower division in one case. Policy determination is headed by the academic dean in six cases, the director of guidance in four, a director of testing and the faculty in two and the department of education or psychology in one. Final administrative authority is the responsibility of the dean of students in 32 institutions, director of testing in three, department of education or psychology and director of guidance in one each.

Health Service

When neither performed nor supervised by the chief student personnel officer, the health service is the responsibility of a nurse, doctor, or director in 14 institutions. It is the responsibility of a director of counseling, director of health and physical education, and director of the student union in each of three other institutions. Policy for health service is determined by nurse, doctor or director of health in five schools; the academic dean, president, and faculty in two schools each; a director of guidance and a director of development in one school each. Final administrative authority for health service belongs to the dean of students in 40 institutions. A nurse, doctor, or director of health has this responsibility in eight schools; it is the responsibility of the academic dean in four schools; the business manager, deans of men and women,

and assistant to the president discharge this responsibility in one school each.

Housing--Personnel

When the chief student personnel officer neither performs nor directs the personnel program in student housing, this function is a province of the president in four schools; of the business manager in two; of a nurse, doctor or director of health and the deans of men and women in one each. Policy is determined by the business manager in two cases; by the president in two schools; and by the faculty in one school. Final administrative authority is the responsibility of the dean of students in 44 of the cases reporting. Such authority is the responsibility of the business manager in four schools; of the academic dean in two schools; of the deans of men and women in two schools; and of the assistant to the president in one instance.

Housing--Managerial

Performance or supervision of the managerial aspects of student housing is the responsibility of the business manager in 30 institutions; of the treasurer in two schools; of deans of men and women, superintendent of buildings and grounds, and of the president in one school each. Policy in this area is the responsibility of the business manager in 18 schools; of the treasurer in two; and of deans of men and women, the president, and the faculty in one case each.

Final administrative authority is exercised in this area by the business manager in 32 institutions, and by the dean of students in 17. The treasurer and deans of men and women are responsible in two cases each, and the academic dean in one school.

Personal or Vocational Counseling

In the four cases where the chief student personnel officer does not perform or supervise this function, a director of guidance is the responsible officer. A director of guidance is the responsible officer for policy in four schools; the faculty in two, admissions officer and academic dean in one each. Final administrative authority is exercised by the dean of students in 53 institutions. The academic dean has this responsibility in four schools; deans of men and women in two, and a director of guidance in one case.

Academic Counseling

The academic dean is the responsible officer for performing or supervising this function in 24 schools; the registrar in one and a director of guidance in another case. Policy is determined by the academic dean in 20 cases; by the faculty in two cases, and by the registrar and director of guidance in one school each. Final administrative authority is exercised by the academic dean in 39 institutions; by the dean of students in 20 schools and by deans



of men and women in one school.

Extra-curricular Activities

In the cases where the chief student personnel officer neither directs nor supervises this function, it is the responsibility of the academic dean in four schools. In six other schools this function is scattered among six different officers. Policy is determined by the business manager in two cases; by the student council in two schools; by the faculty in two schools; and by the deans of men and women in one school. The dean of students is the officer with final administrative authority in 52 institutions reporting. The academic dean exercises final authority in three schools; deans of men and women in two; head of health and physical education and assistant to the president in one each.

Food Service

Responsibility for the performance or supervision of food service is in the business office in 25 institutions; a dietitian has this responsibility in 10 cases; a director of food service is responsible in four schools. Seven other schools report five different officers in charge of this function. Policy determination is the responsibility of the business manager in 17 institutions; director of food service in four cases; faculty in four cases. A dietitian is responsible in two schools; the treasurer in two schools, and the deans of men and women in one school. Final

administrative authority for this area is the responsibility of the business manager in 41 institutions; the dean of students has this responsibility in nine schools; a director of food service is responsible in five schools, and the treasurer in two cases.

Financial Aids

Where the chief student personnel officer neither performs nor supervises this function, the business manager is responsible in 19 cases; the treasurer in four schools and the president in three schools. Five other schools report four different officers as responsible in this area. Policy is determined by the business officer in nine cases; by the academic dean in four; by the faculty in four and by the treasurer in two cases. The admissions officer, deans of men and women, and the president are responsible in one institution each. Final administrative authority for financial aids is the responsibility of the dean of students in 22 schools, and of the business manager in 20 cases. The academic dean is responsible in nine schools; the treasurer in four, and an admissions officer in two.

Religious Life

A director of religious life or chairman of the department of religion is responsible for performance or supervision of this function in 25 schools; a chaplain in in another 16. The persident takes this responsibility in

two schools and deans of men and women in one case. Policy is the responsibility of the chaplain in 10 schools; of a director of religious life or chairman of department of religion in nine cases. The faculty is responsible for policy in seven schools; the president in three; and the academic dean, deans of men and women, and director of guidance in one each. Final administrative authority is the responsibility of the director of religious life or the chaplain in 27 schools; of the dean of students in 19 schools; the academic dean in four cases, and deans of men and women in one school.

REMARKS CONCERNING STUDENT PERSONNEL FUNCTIONS

In this section is a summary of the open-ended questions in the questionnaire. These asked for any comments the respondent cared to make concerning other functions deemed appropriate to the chief student personnel office and functions which they were doing but considered inappropriate. There was also space on the questionnaire to expand any remarks believed necessary to clarify the relationship with the specific student personnel functions on the check list. A summary of the remarks in each of these sections follows in the order in which they appear in the questionnaire.

Other Functions Appropriate to the Chief Student Personnel Office

Of those respondents who considered functions appropriate to the chief student personnel office in addition to those listed in the questionnaire, many listed some functions that were either obviously or by strong implication included in the 19 functions under consideration. Among the other suggestions, four took notice of their function of supervising automobile regulations and traffic; four gave convocation regulations and attendance as an appropriate function; three noted supervision of enrollment and faculty advisement; and three reported supervision of the college calendar. Two respondents reported remedial services and foreign student advisement as appropriate functions, and one suggested that student personnel research should be listed as a separate major function.

Functions Inappropriate to the Chief Student Personnel Office

Eleven of the respondents reported in this section that they had more work than could be done satisfactorily. Nine regarded their disciplinary function as inappropriate. Three reported that they considered the function of taking convocation attendance inappropriate. Among the other suggestions, two reported the class excuse system, automobile regulation and administration, off-campus testing,

and teaching as inappropriate functions. Two respondents also considered their function as registrar inappropriate in their situations. One each reported supervision of housing, placement, health and safety, admissions, and campus tours and directory service as inappropriate functions assigned to their offices.

Student Recruiting

Six of the answering group felt that the chief student personnel officer's relationship to student recruitment was too limited. Four reported that the policy and philosophy of recruitment was an appropriate function of their offices. Three of the respondents reported that they participated to some extent in prospective interviews and four reported that they made frequent field trips and appearances at career days programs. Two of the respondents felt that having student recruitment as a function of the academic dean's office was not proper, while one reported that he thought this is where it should be.

Admissions

Fourteen of the respondents making additional remarks in the area of admissions reported membership on the admissions committee. Four reported that they advise the admissions officer, five reported that they were consulted in problem cases only. Eight of the respondents remarked that they felt they should be implicated in the admissions

procedure more than they are.

Student Personnel Records

Five of the responding group report their student personnel records as inadequate; five believe that there should be more centralization. Two report that there is an unnecessary duplication with registrar's records; two feel that there is a necessity for keeping some of the personnel records confidential. One of the respondents believes that the division of men's and women's records is inappropriate; one doesn't know what to do about health records; one respondent does not have student personnel records readily available.

Orientation

Seven respondents report orientation as a committee function with the chief student personnel officer as a member of the committee. Three report that they utilize student help to some considerable degree. Three of the chief student personnel officers feel that they have too much to do to take an active part in the orientation program. Three report that their orientation program is inadequate; two feel that their programs have too much academic emphasis; two report it as a cooperative effort between the chief student personnel officer and the academic dean.

Full Time Placement

Seven respondents report full-time placement as being inadequate; three report teacher placement by department of education and other placement by department heads. Two believe that there should be a closer relationship with the personnel office; two recommend that it should be in the hands of the alumni office. In one case the function is being moved to the personnel office; this is considered appropriate. In another case the function is being moved away from the personnel office; this is considered inappropriate. One respondent believes that placement should be under the control of the academic dean.

Part Time Placement, On Campus

Of the respondents in this area, seven believe that they should have closer contact than they now have; six are members of a campus work committee. Four advise that the function should be more centralized with supervision by the chief student personnel officer. Three report they believe the function is inappropriately in the business office; two want direct control; one has direct control, but does not think this is appropriate.

Part Time Placement, Off Campus

Seven of the respondents believe that this function is appropriately in their offices. Six report no particular interest or need; three believe the function is inadequately

performed at their institutions. One chief student personnel officer desires a closer relation to this function than he now has; two believe the function to be appropriately in the business office.

Discipline

This area elicited the largest number of remarks. Thirty-seven of the respondents made additional comments concerning discipline. Of these, seven report that discipline was handled by a student-faculty committee. Five report that discipline is appropriately handled by the chief student personnel officer; five believe that this function should not be handled in the personnel office. Five respondents report the use of a student judiciary; five report that discipline is handled by a disciplinary committee. Four feel that discipline is inadequately performed on their campuses; three feel that there should be more student implication in disciplinary problems. One respondent reports that discipline handled by an administrative council; another three report the use of the student affairs committee.

Testing

Additional comments in this area include fourteen who believe that the testing is appropriately handled in the personnel office. Two report that they consider personality and interest testing only as appropriate to

their offices. Four feel that closer cooperation is needed between testing services and the personnel office; three believe testing on their campuses to be inadequate. Eight of the respondents report satisfaction with separate testing services. One chief student personnel officer reports that he does not feel competent to interpret many of the tests.

Health Service

Eight of the respondents indicate rather remote, but satisfactory, relations with the professional health service staff. Four respondents believe there should be closer cooperation with the personnel office; four recommend the use of a committee for this function; four believe it should be a direct responsibility of the chief student personnel officer; four believe their services to be inadequate. One respondent is, he believes, inappropriately responsible for this function; another reports it as a responsibility of the business office.

Housing--Personnel

Fourteen of the respondents made comments indicating agreement with this function as a responsibility of the chief student personnel officer. Three advise that in their institutions more cooperation is needed in this area. Two report that the function is in the hands of the business manager. One respondent believes he should have more of a voice in this area.

Housing--Managerial

Six respondents report that they share the responsibility for this function with the business manager. Five report that there needs to be more cooperation between responsible offices than there is. Two have direct responsibility in this area, but question the appropriateness of this arrangement; two who have direct responsibility believe it to be appropriate; two respondents believe they should have more voice in housing arrangements.

Personal or Vocational Counseling

The remarks of fourteen of the respondents indicate that they believe this function to be appropriately centered in the personnel office. Five report that they coordinate the efforts of the faculty in counseling; five believe the provisions on their campuses for counseling to be inadequate. Four of the respondents report that they refer counseling problems to the appropriate agency; three believe that the counseling function needs more coordination at their institutions.

Academic Counseling

Ten of the respondents report that this function is the responsibility of the academic dean in their institutions; eight report that it is handled by the faculty; seven believe that closer cooperation among the various campus agencies is needed. Four chief student personnel officers

coordinate the academic counseling, while three report that they directly perform this function. One of this latter group remarks that the counseling function cannot be divided into areas.

Extra-curricular Activities

Fifteen of the respondents report that they accomplish this function by working with student committees of various kinds. Three report that there needs to be closer cooperation with the personnel office in this area. Two report that supervising this function would be too much work combined with their other duties. One chief student personnel officer who is handling extra-curricular activities does not want to do so, believing it inappropriate to his office. In another case there is a problem where the sponsors of student groups are responsible to the academic dean, while the chief student personnel officer is responsible for the activities of the groups.

Food Service

Eight of the respondents report this function as the responsibility of the business manager solely; eight report that they cooperate with business management in the discharge of this function. Four report that they are implicated in food service only when there are complaints; three believe that there should be closer cooperation with the personnel office in this function; three believe that the

food service on their campuses is inadequate. Two of the respondents report that the function is handled completely by a catering company; one believes that food service should be under his control; one has charge of the student help involved in food service.

Financial Aids

Eight of the respondents report this area as handled by the business office solely; four report that it is handled by the chief student personnel officer. Six report that there is a need for closer cooperation with the personnel office in this area; six believe the provisions for financial aids are inadequate on their campuses. Eight of the respondents are members of committees dealing with financial aids; two of these are chairmen of the committees. Three of the chief student personnel officers believe that the area is inappropriately handled by the president; one does not believe that it should be a concern of the personnel office.

Religious Life

Five of the respondents report complete charge of this area. Four report that is in the hands of the chaplain; four report that it is the responsibility of the president. Six respondents indicate that they are members of committees in this area; two of these are chairmen of the committees. Four respondents believe that there should be more

cooperation with the personnel office in this area; one believes he should have more responsibility. Three of the respondents believe that the function is appropriately separate on church-related campuses; three of the respondents believe that the provisions for religious life at their institutions is inadequate.

SUMMARY OF CHAPTER FOUR

Material is presented in this chapter concerning the relationship of the chief student personnel officer to 19 student personnel functions and other administrative arrangements for these functions.

In the first section the total answers to questions concerning specific student personnel functions are considered. It was found that the functions most often performed by the respondents were personal counseling, discipline, student personnel records and orientation. Functions most often supervised are extra-curricular activities, housing (personnel), personal counseling, discipline and orientation. The respondents generally considered most appropriate their relationship to the functions to the degree that they perform or supervise the function. The chief student personnel officer formulates policy most frequently in orientation and student personnel

records, housing (personnel), personal counseling and extra-curricular activities. He is chairman of a policy committee most often in extra-curricular activities, discipline, personal counseling, housing (personnel) and student personnel records. Admissions, academic counseling, and food service, areas in which generally the respondent is less concerned with policy, are the only functions in which more than half of the respondents consider their relationship appropriate. Respondents generally consider the arrangement for final administrative authority appropriate. Areas in which there is more than 75% agreement are student personnel records, health service, housing (personnel) and personal counseling.

The second section is concerned with the staff responsibilities for the various functions when the chief student personnel officer is not the responsible officer and the arrangements for final administrative authority under the president for each function. It was found that the admissions officer was most often responsible for the performance or supervision of recruiting and admissions; the registrar for student personnel and academic records; the academic dean for orientation, academic counseling, and extra-curricular activities; a placement director for full-time placement and part-time, off-campus placement, the business manager for housing (managerial), food service,

part-time, on-campus placement, and financial aids; a director of guidance for testing and personal counseling; a nurse, doctor, or director of student health for health service; a director of religious life for the religious life area. When the chief student personnel officer is not responsible for policy the staff responsibilities for the various functions are very similar to those for performance and supervision except that the business manager and academic dean emerge as responsible for policy in more areas. The chief student personnel officer is responsible for final administrative authority most often in the areas of orientation, student personnel records, placement, discipline, testing, health service, housing (personnel), personal counseling, extra-curricular activities, and financial aids. The academic dean is the responsible officer most often in admissions, official academic records, and academic counseling. The business manager is most often the responsible officer in housing (managerial) and food service; the admissions officer in student recruiting, and the director of religious life in the religious life area.

The third section is a summary of the open-ended questions in the questionnaire. These allowed for additional comment concerning the whole student personnel area and also concerning specific functions. Foreign student advisement, remedial services, and student personnel research are

listed as additional functions that might be considered. Automobile regulations and convocation attendance are listed as being appropriate and inappropriate by different respondents. Off-campus testing, teaching, class excuses, registrar's duties, the supervision of housing, placement, health and safety, admissions and campus tours and directory service are listed as being inappropriate to the student personnel office. In remarks concerning specific student personnel functions, the most common were the need for a closer relationship with the function, a need for more cooperation in the area, and the inadequacy of the current approach to the area in the respondent's institution.

CHAPTER V

AN ANALYSIS OF THE RESPONSES TO QUESTIONS CONCERNING SPECIFIC STUDENT PERSONNEL FUNCTIONS BY SELECTED INSTITUTIONAL FACTORS

This chapter contains an analysis of the responses to questions concerning the relationship of the chief student personnel officer to specific student personnel functions grouped by institutional factors. The institutional factors considered as possibly affecting the answers are: (1) size of the institution; (2) source of control of the institution; (3) geographical location of the institution. These will be considered in that order.

SIZE OF THE INSTITUTION

The institutions from which questionnaires were returned were arranged by size, from smallest to largest, and divided into quartiles. Because of the discreteness of the data and the number in the responding group it was impossible to get exactly the same numbers in the quartiles. Therefore, the first and fourth quartiles contain 17 cases and the second and third quartiles 18 cases. The data are expressed in percentages within the quartiles in order to

compensate for the different size of the quartiles. The responses are considered in the order in which the relationship variables appear in the questionnaire.

Performance

The first quartile shows the largest percentage of respondents performing the orientation function. Only in the first two quartiles is official academic records a matter of concern. The first two quartiles show no chief student personnel officer implicated in food service. More respondents in the fourth quartile are concerned with the performance of the academic counseling and financial aids functions while fewer of the respondents from the larger schools perform discipline and personal counseling functions. See Table 12.

Supervision or Direction

Admissions and extra-curricular activities functions are supervised more by respondents in the first quartile, while this quartile shows the smallest percentage of supervision of religious life. The fourth quartile shows the smallest percentage of respondents supervising the orientation, admissions, health service, housing (personnel), housing (managerial) and extra-curricular activities functions and the largest percentage supervising the testing function. See Table 13.

TABLE 12

PERCENTAGE DISTRIBUTION BY QUANTILES OF CHIEF STUDENT PERSONNEL
OFFICERS PERFORMING SELECTED STUDENT
PERSONNEL FUNCTIONS, BY SIZE
OF INSTITUTION

Selected Student Personnel Functions	Performance					
	Percentage in Q1 Size Range 243-412	Percentage in Q2 Size Range 421-695	Percentage in Q3 Size Range 757-1009	Percentage in Q4 Size Range 1015-1912	Total Percentage Number-70	Number for Each Function
Student Recruiting	6	17	6	18	11	8
Orientation	71	50	61	59	60	42
Admissions	18	11	28	12	17	12
Student Personnel Records	65	39	72	71	61	43
Official Academic Records	6	6	0	0	3	2
Full Time Placement	29	11	44	24	27	19
Part Time, Off Campus Placement	29	39	39	41	37	26
Part Time, On Campus Placement	27	41	33	39	41	39
Discipline	70	61	78	47	64	45
Testing	53	39	44	41	44	31
Health Service	24	11	22	41	24	17
Housing (Personnel)	53	33	56	41	46	32
Housing (Managerial)	6	17	28	12	16	11
Personal or Vocational Counseling	82	72	83	65	76	53
Academic Counseling	35	39	17	47	34	24
Extra-curricular Activities	41	38	50	53	46	32
Food Service	0	0	6	12	4	3
Financial Aids	35	28	22	47	33	23
Religious Life	7	18	0	6	18	10

TABLE 13

PERCENTAGE DISTRIBUTION BY QUANTILES OF CHIEF STUDENT PERSONNEL
OFFICERS SUPERVISING OR DIRECTING SELECTED
STUDENT PERSONNEL FUNCTIONS, BY SIZE
OF INSTITUTION

Selected Student Personnel Functions	Supervision or Direction					
	Number for Each Function	Total Percentage Number-70	Percentage in Q1 Size Range 1015-1942	Percentage in Q2 Size Range 757-1009	Percentage in Q3 Size Range 424-695	Percentage in Q4 Size Range 243-412
Student Recruiting	0	0	0	0	0	0
Orientation	53	61	29	61	61	53
Admissions	12	11	6	6	11	12
Student Personnel Records	47	56	41	44	56	47
Official Academic Records	6	6	6	0	6	6
Full Time Placement	24	22	29	28	22	24
Part Time, Off Campus Placement	24	28	35	22	28	24
Part Time, On Campus Placement	18	18	29	28	18	18
Discipline	53	50	47	56	50	53
Testing	35	33	59	39	33	35
Health Service	65	67	47	61	67	65
Housing (Personnel)	53	61	47	72	61	53
Housing (Managerial)	29	28	12	44	28	29
Personal or Vocational Counseling	59	50	53	61	50	59
Academic Counseling	29	33	24	28	33	29
Extra-curricular Activities	88	55	29	78	55	88
Food Service	6	28	6	22	28	6
Financial Aids	35	58	29	28	58	35
Religious Life	18	33	35	27	33	18

Appropriateness of Performance and Supervision or Direction

There are no discernible trends as far as appropriateness of performance and supervision of the functions are concerned among the smaller institutions. The respondents in the fourth quartile institutions show a higher degree of appropriateness than in the other groups for the placement functions, testing, health service, counseling (academic) and extra-curricular activities. See Table 14.

Formulation of Policy

Policy formulation is least important in first quartile institutions in the areas of recruiting, the placement functions, housing (managerial) extra-curricular activities, counseling (academic) and food service. Policy formulation is most prevalent in the fourth quartile institutions in the part-time placement functions, counseling (academic) and financial aids functions. See Table 15.

Chairmanship of Policy Committee

There is only one institution in which the chief student personnel officer is chairman of a policy committee concerned with academic records; two for student recruiting and four for religious life. Aside from these, the first quartile shows a high in health service; the second quartile has a higher percentage of chief student personnel officers chairing committees concerned with orientation, discipline,

TABLE 14

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO CONSIDER THEIR RELATIONSHIP TO THE PERFORMANCE
AND SUPERVISION OF STUDENT PERSONNEL FUNCTIONS
APPROPRIATE, BY SIZE OF INSTITUTION

Selected Student Personnel Functions	Appropriateness of Performance and Supervision					
	Number for Each Function	Total Percentage Number-70	Percentage in Q1 Size Range 1015-1942	Percentage in Q2 Size Range 77-1009	Percentage in Q3 Size Range 424-695	Percentage in Q4 Size Range 243-412
Student Recruiting	37	53	59	50	50	53
Orientation	51	74	71	78	78	65
Admissions	35	50	59	50	50	41
Student Personnel Records	54	77	77	78	83	71
Official Academic Records	36	51	53	44	56	53
Full Time Placement	39	56	71	50	56	47
Part Time, Off Campus Placement	36	51	65	39	56	47
Part Time, On Campus Placement	38	54	71	39	56	53
Discipline	42	60	59	61	56	65
Testing	41	59	65	56	56	59
Health Service	42	60	71	56	56	59
Housing (Personnel)	47	67	71	78	56	65
Housing (Managerial)	37	53	53	50	56	53
Personal or Vocational Counseling	46	66	65	67	72	59
Academic Counseling	37	53	71	50	39	53
Extra-curricular Activities	42	60	71	56	56	59
Food Service	32	46	53	44	39	47
Financial Aids	31	44	47	33	39	59
Religious Life	34	49	53	44	44	53

TABLE 15

PERCENTAGE DISTRIBUTION BY QUANTILES OF CHIEF STUDENT PERSONNEL
OFFICERS FORMULATING POLICY FOR SELECTED STUDENT
PERSONNEL FUNCTIONS, BY SIZE OF INSTITUTION

Selected Student Personnel Functions	Formulation of Policy					
	Percentage in Q1 Size Range 243-412	Percentage in Q2 Size Range 424-695	Percentage in Q3 Size Range 757-1009	Percentage in Q4 Size Range 1015-1942	Total Percentage Number-70	Number for Each Function
Student Recruiting	6	22	17	18	16	11
Orientation	71	83	67	65	71	50
Admissions	24	28	17	18	21	15
Student Personnel Records	65	78	78	65	71	50
Official Academic Records	12	17	6	12	11	8
Full Time Placement	24	28	44	41	34	24
Part Time, Off Campus Placement	29	44	39	47	40	28
Part Time, On Campus Placement	24	44	28	53	37	26
Discipline	41	72	33	47	50	35
Testing	47	56	39	47	47	33
Health Service	41	50	44	41	44	31
Housing (Personnel)	71	72	72	59	69	48
Housing (Managerial)	12	33	28	24	24	17
Personal or Vocational Counseling	59	78	61	59	64	45
Academic Counseling	12	28	28	47	29	20
Extra-curricular Activities	41	56	56	53	51	36
Food Service	6	22	11	18	14	10
Financial Aids	12	33	11	41	24	17
Religious Life	18	33	6	29	21	15

housing (personnel), housing (managerial), counseling (personal), counseling (academic). The fourth quartile shows a low in the areas of orientation, student personnel records, the placement functions, discipline, testing, health service, housing (personnel), housing (managerial), counseling (personal), counseling (academic), extra-curricular activities, and financial aids. See Table 16.

Appropriateness of Policy Relationship

There are few noticeable relationships between size and the degree to which the chief student personnel officers consider their policy determination appropriate. The first quartile is high in admissions and housing (managerial). The second quartile is below the total percentage for all groups in 15 of the 19 functions. The third quartile is low in housing (managerial). See Table 17.

Appropriateness of Arrangement for Final Administrative Authority

Size seems to have some affect on the answers to the appropriateness of the arrangement for final administrative authority. All but one function is lower for the first quartile than the percentage for the entire group. This one, counseling (personal) is the same as the total percentage. All of the functions in the fourth quartile show a higher degree of appropriateness than does the the average for the group. See Table 18.

TABLE 16

PERCENTAGE DISTRIBUTION BY QUANTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO ARE CHAIRMEN OF A POLICY COMMITTEE FOR
SELECTED STUDENT PERSONNEL FUNCTIONS
BY SIZE OF INSTITUTION

Selected Student Personnel Functions		Chairmanship of Policy Committees					
		Percentage in Q1 Size Range 243-412	Percentage in Q2 Size Range 424-599	Percentage in Q3 Size Range 757-1009	Percentage in Q4 Size Range 1015-1942	Total Percentage Number-70	Number for Each Function
Student Recruiting		2	0	6	0	3	2
Orientation		47	61	56	29	49	34
Admissions		12	11	22	12	14	10
Student Personnel Records		29	39	28	12	27	19
Official Academic Records		0	0	6	0	1	1
Full Time Placement		18	11	17	0	11	8
Part Time, Off Campus Placement		18	17	22	0	14	10
Part Time, On Campus Placement		12	17	22	6	14	10
Discipline		41	61	50	24	44	31
Testing		24	28	17	6	19	13
Health Service		41	22	22	12	24	17
Housing (Personnel)		29	44	33	6	29	20
Housing (Managerial)		12	44	28	0	16	11
Personal or Vocational Counseling		29	56	39	24	37	26
Academic Counseling		12	28	11	6	14	10
Extra-curricular Activities		59	56	67	35	54	38
Food Service		6	11	11	6	9	6
Financial Aids		29	28	28	18	26	18
Religious Life		6	0	17	0	6	4

TABLE 17

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO CONSIDER THEIR POLICY RELATIONSHIP
TO SELECTED STUDENT PERSONNEL FUNCTIONS
APPROPRIATE BY SIZE OF INSTITUTION

Selected Student Personnel Functions	Appropriateness of Policy Relationship					
	Percentage in Q1 Size Range 243-412	Percentage in Q2 Size Range 424-695	Percentage in Q3 Size Range 757-1009	Percentage in Q4 Size Range 1015-1942	Total Percentage Number - 70	Number for Each Function
Student Recruiting	53	50	44	47	49	34
Orientation	47	39	39	59	46	32
Admissions	65	50	50	47	53	37
Student Personnel Records	47	33	50	59	47	33
Official Academic Records	59	39	50	53	50	35
Full Time Placement	47	39	39	47	43	30
Part Time, Off Campus Placement	53	33	33	47	41	29
Part Time, On Campus Placement	47	33	44	41	41	29
Discipline	47	44	39	41	43	30
Testing	53	39	50	59	50	35
Health Service	47	50	39	53	47	33
Housing (Personnel)	53	44	44	47	47	33
Housing (Managerial)	59	44	28	47	44	31
Personal or Vocational Counseling	53	39	50	53	49	34
Academic Counseling	59	50	44	59	53	37
Extra-curricular Activities	47	39	44	47	44	31
Food Service	53	50	39	65	51	36
Financial Aids	41	39	44	47	43	30
Religious Life	59	44	50	47	50	35

TABLE 18

PERCENTAGE DISTRIBUTION BY QUANTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO CONSIDER THE ARRANGEMENT FOR FINAL ADMINISTRATIVE
AUTHORITY FOR SELECTED STUDENT PERSONNEL FUNCTIONS
APPROPRIATE BY SIZE OF INSTITUTION

Selected Student Personnel Functions	Appropriateness of Final Administrative Authority					
	Percentage Size Range 243-412	Percentage Size Range 424-695	Percentage Size Range 757-1009	Percentage Size Range 1015-1912	Total Percentage Number-70	Number for Each Function
Student Recruiting	53	78	67	77	69	48
Orientation	59	78	72	88	74	52
Admissions	59	78	72	82	73	51
Student Personnel Records	71	89	72	88	80	56
Official Academic Records	59	78	78	82	74	52
Full Time Placement	41	72	50	77	60	42
Part Time, Off Campus Placement	47	67	50	82	61	43
Part Time, On Campus Placement	53	78	50	82	66	46
Discipline	71	83	67	71	73	51
Testing	59	72	78	82	73	51
Health Service	71	89	72	82	79	55
Housing (Personnel)	71	83	72	82	77	54
Housing (Managerial)	53	78	61	77	67	47
Personal or Vocational Counseling	77	83	67	82	77	54
Academic Counseling	53	83	61	88	71	50
Extra-curricular Activities	71	88	72	77	74	52
Food Service	53	83	61	88	71	50
Financial Aids	65	78	67	77	69	48
Religious Life	53	78	67	77	69	47

SOURCE OF CONTROL OF THE INSTITUTION

The three sources of control chosen for consideration were: (1) church, (2) private, and (3) state. The designation of each institution was taken from the way they list themselves in Education Directory, Part 3 (35). The responses are tabulated by number and percentage in each group. The responses are considered in the order in which the relationship variables appear in the questionnaire.

Performance

Chief student personnel officers from state institutions in the study perform the recruiting, admissions, financial aids and religious life functions to a greater degree than in the other groups. None of the state officers performs the academic records or housing (managerial) functions. Fewer of the state officers are directly concerned with student personnel records, full-time placement, discipline, testing, housing, (personnel), personal and academic counseling.

Respondents from the private schools perform the orientation, academic records, part-time placement, housing (personnel), housing (managerial), personal counseling, academic counseling to a greater degree than in the other groups.

In the church group respondents perform orientation,

admissions, the part-time placement functions, and food service to a smaller degree than in the other groups. See Table 19.

Supervision or Direction

In the state institutions, chief student personnel officers are implicated to a greater degree in the supervision of admissions, student personnel records, official academic records, full-time placement, testing, health service, housing (personnel), personal counseling, counseling (academic), and religious life.

In the group of private institutions, respondents supervise to a greater degree the following functions: orientation, full-time, and part-time off-campus placement, housing (managerial), and extra-curricular activities.

Chief student personnel officers in the church institutions supervise to a smaller degree than in the other groups the following functions: admissions, student personnel records, academic records, all placement functions, discipline, testing, health service, academic counseling, food service, financial aids, and religious life. See Table 20.

Appropriateness of Performance and Supervision

Only in two areas do the respondents from the state schools consider their relationship to performance and supervision of the functions less appropriate than do those

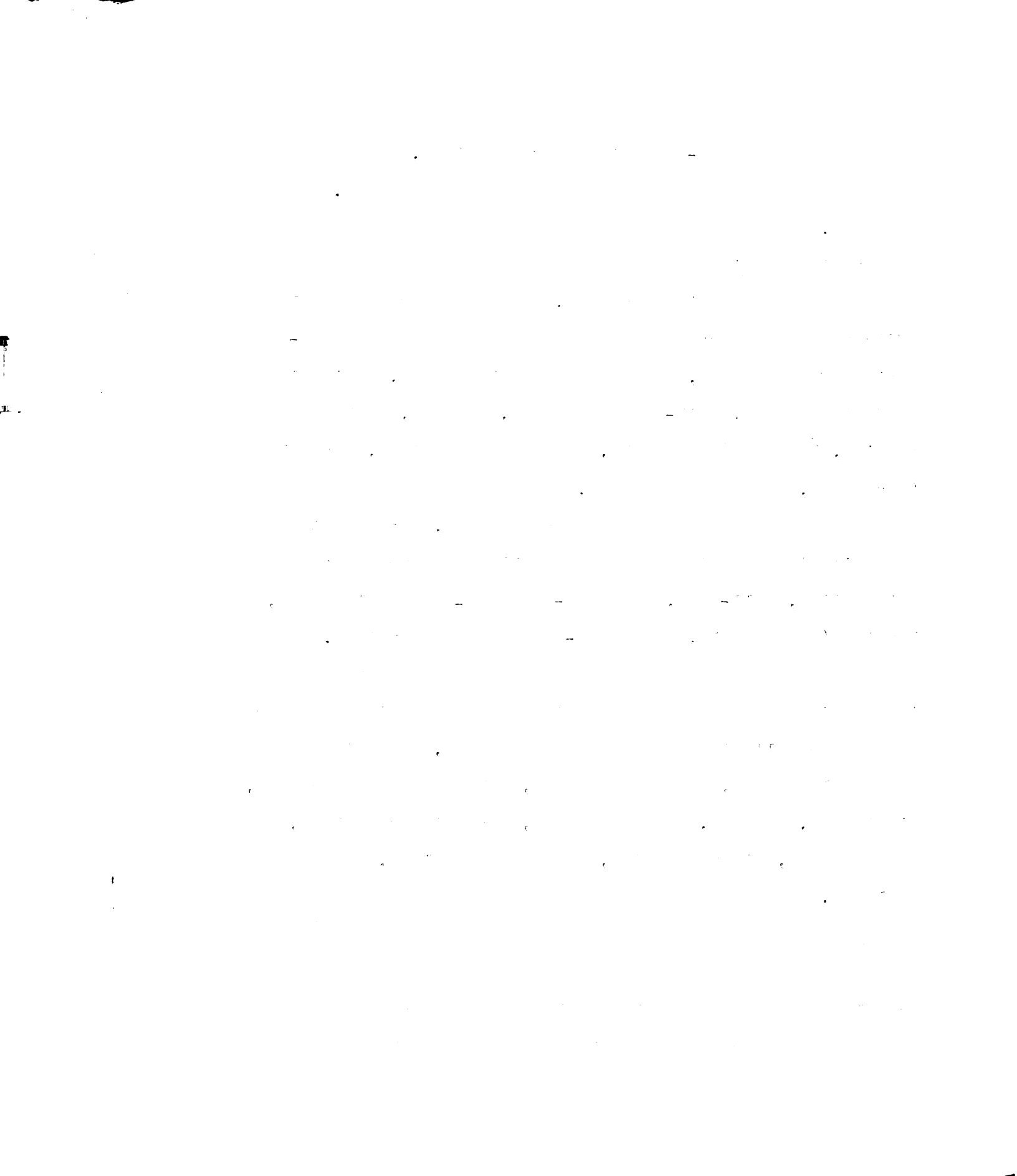


TABLE 19

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
PERFORMING SELECTED STUDENT PERSONNEL FUNCTIONS
BY SOURCE OF CONTROL OF INSTITUTION

Selected Student Personnel Functions	Performance							
	Church Related Number = 46	State Number = 9	Private Number = 15	Total Number = 70	Percentage Church-Related	Percentage State	Percentage Private	Percentage Total
Student Recruiting	3	4	1	8	7	44	7	11
Orientation	25	6	11	42	54	67	73	60
Admissions	6	3	3	12	13	33	20	17
Student Personnel Records	28	5	10	43	61	56	67	61
Official Academic Records	0	0	2	2	0	0	13	3
Full Time Placement	12	2	5	19	26	22	33	27
Part Time, Off Campus Placement	14	4	9	27	30	44	60	39
Part Time, On Campus Placement	14	4	8	26	30	44	53	37
Discipline	30	5	10	45	65	56	67	64
Testing	23	2	6	31	50	22	40	44
Health Service	12	2	3	17	26	22	20	24
Housing (Personnel)	21	2	9	32	46	22	60	46
Housing (Managerial)	6	0	5	11	13	0	33	16
Personal or Vocational Counseling	35	4	14	53	76	44	93	76
Academic Counseling	14	2	8	24	30	22	53	34
Extra-curricular Activities	21	4	7	32	46	44	47	46
Food Service	1	1	1	3	2	11	7	4
Financial Aids	13	5	5	23	28	56	33	33
Religious Life	3	3	1	7	7	33	7	10

TABLE 20

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
SUPERVISING OR DIRECTING SELECTED STUDENT PERSONNEL
FUNCTIONS BY SOURCE OF CONTROL OF INSTITUTION

Selected Student Personnel Functions	Supervision or Direction							
	Church Related Number = 46	State Number = 9	Private Number = 15	Total Number = 70	Percentage Church-Related	Percentage State	Percentage Private	Percentage Total
Student Recruiting	0	0	0	0	0	0	0	0
Orientation	23	4	9	36	50	44	60	51
Admissions	2	2	1	5	4	22	7	7
Student Personnel Records	19	6	8	33	41	67	53	47
Official Academic Records	0	2	1	3	0	22	7	4
Full Time Placement	9	3	6	18	20	33	40	26
Part Time, Off Campus Placement	9	3	6	18	20	33	40	26
Part Time, On Campus Placement	9	4	6	19	20	44	40	27
Discipline	20	6	10	36	44	67	67	51
Testing	14	8	7	29	30	89	47	41
Health Service	26	7	9	42	57	78	60	60
Housing (Personnel)	26	7	8	41	57	78	53	59
Housing (Managerial)	12	2	6	20	26	22	40	29
Personal or Vocational Counseling	24	9	6	39	52	100	40	56
Academic Counseling	12	4	4	20	26	44	27	29
Extra-curricular Activities	27	4	13	44	59	44	87	63
Food Service	6	2	3	11	13	22	20	16
Financial Aids	8	5	8	21	17	56	53	30
Religious Life	10	5	4	19	22	56	27	27

in the other groups; these are food service and financial aids where they are only slightly lower than the private group. The respondents in the church group consider their relation to the performance and supervision of the various functions less appropriate than do the other groups in all areas except student personnel records and personal counseling in which areas they are only slightly ahead of the private group.

The respondents in the private group are generally between the other groups, being tied with the state respondents in recruiting, academic records and testing, and slightly ahead of the other groups in food service and financial aids. See Table 21.

Formulation of Policy

The chief student personnel officers in the state group are implicated to a lesser degree than those of the other groups in the formulation of policy in only four areas: part-time off-campus placement, housing (personnel), housing (managerial), and orientation.

The respondents in the private groups are implicated in policy formulation to a slightly greater degree in orientation, part-time off-campus placement, housing (managerial), and to a smaller degree in recruiting, health service, extra-curricular activities, financial aids and religious life.

TABLE 21

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER
THEIR RELATIONSHIP TO THE PERFORMANCE AND SUPERVISION OF
SELECTED STUDENT PERSONNEL FUNCTIONS APPROPRIATE
BY SOURCE OF CONTROL OF INSTITUTION

Selected Student Personnel Functions	Appropriateness of Performance and Supervision							
	Church-Related Number = 46	State Number = 9	Private Number = 15	Total Number = 70	Percentage Church-Related	Percentage State	Percentage Private	Percentage Total
Student Recruiting	21	6	10	37	46	67	67	53
Orientation	33	7	11	51	72	78	73	73
Admissions	20	6	9	35	44	67	60	50
Student Personnel Records	35	8	11	54	76	89	73	77
Official Academic Records	20	6	10	36	44	67	67	51
Full Time Placement	23	7	9	39	50	78	60	56
Part Time, Off Campus Placement	19	7	10	36	41	78	67	51
Part Time, On Campus Placement	21	7	10	38	46	78	67	54
Discipline	25	7	10	42	54	78	67	60
Testing	25	6	10	41	54	67	67	59
Health Service	26	7	9	42	57	78	60	60
Housing (Personnel)	29	7	11	47	63	78	73	67
Housing (Managerial)	24	5	8	37	52	56	53	53
Personal or Vocational Counseling	30	7	9	46	65	78	60	66
Academic Counseling	22	6	9	37	48	67	60	53
Extra-curricular Activities	24	8	10	42	52	89	67	60
Food Service	18	5	9	32	39	56	60	46
Financial Aids	17	5	9	31	37	56	60	44
Religious Life	21	5	8	34	46	56	53	49

The chief student personnel officers in the church group are concerned with policy formulation to a smaller degree than in the other groups in the areas of orientation, academic records, the part-time placement functions, testing, personal counseling, academic counseling, and food service. Only in housing (personnel) is this relationship slightly greater than in the other groups. See Table 22.

Chairmanship of a Policy Committee

No respondents in the state group are chairmen of policy committees concerned with academic records, full-time placement, on-campus placement, housing (personnel), housing (managerial) and religious life. A higher percentage of state officers are chairmen of committees in recruiting, counseling (personal), counseling (academic) and food service.

The private group has no chief student personnel officers who are chairmen of committees concerned with recruiting, academic records, food service, and religious life. There is a higher percentage of the officers in private schools who are chairmen of policy committees in the following areas: orientation, the placement functions, discipline, testing, health service, housing (personnel), housing (managerial), extra-curricular activities, and financial aids.

None of the respondents in the church groups were

TABLE 22

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
FORMULATING POLICY FOR SELECTED STUDENT PERSONNEL
FUNCTIONS BY SOURCE OF CONTROL OF INSTITUTION

Selected Student Personnel Functions	Formulation of Policy							
	Church Related Number = 46	State Number = 9	Private Number = 15	Total Number = 70	Percentage Church-Related	Percentage State	Percentage Private	Percentage Total
Student Recruiting	7	3	1	11	15	33	7	16
Orientation	31	7	12	50	67	78	80	71
Admissions	9	3	3	15	20	33	20	21
Student Personnel Records	32	8	10	50	70	89	67	71
Official Academic Records	3	2	3	8	7	22	20	11
Full Time Placement	15	4	5	24	33	44	33	34
Part Time, Off Campus Placement	16	4	8	28	35	44	53	40
Part Time, On Campus Placement	14	5	7	26	30	56	47	37
Discipline	22	6	7	35	48	67	47	50
Testing	20	6	7	33	44	67	47	47
Health Service	21	5	5	31	46	56	33	44
Housing (Personnel)	32	6	10	48	70	67	67	69
Housing (Managerial)	10	2	5	17	22	22	33	24
Personal or Vocational Counseling	28	7	10	45	61	78	67	64
Academic Counseling	11	5	4	20	24	56	27	29
Extra-curricular Activities	24	5	7	36	52	56	47	51
Food Service	5	2	3	10	11	22	20	14
Financial Aids	10	4	3	17	22	44	20	24
Religious Life	9	4	2	15	20	44	13	21

chairmen of policy committees concerned with recruiting or food service. One respondent from the church group is chairman of committee concerned with academic records and four with religious life committees; these are the only ones in these areas in the entire group. See Table 23.

Appropriateness of Policy Relationship

The respondents in the church group consider their relationship to policy formulation less appropriate than do those in the other groups in 17 of the 19 functions. They are tied in percentage representation with the state group in student recruiting and only slightly higher than the state group in the religious life function. The respondents in the state group consider their policy relationship most appropriate in 10 functions and in the private group in six functions. State and private groups are tied for high in three functions. See Table 24.

Appropriateness of Arrangement for Final Administrative Authority

There are no discernible trends in the degree to which the respondents consider the final administrative authority appropriate in their institutions when they are compared by source of control. See Table 25.

TABLE 23

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
WHO ARE CHAIRMEN OF A POLICY COMMITTEE FOR SELECTED
STUDENT PERSONNEL FUNCTIONS BY SOURCE OF
CONTROL OF INSTITUTION

Selected Student Personnel Functions	Chairmanship of Policy Committee							
	Percentage Total	Percentage Private	Percentage State	Percentage Church-Related	Total Number = 70	Private Number = 15	State Number = 9	Church Related Number = 46
Student Recruiting	3	0	22	0	2	0	2	0
Orientation	49	67	33	46	34	10	3	21
Admissions	14	13	33	11	10	2	3	5
Student Personnel Records	27	33	22	26	19	5	2	12
Official Academic Records	1	0	0	2	1	0	0	1
Full Time Placement	11	33	0	7	8	5	0	3
Part Time, Off Campus Placement	14	27	0	13	10	4	0	6
Part Time, On Campus Placement	14	20	11	13	10	3	1	6
Discipline	44	60	33	41	31	9	3	19
Testing	19	33	11	15	13	5	1	7
Health Service	24	33	22	22	17	5	2	10
Housing (Personnel)	29	40	0	30	20	6	0	14
Housing (Managerial)	16	20	0	17	11	3	0	8
Personal or Vocational Counseling	37	33	44	37	26	5	4	17
Academic Counseling	14	20	22	11	10	3	2	5
Extra-curricular Activities	54	67	33	54	38	10	3	25
Food Service	9	0	22	0	6	0	2	4
Financial Aids	26	47	22	20	18	7	2	9
Religious Life	6	0	0	9	4	0	0	4

TABLE 24

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO
CONSIDER THEIR POLICY RELATIONSHIP TO SELECTED
STUDENT PERSONNEL FUNCTIONS APPROPRIATE BY
COURSE OF CONTROL OF INSTITUTION

Selected Student Personnel Functions	Appropriateness of Policy Relationship						
	Church Related Number = 46	State Number = 9	Private Number = 15	Total Number = 70	Percentage Church-Related	Percentage State	Percentage Private
Student Recruiting	20	4	10	34	44	44	67
Orientation	19	5	8	32	41	56	53
Admissions	22	5	10	37	48	56	67
Student Personnel Records	20	5	8	33	44	56	53
Official Academic Records	19	6	10	35	41	67	67
Full Time Placement	16	5	9	30	35	56	60
Part Time, Off Campus Placement	16	5	8	29	35	56	53
Part Time, On Campus Placement	15	5	9	29	33	56	60
Discipline	16	5	9	30	35	56	60
Testing	19	6	10	35	41	67	67
Health Service	18	6	9	33	39	67	60
Housing (Personnel)	18	6	9	33	39	67	60
Housing (Managerial)	17	5	9	31	37	56	60
Personal or Vocational Counseling	20	5	9	34	44	56	60
Academic Counseling	21	6	10	37	46	67	67
Extra-curricular Activities	17	5	9	31	37	56	60
Food Service	21	5	10	36	46	56	67
Financial Aids	17	5	8	30	37	56	53
Religious Life	21	4	10	35	46	44	67

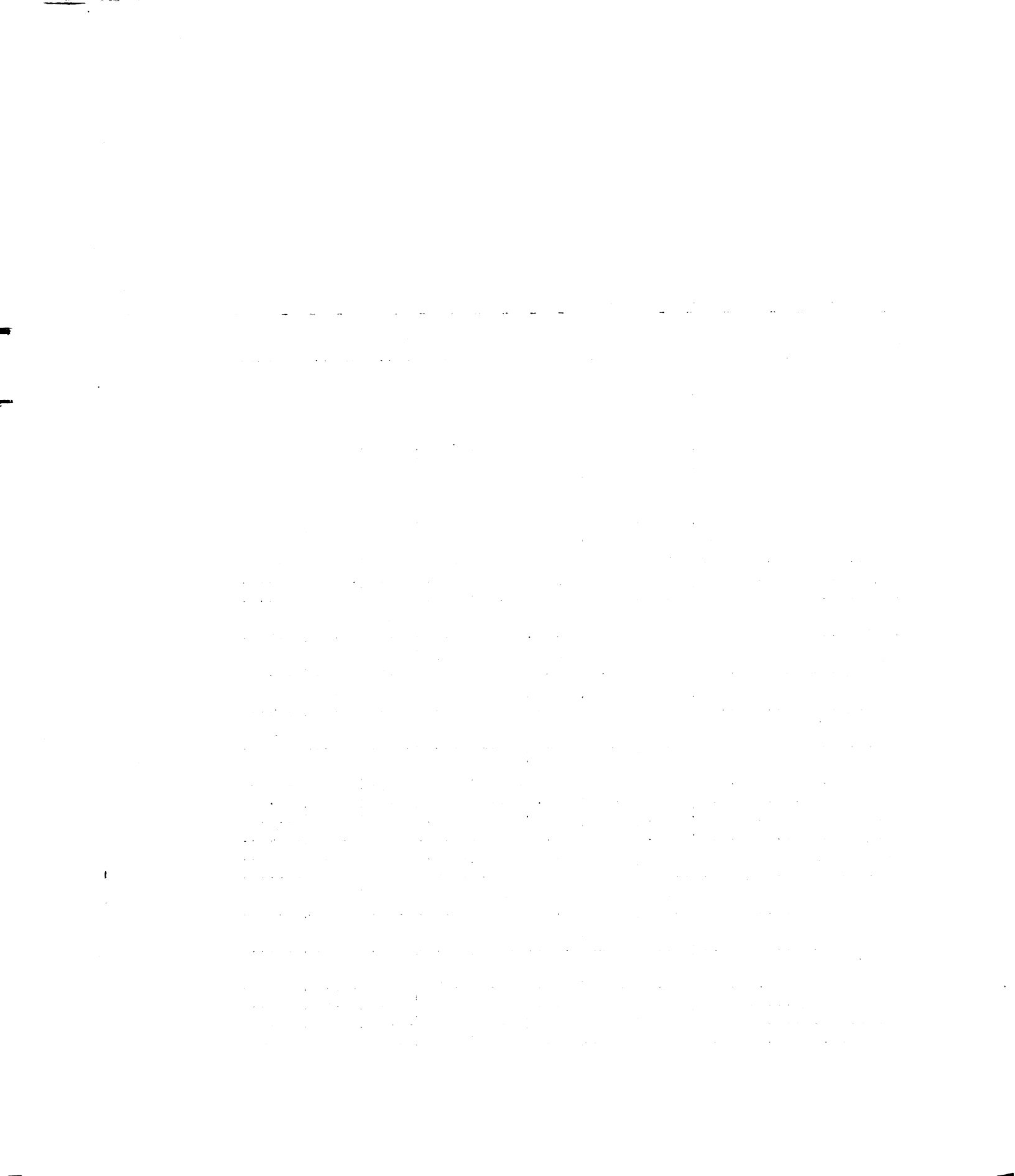


TABLE 25

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
WHO CONSIDER THE ARRANGEMENT FOR FINAL ADMINISTRATIVE
AUTHORITY FOR SELECTED STUDENT PERSONNEL FUNCTIONS
APPROPRIATE BY SOURCE OF CONTROL OF INSTITUTION

Selected Student Personnel Functions	Appropriateness of Final Administrative Authority						
	Church Related Number = 46	State Number = 9	Private Number = 15	Total Number = 70	Percentage Church-Related	Percentage State	Percentage Private
Student Recruiting	31	7	10	48	67	78	67
Orientation	34	7	11	52	74	78	73
Admissions	33	7	11	51	72	78	73
Student Personnel Records	38	7	11	56	83	78	73
Official Academic Records	32	7	13	52	70	78	87
Full Time Placement	25	7	10	42	54	78	67
Part Time, Off Campus Placement	26	7	10	43	57	78	67
Part Time, On Campus Placement	27	7	12	46	59	78	80
Discipline	32	7	12	51	70	78	80
Testing	31	7	13	51	67	78	87
Health Service	37	7	11	55	80	78	73
Housing (Personnel)	36	7	11	54	78	78	73
Housing (Managerial)	31	7	9	47	67	78	60
Personal or Vocational Counseling	35	7	12	54	76	78	80
Academic Counseling	33	7	10	50	72	78	67
Extra-curricular Activities	35	6	11	52	76	67	73
Food Service	32	7	11	50	70	78	73
Financial Aids	30	6	11	47	65	67	73
Religious Life	31	6	11	48	67	67	73

GEOGRAPHICAL LOCATION OF THE INSTITUTION

The data was tabulated according to regional accrediting agencies. Where an institution was not a member of the regional association it was placed in the region in which it would be were it a member. There were but six of these nonaccredited institutions, three in the North Central association, two in the Middle States association, and one in the Southern association. There was only one reporting institution from the New England association; this is included, for the purposes of comparison with the Middle States. There was only one reporting institution from the Western association; this is included with the North Western group. The answers to the questions are tabulated by number and percentage in each group, in the order in which they appear in the questionnaire.

Performance

The Southern group is the only one showing any respondents performing the official academic records and food service functions. The Southern association is high in part-time, on-campus placement and food service and low in religious life. The North Central colleges show high percentages relative to the other groups in the performance by respondents of the student personnel records, personal counseling, and financial aids functions and low in health

service. The New England and Middle States groups report no chief student personnel officer performing the student recruiting and admissions functions and high percentages performing the housing (managerial), academic counseling, extra-curricular activities, and religious life functions. The North West and Western associations show no respondents performing the part-time, on-campus placement and housing (managerial) functions, and high percentages performing the orientation, discipline and testing functions. See Table 26.

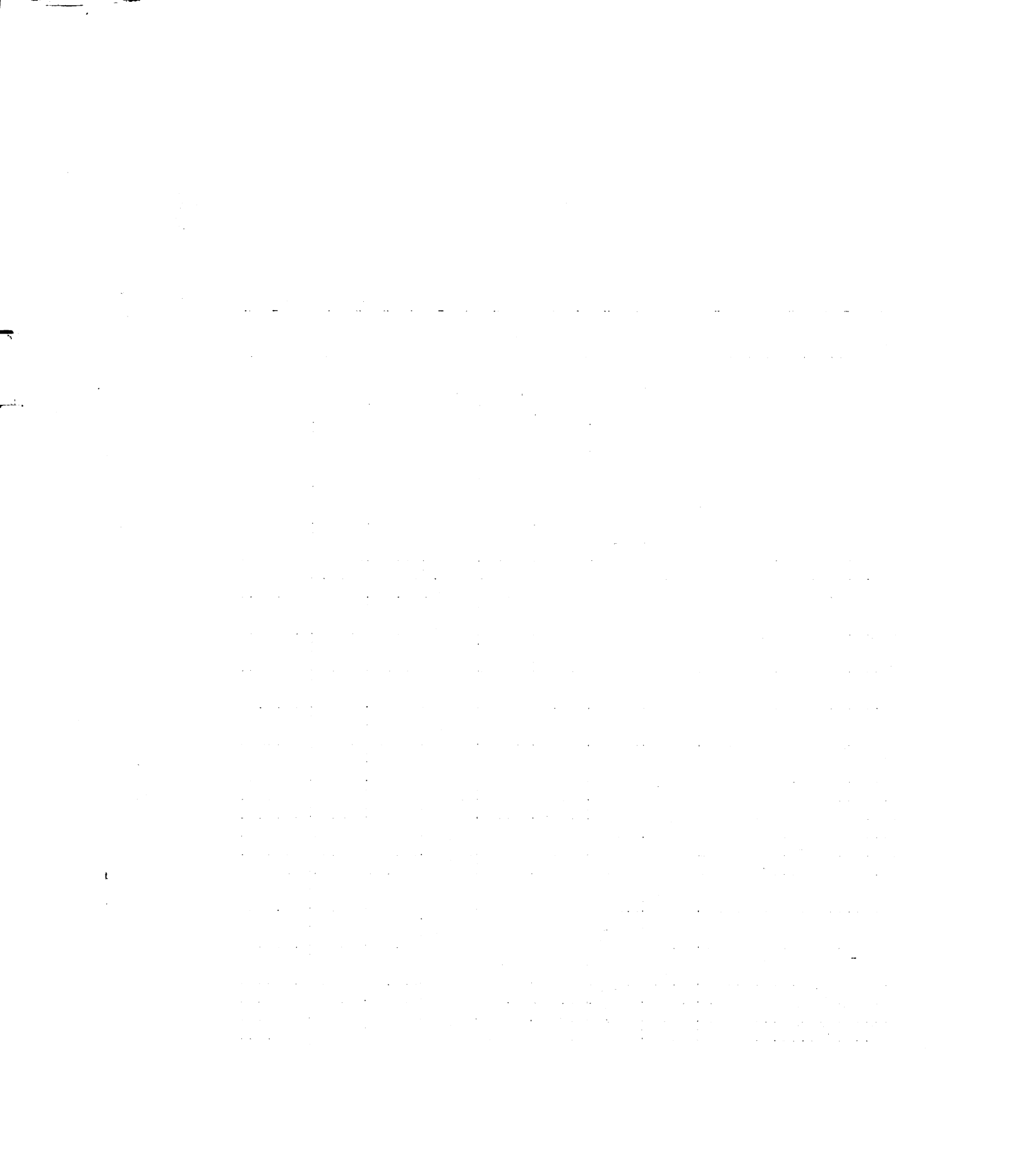
Supervision or Direction

None of the groups shows any respondent supervising the recruiting function. The North Central group has no chief student personnel officer supervising official academic records and is low relative to the other groups in the full-time placement, part-time, off-campus placement, and discipline functions. The North Central group is high in the percentage of respondents supervising the health service and extra-curricular activities functions. The Southern association has the highest percentage of respondents supervising the orientation, part-time on-campus placement and financial aids functions and the lowest percentage in the testing area. The New England and Middle States groups show no respondents supervising the admissions and housing (managerial) functions and low percentages in health service, housing (personnel), personal counseling, academic

TABLE 26

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS PERFORMING
SELECTED STUDENT PERSONNEL FUNCTIONS
BY REGION OF INSTITUTION

Selected Student Personnel Functions	Performance				
	Percentage North Central N = 30	Percentage Southern N = 26	Percentage New England & Middle States N = 9	Percentage West & Northwest N = 5	Percentage Total N = 70
Student Recruiting	13	12	0	20	11
Orientation	70	46	56	80	60
Admissions	20	19	0	20	17
Student Personnel Records	70	54	56	60	61
Official Academic Records	0	8	0	0	3
Full Time Placement	33	19	22	40	27
Part Time, Off Campus Placement	37	46	33	0	37
Part Time, On Campus Placement	37	42	44	20	39
Discipline	70	54	67	80	64
Testing	43	42	44	60	44
Health Service	13	39	22	20	24
Housing (Personnel)	37	46	78	40	46
Housing (Managerial)	10	23	22	0	16
Personal or Vocational Counseling	80	73	78	60	76
Academic Counseling	30	31	56	40	34
Extra-curricular Activities	33	50	67	60	46
Food Service	0	12	0	0	4
Financial Aids	47	23	22	20	33
Religious Life	10	4	22	20	10



counseling, food service and financial aids. High percentages for this group are in part-time, off-campus placement and religious life. The North West and Western groups show high percentages of respondents supervising the admissions, student personnel records, official academic records, placement (full-time), discipline, health service, housing (personnel), housing (managerial), personal counseling functions and lowest in extra-curricular activities and religious life. See Table 27.

Appropriateness of Performance and Supervision or Direction

Although there is little difference percentagewise in the extent to which the respondents consider their performance and supervision appropriate, there is a definite trend between groups. The New England and Middle States group is high in the degree of appropriateness in all functions except discipline and housing (managerial). In these two areas the highest percentage is in the North West and Western group. The low areas are scattered with eight functions in the North Central group, six in the Southern association and three in the North West and Western group. See Table 28.

Formulation of Policy

A higher percentage of the respondents from institutions in the New England and Middle States associations formulate policy in 13 of the 19 functions. The percentage

TABLE 27

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS SUPERVISING
OR DIRECTING SELECTED STUDENT PERSONNEL FUNCTIONS
BY REGION OF INSTITUTION

Selected Student Personnel Functions	Supervision or Direction							
	Percentage Central N = 30	Percentage Southern N = 26	Percentage New England & Middle States N = 9	Percentage West & Northwest N = 5	Percentage Total N = 70			
Student Recruiting	0	0	0	0	0			
Orientation	43	62	44	60	51			
Admissions	7	8	0	20	7			
Student Personnel Records	53	35	33	100	47			
Official Academic Records	0	4	11	20	4			
Full Time Placement	17	23	44	60	26			
Part Time, Off Campus Placement	20	23	44	40	26			
Part Time, On Campus Placement	23	35	22	20	27			
Discipline	37	62	56	80	51			
Testing	47	31	44	60	41			
Health Service	70	50	33	100	60			
Housing (Personnel)	60	62	33	80	59			
Housing (Managerial)	37	27	0	40	29			
Personal or Vocational Counseling	57	54	33	100	56			
Academic Counseling	33	31	11	20	29			
Extra-curricular Activities	70	62	56	40	63			
Food Service	20	12	11	20	16			
Financial Aids	33	35	11	20	30			
Religious Life	27	27	33	20	27			

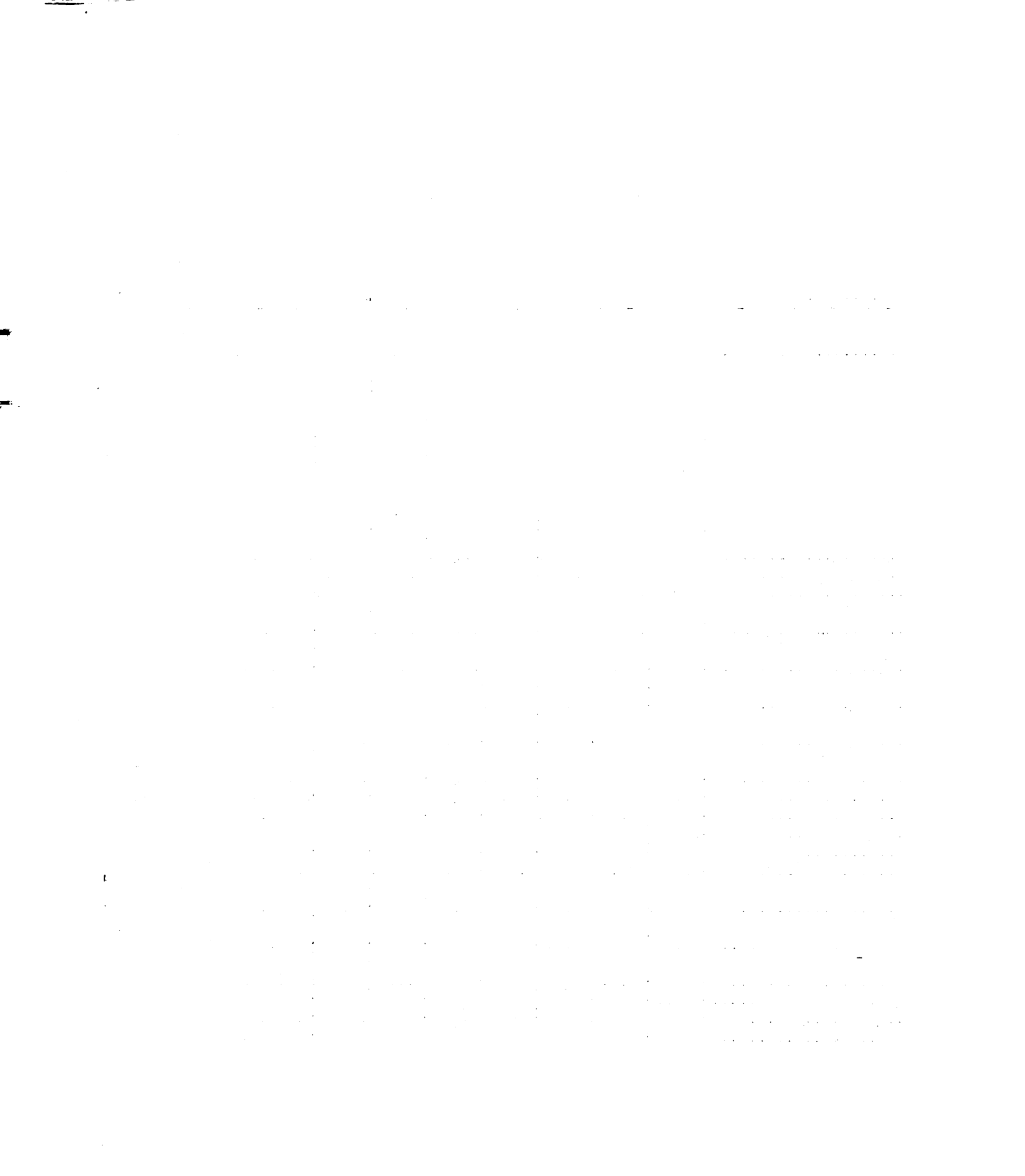


TABLE 28

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER
THEIR RELATIONSHIP TO THE PERFORMANCE AND SUPERVISION
OF SELECTED STUDENT PERSONNEL FUNCTIONS
APPROPRIATE BY REGION OF INSTITUTION

Selected Student Personnel Functions	Appropriateness of Performance and Supervision				
	Percentage Central N = 30	Percentage Southern N = 26	Percentage New England & Middle States N = 9	Percentage West & Northwest N = 5	Percentage Total N = 70
Student Recruiting	47	50	78	60	53
Orientation	67	73	89	80	73
Admissions	43	46	78	60	50
Student Personnel Records	77	77	78	80	77
Official Academic Records	47	42	89	60	51
Full Time Placement	57	46	78	60	56
Part Time, Off Campus Placement	50	42	78	60	51
Part Time, On Campus Placement	53	50	67	60	34
Discipline	50	62	78	80	60
Testing	57	46	89	80	59
Health Service	60	50	89	60	60
Housing (Personnel)	63	69	78	60	67
Housing (Managerial)	47	58	56	60	53
Personal or Vocational Counseling	53	77	78	60	66
Academic Counseling	53	42	89	40	53
Extra-curricular Activities	53	62	78	60	60
Food Service	43	42	67	40	46
Financial Aids	40	42	67	40	44
Religious Life	43	46	78	40	49

in the North Central group is slightly higher in student recruiting and student personnel records and in the North West and Western associations in admissions, official academic records, discipline, and housing (personnel). The respondents from the Southern association report the formulation of policy a smaller percentage of the time in 11 functions with lows in the others scattered among the other three groups. See Table 29.

Chairmanship of Policy Committee

There is a higher percentage of the respondents in the North West and Western groups who act as chairmen of policy committees for 10 of the 19 functions. The respondents in the North Central group report the highest percentage in admissions, student personnel records, official academic records, part-time, off-campus placement, housing (managerial) and extra-curricular activities. The Southern association has the high percentage in part-time, on-campus placement and financial aids; the New England and Middle States group is high in religious life. See Table 30.

Appropriateness of Policy Relationship

The respondents in the New England and Middle States group consider their policy relationship more appropriate relative to the other groups in 14 of the 19 functions, and have the same percentage as North Central in admissions. North Central is high in student recruiting; the North West

TABLE 29

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS FORMULATING
POLICY FOR SELECTED STUDENT PERSONNEL FUNCTIONS
BY REGION OF INSTITUTION

Selected Student Personnel Functions	Formulation of Policy				
	Percentage Central N = 30	Percentage Southern N = 26	Percentage New England & Middle States N = 9	Percentage West & Northwest N = 5	Percentage Total N = 70
Student Recruiting	23	4	22	20	16
Orientation	67	69	100	60	71
Admissions	27	12	22	40	21
Student Personnel Records	83	58	67	80	71
Official Academic Records	10	4	22	40	11
Full Time Placement	37	27	44	40	34
Part Time, Off Campus Placement	40	31	67	40	40
Part Time, On Campus Placement	40	27	67	20	37
Discipline	37	54	67	80	50
Testing	47	32	67	60	47
Health Service	40	42	67	40	44
Housing (Personnel)	67	66	89	60	60
Housing (Managerial)	23	19	22	60	24
Personal or Vocational Counseling	60	66	78	60	64
Academic Counseling	33	12	56	40	29
Extra-curricular Activities	47	58	67	20	51
Food Service	13	8	33	20	14
Financial Aids	23	12	56	40	24
Religious Life	20	19	44	0	21

TABLE 30

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO ARE CHAIRMEN
OF A POLICY COMMITTEE FOR SELECTED STUDENT PERSONNEL
FUNCTIONS BY REGION OF INSTITUTION

Selected Student Personnel Functions	Chairmanship of Policy Committees				
	Percentage Central N = 30	Percentage Southern N = 26	Percentage New England & Middle States N = 9	Percentage West & Northwest N = 5	Percentage Total N = 70
Student Recruiting	3	0	0	20	3
Orientation	43	58	33	60	49
Admissions	27	4	0	20	14
Student Personnel					
Records	33	23	22	20	27
Official Academic					
Records	3	0	0	0	1
Full Time					
Placement	13	8	11	20	11
Part Time, Off Campus					
Placement	17	19	0	0	14
Part Time, On Campus					
Placement	27	4	0	20	14
Discipline	37	46	44	80	44
Testing	20	19	0	40	19
Health Service	30	12	33	40	24
Housing (Personnel)	30	31	11	40	29
Housing (Managerial)	23	12	0	20	16
Personal or Vocational					
Counseling	43	27	33	60	37
Academic					
Counseling	23	4	0	40	14
Extra-curricular					
Activities	63	54	44	20	54
Food Service	13	4	0	20	9
Financial Aids	27	31	11	20	26
Religious Life	7	4	11	0	6

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and Western associations are high in part-time, on-campus placement, housing (personnel) and housing (managerial). The Southern association respondents consider their policy relationships least appropriate in all but the student recruiting and religious life functions. See Table 31.

Appropriateness of Arrangement for Final Administrative Authority

There appears to be only a very slight relationship between the region from which the respondents report and their judgement as to the appropriateness of the arrangement for final administrative authority. The respondents from the North Central group report high percentages in eight functions, the New England and Middle States group in seven functions. Most of the low percentages are in the Southern and North West and Western groups. See Table 32.

SUMMARY OF CHAPTER FIVE

The institutional factors of size, geographical location and source of control of the colleges from which responses were obtained are considered in this chapter.

In the first section responses to the questions concerning specific student personnel functions are analyzed according to size of the institution. There are no discernible relationships between size and performance, supervision,

TABLE 31

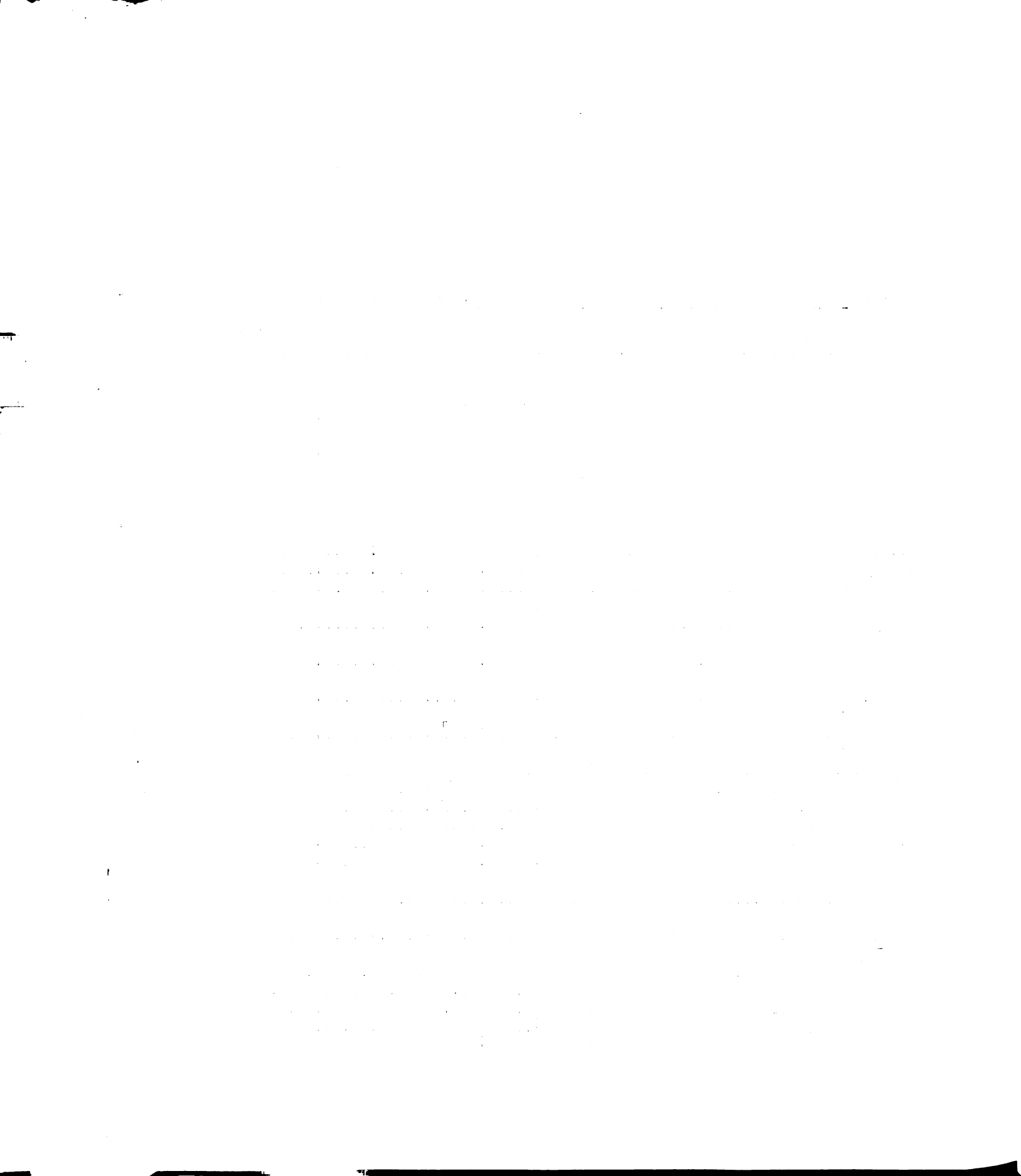
PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER
THEIR POLICY RELATIONSHIP TO SELECTED STUDENT PERSONNEL
FUNCTIONS APPROPRIATE BY REGION OF INSTITUTION

Selected Student Personnel Functions	Appropriateness of Policy Relationship				
	Percentage North Central N = 30	Percentage Southern N = 26	Percentage New England & Middle States N = 9	Percentage West & Northwest N = 5	Percentage Total N = 70
Student Recruiting	53	46	44	40	49
Orientation	47	35	78	40	46
Admissions	67	31	67	60	53
Student Personnel Records	50	31	78	60	47
Official Academic Records	53	35	78	60	50
Full Time Placement	47	27	67	60	43
Part Time, Off Campus Placement	47	23	67	60	41
Part Time, On Campus Placement	47	27	56	60	41
Discipline	40	35	67	60	43
Testing	53	35	78	60	50
Health Service	50	35	67	60	47
Housing (Personnel)	50	39	56	60	47
Housing (Managerial)	50	35	44	60	44
Personal or Vocational Counseling	47	35	89	60	49
Academic Counseling	57	35	89	60	53
Extra-curricular Activities	43	31	78	60	44
Food Service	47	46	78	60	51
Financial Aids	53	27	67	20	43
Religious Life	53	46	56	40	50

TABLE 32

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER THE
ARRANGEMENT FOR FINAL ADMINISTRATIVE AUTHORITY FOR
SELECTED STUDENT PERSONNEL FUNCTIONS APPROPRIATE
BY REGION OF INSTITUTION

Selected Student Personnel Functions	Appropriateness of Final Administrative Authority				
	Percentage Central N = 30	Percentage Southern N = 26	Percentage New England & Middle States N = 9	Percentage West & Northwest N = 5	Percentage Total N = 70
Student Recruiting	77	62	78	40	69
Orientation	70	73	89	80	74
Admissions	80	66	89	40	73
Student Personnel Records	83	77	78	80	80
Official Academic Records	83	62	78	80	74
Full Time Placement	70	50	56	60	60
Part Time, Off Campus Placement	67	54	67	60	61
Part Time, On Campus Placement	70	50	56	80	66
Discipline	77	66	78	80	73
Testing	77	62	89	80	73
Health Service	83	77	78	60	79
Housing (Personnel)	80	81	67	60	77
Housing (Managerial)	73	62	67	60	67
Personal or Vocational Counseling	77	81	67	80	77
Academic Counseling	73	69	89	40	71
Extra-curricular Activities	77	77	78	40	74
Food Service	70	69	78	80	71
Financial Aids	77	62	56	60	67
Religious Life	77	62	67	60	69



appropriateness of performance and supervision, formulation of policy and appropriateness of the policy relationship. Respondents from larger institutions are chairmen of policy committees in fewer functions than the other groups. Most of the respondents in the fourth quartile (1915-1942 students) believe their arrangements for final administrative authority are appropriate. Respondents in the first quartile show corresponding lows in the degree to which they believe this arrangement is appropriate in most areas.

The second section of this chapter contains the responses to questions considered by source of control of the institution. A smaller percentage of the respondents from the church-related colleges are concerned with the performance and supervision of student personnel functions than in the other two groups. The respondents in the private group perform slightly more functions, the respondents in the state group are slightly ahead in the percentage of functions supervised. The respondents in the state group show high in nearly all of the areas in the degree to which they consider their relationship to the performance and supervision of student personnel functions appropriate. The respondents in the church group are generally low in the degree to which they consider their relationship to the performance and supervision of personnel functions appropriate. Respondents from state institutions formulate

policy in a higher percentage of cases than do those from the other groups. Respondents from the church group are low in the percentage of formulation of policy. Respondents from the group of private colleges show generally a higher percentage of chairmanship of policy committees; the state group is second and the church group is low. Respondents from the church group consider their relationship to policy less appropriate than do those in the other groups in most cases. When considered by source of control, there is little difference in the extent to which respondents consider appropriate arrangements for final administrative authority in their institutions.

The third section of this chapter contains the responses to questions considered by geographical region. There seems to be little relationship between region and the performance or supervision of specific functions. However, the respondents from the Middle States and New England group are higher in 17 of the 19 areas in the extent to which they consider their relationship to performance and supervision appropriate. The respondents from the Middle States and New England associations are high in formulation of policy in most areas; the respondents from the Southern association are low. The Northwest, Western and North Central groups account for high percentages in the chairmanship of policy committees in 16 of the 19 groups. The

New England and Middle States group is high in number of functions where the policy relationship is considered appropriate; the Southern group is low. There seems to be little relationship between region and the degree to which the arrangement for final administrative authority is considered appropriate.

CHAPTER VI

AN ANALYSIS OF THE RESPONSES TO QUESTIONS CONCERNING SPECIFIC STUDENT PERSONNEL FUNCTIONS BY SELECTED PERSONAL FACTORS

This chapter contains an analysis of the responses to questions concerning the relationship of the chief student personnel officer to specific student personnel functions grouped by selected personal factors. The personal factors considered are: (1) age of the chief student personnel officer; (2) sex of the chief student personnel officer; (3) marital status of the chief student personnel officer; (4) the amount of graduate student personnel work of the chief student personnel officer; (5) the percentage of time the chief student personnel officer devotes to student personnel work; (6) the title of the chief student personnel officer. These will be considered in the order given above. A summary of these data is in Chapter Three.

AGE OF THE CHIEF STUDENT PERSONNEL OFFICER

The age range for the respondents was from 28 to 64 years. There were 69 of the 70 respondents who reported their ages. These were divided into quartiles as nearly as

possible, and the data reported in percentages within quartiles to compensate for the slightly different size of the quartiles. The responses are considered in the order in which the relationship variables appear in the questionnaire.

Performance

In testing (71%) and in personal counseling (100%) the first quartile, i.e., the youngest group performs the function to a noticeable higher degree than the other groups. See Table 33. Otherwise, age of the respondent and the extent of performance show little relationship.

Supervision or Direction

Supervision of the specific student personnel functions seems to have some relationship to age. No respondent supervises the recruiting function. Of the 18 remaining 12 are supervised by a higher percentage of respondents in the third and fourth quartiles. In the other six functions a higher percentage is reported for three in the first quartile. See Table 34.

Appropriateness of Performance and Supervision or Direction

A higher percentage of the respondents in the second quartile (37-41 age group) consider their relationship to the performance and supervision of the specific personnel functions appropriate in 16 of the 19 areas. The first quartile is high in this respect in the orientation and

TABLE 33

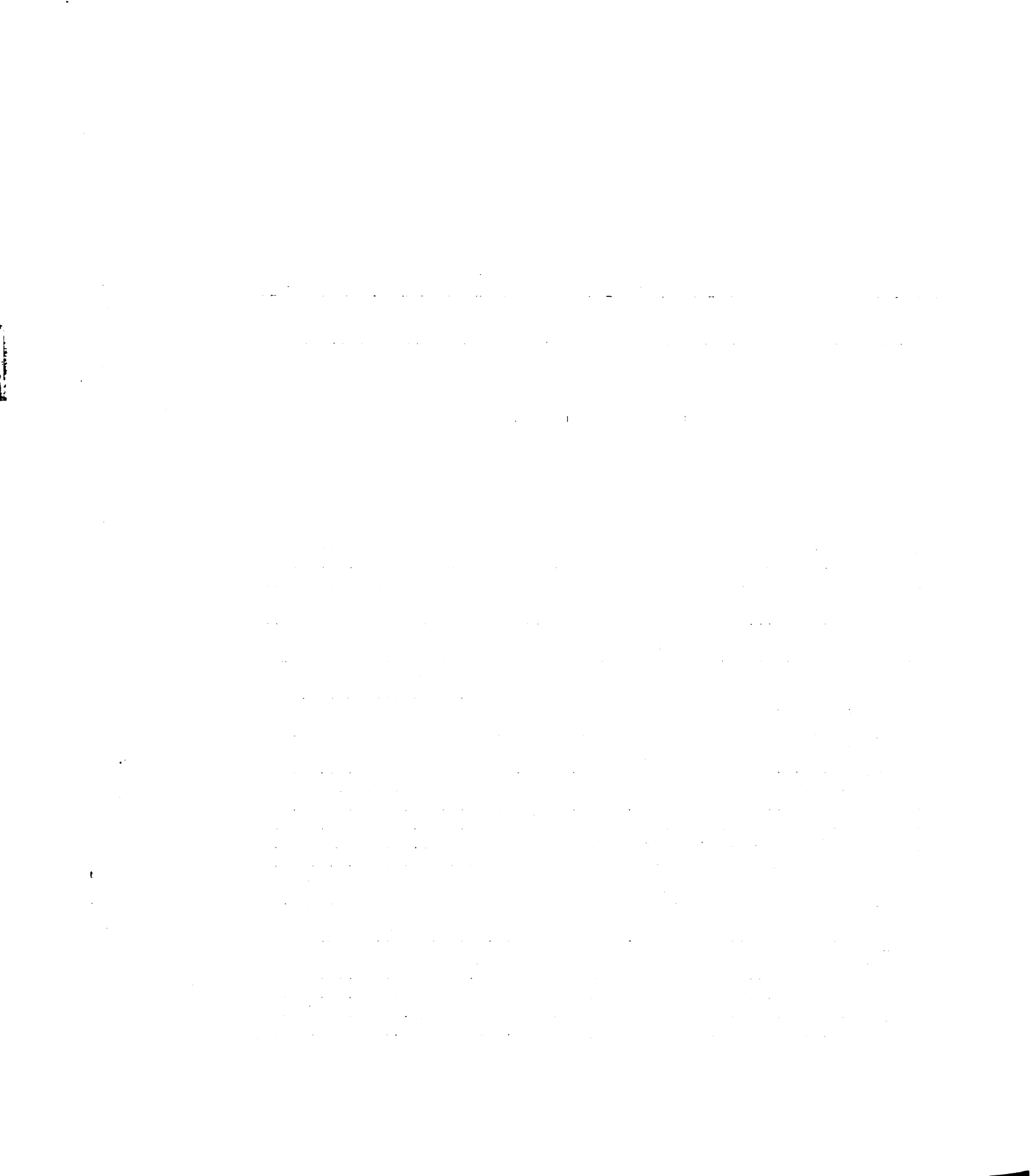
PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS PERFORMING SELECTED STUDENT PERSONNEL
FUNCTIONS BY AGE

Selected Student Personnel Functions	Performance					
	Percentage Total N = 69	Percentage Age 51-64	Percentage Age 42-48	Percentage Age 37-41	Percentage Age 28-36	Number for Each Function
Student Recruiting	12	24	0	11	12	8
Orientation	59	71	53	50	65	41
Admissions	17	18	24	17	12	12
Student Personnel Records	61	77	53	39	77	42
Official Academic Records	0	12	0	0	2	3
Full Time Placement	24	24	39	24	19	19
Part Time, Off Campus Placement	38	47	24	44	35	26
Part Time, On Campus Placement	36	53	18	44	29	25
Discipline	64	47	77	67	65	44
Testing	45	41	29	39	71	31
Health Service	23	24	29	28	12	16
Housing (Personnel)	45	41	35	50	53	31
Housing (Managerial)	15	12	12	28	6	10
Personal or Vocational Counseling	75	65	65	72	100	52
Academic Counseling	35	18	41	39	41	24
Extra-curricular Activities	45	35	59	29	59	31
Food Service	6	0	11	0	3	4
Financial Aids	35	35	33	24	22	22
Religious Life	12	12	6	12	7	10

TABLE 34

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS SUPERVISING OR DIRECTING SELECTED STUDENT
PERSONNEL FUNCTIONS BY AGE

Selected Student Personnel Functions	Supervision or Direction					Number for Each Function	
	Percentage Age 28-35 Q1	Percentage Age 37-41 Q2	Percentage Age 42-48 Q3	Percentage Age 51-64 Q4	Percentage Total N = 69		
Student Recruiting	0	0	0	0	0	0	
Orientation	65	44	59	35	51	35	
Admissions	5	0	6	12	12	5	
Student Personnel Records	47	44	65	29	46	32	
Official Academic Records	0	6	12	0	4	3	
Full Time Placement	18	22	41	24	26	18	
Part Time, Off Campus Placement	12	33	35	24	26	18	
Part Time, On Campus Placement	18	33	29	18	25	17	
Discipline	53	44	59	47	52	36	
Testing	47	28	41	53	42	29	
Health Service	82	39	65	59	61	42	
Housing (Personnel)	53	61	65	53	58	40	
Housing (Managerial)	18	39	24	29	28	19	
Personal or Vocational Counseling	47	44	71	59	55	38	
Academic Counseling	24	33	29	29	29	20	
Extra-curricular Activities	77	50	71	53	62	43	
Food Service	12	17	24	12	16	11	
Financial Aids	12	28	41	41	30	21	
Religious Life	24	11	35	35	26	18	



housing (personnel) functions and the fourth quartile high in student personnel records. See Table 35.

Formulation of Policy

The respondents in the second and third quartiles (37-48 age group) report high percentages for the formulation of policy in 16 of the 19 functions. The first quartile is high in orientation and housing (personnel); the fourth quartile is high in student personnel records. See Table 36.

Chairmanship of Policy Committee

Most of the areas show respondents in the third quartile reporting high percentages as chairman of policy committees, 13 of the 19 functions. In orientation the same percentage (53%) is reported for the first and third quartiles. Only two respondents report themselves as chairmen of committees concerned with student recruiting; these are in the second and fourth quartiles. One respondent is chairman of a committee concerned with official academic records, he is in the second quartile. High percentages relative to the other groups are in the second quartile for admissions, part-time, on-campus placement and housing (managerial). See Table 37.

Appropriateness of Policy Relationship

The respondents in the third quartile (42-48 age group) consider their relationship to policy appropriate to

TABLE 35

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO CONSIDER THEIR RELATIONSHIP TO THE PERFORMANCE
AND DIRECTION OR SUPERVISION OF SELECTED STUDENT
PERSONNEL FUNCTIONS APPROPRIATE BY AGE

Selected Student Personnel Functions	Appropriateness of Performance and Supervision					
	Percentage Q1 Age 28-36	Percentage Q2 Age 37-41	Percentage Q3 Age 42-48	Percentage Q4 Age 51-64	Percentage Total N = 69	Number for Each Function
Student Recruiting	47	72	41	47	52	36
Orientation	82	78	53	77	73	50
Admissions	47	61	47	41	49	34
Student Personnel Records	77	83	65	88	78	54
Official Academic Records	47	61	53	47	52	36
Full Time Placement	35	72	53	65	57	39
Part Time, Off Campus Placement	35	61	53	59	59	34
Part Time, On Campus Placement	41	67	53	59	55	38
Discipline	65	72	59	47	61	42
Testing	65	67	47	59	59	41
Health Service	59	72	53	59	61	42
Housing (Personnel)	82	78	47	59	67	46
Housing (Managerial)	65	67	35	47	54	37
Personal or Vocational Counseling	65	83	59	59	67	46
Academic Counseling	53	61	47	53	54	37
Extra-curricular Activities	71	72	53	47	61	42
Food Service	47	50	47	41	46	32
Financial Aids	47	50	47	35	45	31
Religious Life	53	61	47	35	49	34

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TABLE 36

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT
PERSONNEL OFFICERS FORMULATING POLICY FOR SELECTED
STUDENT PERSONNEL FUNCTIONS BY AGE

Selected Student Personnel Functions	Formulation of Policy					
	Percentage Age 28-36 Q1	Percentage Age 37-41 Q2	Percentage Age 42-48 Q3	Percentage Age 51-54 Q4	Percentage Total = 69	Number for Each Function
Student Recruiting	6	28	18	12	16	11
Orientation	82	61	77	65	71	49
Admissions	12	28	35	12	22	15
Student Personnel Records	71	67	71	77	71	49
Official Academic Records	0	17	29	0	12	8
Full Time Placement	18	50	41	29	35	24
Part Time, Off Campus Placement	24	50	47	35	39	27
Part Time, On Campus Placement	18	44	47	35	36	25
Discipline	41	67	65	29	51	35
Testing	47	44	59	41	48	33
Health Service	41	56	59	24	45	31
Housing (Personnel)	82	72	65	53	68	47
Housing (Managerial)	12	39	29	12	23	16
Personal or Vocational Counseling	53	67	77	59	64	44
Academic Counseling	6	44	41	24	29	20
Extra-curricular Activities	47	61	65	35	52	36
Food Service	6	11	35	6	15	10
Financial Aids	6	28	47	18	25	17
Religious Life	12	17	41	18	22	15

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TABLE 37

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO ARE CHAIRMEN OF A POLICY COMMITTEE
FOR SELECTED STUDENT PERSONNEL FUNCTIONS
BY AGE

Selected Student Personnel Functions	Chairmanship of Policy Committees					
	Percentage Age 28-36	Percentage Age 37-41	Percentage Age 42-48	Percentage Age 51-64	Total N = 69	Number for Each Function
Student Recruiting	0	6	0	6	3	2
Orientation	53	50	53	35	48	33
Admissions	0	22	18	18	15	10
Student Personnel Records	24	22	35	24	26	18
Official Academic Records	0	6	0	0	2	1
Full Time Placement	6	17	24	0	12	8
Part Time, Off Campus Placement	6	22	24	6	15	10
Part Time, On Campus Placement	12	22	18	0	13	9
Discipline	35	56	59	24	44	30
Testing	18	22	24	12	19	13
Health Service	18	33	41	6	25	17
Housing (Personnel)	24	22	53	18	29	20
Housing (Managerial)	12	22	18	12	16	11
Personal or Vocational Counseling	29	44	47	24	36	25
Academic Counseling	6	17	24	12	15	10
Extra-curricular Activities	59	44	65	47	54	37
Food Service	6	6	18	6	9	6
Financial Aids	18	17	41	29	26	18
Religious Life	6	6	12	0	6	4

a greater degree than the other age groups in all but two functions. In part-time, off-campus placement they are only they are only slightly lower than the second quartile. The same percentage of respondents consider their relationship to policy appropriate in the third and fourth quartiles for the housing (managerial) function. See Table 38.

Appropriateness of Arrangement for Final Administrative Authority

In 11 of the 19 functions a higher percentage of the respondents in the second quartile consider the arrangement for final administrative appropriate than in the other groups. Of the other functions, official academic records, discipline, and extra-curricular activities are high in the first quartile and student personnel records, academic counseling, and food service are high in the third quartile. The same percentage shows high in the third and fourth quartiles in the testing and financial aids areas. See Table 39.

SEX OF THE CHIEF STUDENT PERSONNEL OFFICER

Sixty four of the responding chief student personnel officers were men and six were women. Because of the small female sample, the data will be somewhat inconclusive. Some tendencies may be noticed, however. The distribution of the

TABLE 38

PERCENTAGE DISTRIBUTION BY QUANTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO CONSIDER THEIR POLICY RELATIONSHIP TO SELECTED
STUDENT PERSONNEL FUNCTIONS APPROPRIATE BY AGE

Selected Student Personnel Functions	Appropriateness of Policy Relationship					
	Percentage Q1 Age 28-36	Percentage Q2 Age 37-41	Percentage Q3 Age 42-48	Percentage Q4 Age 51-64	Percentage Total N = 69	Number for Each Function
Student Recruiting	41	50	53	47	48	33
Orientation	35	44	65	41	46	32
Admissions	47	50	59	53	52	36
Student Personnel Records	35	50	59	47	48	33
Official Academic Records	47	50	59	41	49	34
Full Time Placement	35	50	53	35	44	30
Part Time, Off Campus Placement	35	50	47	35	42	29
Part Time, On Campus Placement	24	50	59	35	42	29
Discipline	41	44	59	29	44	30
Testing	29	56	71	41	49	34
Health Service	35	56	59	41	48	33
Housing (Personnel)	41	50	59	41	48	33
Housing (Managerial)	41	44	47	47	45	31
Personal or Vocational Counseling	47	50	65	35	49	34
Academic Counseling	35	50	77	47	52	36
Extra-curricular Activities	35	50	59	35	45	31
Food Service	41	56	71	41	52	36
Financial Aids	35	39	47	53	44	30
Religious Life	41	44	65	47	49	34

TABLE 39

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO CONSIDER THE ARRANGEMENT FOR FINAL
ADMINISTRATIVE AUTHORITY APPROPRIATE BY AGE

Selected Student Personnel Functions	Appropriateness of Final Administrative Authority					
	Percentage Age 28-36 Q1	Percentage Age 37-41 Q2	Percentage Age 42-48 Q3	Percentage Age 51-64 Q4	Percentage Total N= 69	Number for Each Function
Student Recruiting	59	83	65	65	68	47
Orientation	77	78	77	71	75	52
Admissions	77	78	65	71	73	50
Student Personnel						
Records	82	78	88	77	81	56
Official Academic						
Records	82	72	71	71	74	51
Full Time						
Placement	41	72	65	65	61	42
Part Time, Off Campus						
Placement	53	72	71	71	67	46
Part Time, On Campus						
Placement	47	78	53	71	62	43
Discipline	82	78	71	65	74	51
Testing	71	67	77	77	73	50
Health Service	77	89	82	71	80	55
Housing (Personnel)	82	83	77	71	78	54
Housing (Managerial)	53	78	71	71	68	47
Personal or Vocational						
Counseling	82	83	77	71	78	54
Academic						
Counseling	71	72	77	65	71	49
Extra-curricular						
Activities	82	78	77	65	76	52
Food Service	65	78	82	65	73	50
Financial Aids	65	67	71	71	68	47
Religious Life	59	78	71	65	68	47

answers is expressed in both numbers and percentages, in the order in which the relationship variables appear in the questionnaire.

Performance

The male respondents report a higher percentage of performance than do the women in 16 of the 19 functions. Five of the six women (83%) perform the orientation and student personnel functions, and the percentage of women performing the health service functions is slightly higher than that for men. None of the women performs the student recruiting, admissions, official academic records, placement (full-time), housing (managerial), food service, and religious life functions. See Table 40.

Supervision or Direction

None of the chief student personnel officers supervises the student recruiting function. Women lead in the percentage who supervise the part-time placement functions, housing (managerial), extra-curricular activities, food service, financial aids, and religious life. No women are involved in the supervision of the admissions or official academic records areas. See Table 41.

Appropriateness of Performance and Supervision or Direction

Women respondents are generally equal to or exceed men in the degree to which they believe their relationship to the performance and supervision of specific student

TABLE 40

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
PERFORMING SELECTED STUDENT PERSONNEL
FUNCTIONS BY SEX

Selected Student Personnel Functions	Performance					
	Males	Percentage Males N = 64	Females	Percentage Females N = 6		
Student Recruiting	8	13	0	0		
Orientation	37	58	5	83		
Admissions	12	19	0	0		
Student Personnel Records	38	59	5	83		
Official Academic Records	2	3	0	0		
Full Time Placement	19	30	0	0		
Part Time, Off Campus Placement	25	39	2	33		
Part Time, On Campus Placement	25	39	1	17		
Discipline	42	66	3	50		
Testing	28	44	2	33		
Health Service	15	23	2	22		
Housing (Personnel)	30	47	2	33		
Housing (Managerial)	11	17	0	0		
Personal or Vocational Counseling	49	77	4	67		
Academic Counseling	22	34	2	33		
Extra-curricular Activities	31	48	1	17		
Food Service	3	5	0	0		
Financial Aids	22	34	1	17		
Religious Life	7	11	0	0		

TABLE 41

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL
OFFICERS SUPERVISING OR DIRECTING SELECTED
STUDENT PERSONNEL FUNCTIONS BY SEX

Selected Student Personnel Functions	Performance or Direction						
	Males	Percentage Males N = 64	Females	Percentage Females N = 6			
Student Recruiting	0	0	0	0			
Orientation	34	53	2	33			
Admissions	5	8	0	0			
Student Personnel Records	32	50	1	17			
Official Academic Records	3	5	0	0			
Full Time Placement	16	25	2	33			
Part Time, Off Campus Placement	17	27	1	17			
Part Time, On Campus Placement	17	27	2	33			
Discipline	33	52	3	50			
Testing	28	44	1	17			
Health Service	39	61	3	50			
Housing (Personnel)	38	59	3	50			
Housing (Managerial)	17	27	3	50			
Personal or Vocational Counseling	37	58	2	33			
Academic Counseling	19	30	1	17			
Extra-curricular Activities	39	61	5	83			
Food Service	9	14	2	33			
Financial Aids	19	30	2	33			
Religious Life	16	25	3	50			

personnel functions is appropriate. Marked exceptions are in the testing, personal counseling, and extra-curricular activities functions where the percentage of men believing this relationship appropriate is noticeably higher. See Table 42.

Formulation of Policy

Women are generally below men in the percentage of formulation of policy for the selected student personnel functions. In many of the areas there are only slight differences. No female respondent is responsible for the formulation of policy in the areas of student recruiting, official academic records, housing (managerial), academic counseling, and financial aids. These are small areas for the group as a whole, therefore the lack of women in these areas may be due to chance because of the smallness of the women's sample. See Table 43.

Chairmanship of Policy Committee

In the areas where both men and women are chairmen of policy committees concerned with specific student personnel functions, the women lead, percentagewise in five functions and the men in four. However, and again probably due to the smallness of the sample, there are ten areas in which no woman chairs a policy committee. See Table 44.

Appropriateness of Policy Relationship

Female respondents consider their relationship to

TABLE 42

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER
THEIR RELATIONSHIP TO THE PERFORMANCE AND DIRECTION OR
SUPERVISION OF SELECTED STUDENT PERSONNEL
FUNCTIONS APPROPRIATE BY SEX

Selected Student Personnel Functions		Appropriateness of Performance and Supervision			
	Males	Percentage Males N = 64	Females	Percentage Females N = 6	
Student Recruiting	34	53	3	50	
Orientation	46	72	5	83	
Admissions	32	50	3	50	
Student Personnel Records	49	77	5	83	
Official Academic Records	32	50	4	67	
Full Time Placement	34	53	5	83	
Part Time, Off Campus Placement	34	53	2	33	
Part Time, On Campus Placement	34	53	4	67	
Discipline	39	61	3	50	
Testing	39	61	2	33	
Health Service	38	59	4	67	
Housing (Personnel)	44	69	3	50	
Housing (Managerial)	33	52	4	67	
Personal or Vocational Counseling	44	69	2	33	
Academic Counseling	34	53	3	50	
Extra-curricular Activities	40	63	2	33	
Food Service	29	45	3	50	
Financial Aids	29	45	2	33	
Religious Life	32	50	2	33	

TABLE 43

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
FORMULATING POLICY FOR SELECTED STUDENT PERSONNEL
FUNCTIONS BY SEX

Selected Student Personnel Functions	Formulation of Policy					
	Males	Percentage Males N = 64		Females	Percentage Females N = 6	
Student Recruiting	11	17		0	0	
Orientation	17	22		4	67	
Admissions	14	22		1	17	
Student Personnel Records	46	72		4	67	
Official Academic Records	8	13		0	0	
Full Time Placement	23	36		1	17	
Part Time, Off Campus Placement	27	42		1	17	
Part Time, On Campus Placement	25	39		1	17	
Discipline	32	50		3	50	
Testing	31	48		2	33	
Health Service	29	45		2	33	
Housing (Personnel)	44	69		4	67	
Housing (Managerial)	17	27		0	0	
Personal or Vocational Counseling	41	67		4	67	
Academic Counseling	20	31		0	0	
Extra-curricular Activities	33	52		3	50	
Food Service	9	14		1	17	
Financial Aids	17	27		0	0	
Religious Life	14	22		1	17	

TABLE 44

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
WHO ARE CHAIRMEN OF A POLICY COMMITTEE FOR SELECTED
STUDENT PERSONNEL FUNCTIONS BY SEX

Selected Student Personnel Functions	Chairmanship of Policy Committees						
	Males	Percentage Males N = 64	Females	Percentage Females N = 6			
Student Recruiting	2	3	0	0			
Orientation	31	48	3	50			
Admissions	9	14	1	17			
Student Personnel Records	19	30	0	0			
Official Academic Records	1	2	0	0			
Full Time Placement	8	13	0	0			
Part Time, Off Campus Placement	10	16	0	0			
Part Time, On Campus Placement	9	14	1	17			
Discipline	29	45	2	33			
Testing	11	17	2	33			
Health Service	17	27	0	0			
Housing (Personnel)	19	30	1	17			
Housing (Managerial)	11	17	0	0			
Personal or Vocational Counseling	25	39	1	17			
Academic Counseling	10	16	0	0			
Extra-curricular Activities	34	53	4	67			
Food Service	6	9	0	0			
Financial Aids	17	27	1	17			
Religious Life	4	6	0	0			

policy formulation appropriate as much or more than do the men in all areas but part-time, on-campus placement, testing, and health service. See Table 45.

Appropriateness of Arrangement for Final Administrative Authority

Four of the six female respondents consider the arrangement for final administrative authority appropriate in their institutions in all but four functions. In these fifteen areas, the percentage of agreement is comparable to that of the male respondents. Only two of the women consider the administrative arrangement in orientation appropriate, and one half of the women consider the administrative arrangement appropriate in the part-time, on-campus placement, testing, and religious life functions. In these areas they are substantially below the male respondents. See Table 46.

MARITAL STATUS OF THE CHIEF STUDENT PERSONNEL OFFICER

Fifty-nine of the responding chief student personnel officers are married, eleven are single. Because of the disparity of numbers in the categories, some of the data may be open to some question. There are some noticeable relationships, however. The distribution is expressed both in numbers and percentages, in the order in which the

TABLE 45

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
WHO CONSIDER THEIR POLICY RELATIONSHIP TO SELECTED
STUDENT PERSONNEL FUNCTIONS APPROPRIATE BY SEX

Selected Student Personnel Functions	Appropriateness of Policy Relationship					
	Males	Percentage Males N = 64		Females	Percentage Females N = 6	
Student Recruiting	29	45		5	83	
Orientation	29	45		3	50	
Admissions	33	52		4	67	
Student Personnel Records	30	47		3	50	
Official Academic Records	32	50		3	50	
Full Time Placement	27	42		3	50	
Part Time, Off Campus Placement	26	41		3	50	
Part Time, On Campus Placement	27	42		2	33	
Discipline	27	42		3	50	
Testing	33	52		2	33	
Health Service	31	48		2	33	
Housing (Personnel)	30	47		3	50	
Housing (Managerial)	27	42		4	67	
Personal or Vocational Counseling	31	48		3	50	
Academic Counseling	33	52		4	67	
Extra-curricular Activities	28	44		3	50	
Food Service	33	52		3	50	
Financial Aids	26	41		4	67	
Religious Life	31	48		4	67	

TABLE 46

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
WHO CONSIDER THE ARRANGEMENT FOR FINAL ADMINISTRATIVE
AUTHORITY APPROPRIATE BY SEX

Selected Student Personnel Functions	Appropriateness of Final Administrative Authority					
	Males	Percentage Males N = 64		Females	Percentage Females N = 6	
Student Recruiting	44	69		4	67	
Orientation	50	78		2	33	
Admissions	47	73		4	67	
Student Personnel Records	52	81		4	67	
Official Academic Records	48	75		4	67	
Full Time Placement	38	59		4	67	
Part Time, Off Campus Placement	39	61		4	67	
Part Time, On Campus Placement	43	67		3	50	
Discipline	47	73		4	67	
Testing	48	75		3	50	
Health Service	51	80		4	67	
Housing (Personnel)	50	78		4	67	
Housing (Managerial)	43	67		4	67	
Personal or Vocational Counseling	50	78		4	67	
Academic Counseling	46	72		4	67	
Extra-curricular Activities	48	75		4	67	
Food Service	46	72		4	67	
Financial Aids	43	67		4	67	
Religious Life	45	70		3	50	

relationship variables appear in the questionnaire.

Performance

The percentage of married respondents who perform the selected student personnel functions equals or exceeds that of the single respondents in all but two functions. Only slightly higher percentages are reported by the single respondents in the student personnel records and housing (managerial) functions. No single respondent performs the functions in the areas of student recruiting, official academic records, food service, and religious life. These are generally low categories for the entire group; the absence of single respondents may occur by chance. See Table 47.

Supervision or Direction

No chief student personnel officer in the study supervises the recruiting function. In the remaining areas, the single respondents lead in percentage of functions supervised in full-time placement, discipline, health service, housing (managerial), and religious life. See Table 48.

Appropriateness of Performance and Supervision or Direction

The married respondents consider their relationship to the performance and supervision of individual student personnel functions appropriate to a higher degree than the single respondents in 15 of the 19 areas. The single

TABLE 47

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
PERFORMING SELECTED STUDENT PERSONNEL FUNCTIONS
BY MARITAL STATUS

Selected Student Personnel Functions	Supervision			
	Married	Percentage Married N=59	Single	Percentage Single N=11
Student Recruiting	8	14	0	0
Orientation	36	61	6	55
Admissions	11	19	1	9
Student Personnel Records	36	61	7	64
Official Academic Records	2	3	0	0
Full Time Placement	17	29	2	18
Part Time, Off Campus Placement	25	43	2	18
Part Time, On Campus Placement	24	41	2	18
Discipline	39	66	6	55
Testing	28	48	3	27
Health Service	15	26	2	18
Housing (Personnel)	27	46	5	46
Housing (Managerial)	9	15	2	18
Personal or Vocational Counseling	46	78	7	64
Academic Counseling	23	39	1	9
Extra-curricular Activities	27	46	5	46
Food Service	3	5	0	0
Financial Aids	21	36	2	18
Religious Life	7	12	0	0

TABLE 48

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
SUPERVISING OR DIRECTING SELECTED STUDENT PERSONNEL
FUNCTIONS BY MARITAL STATUS

Selected Student Personnel Functions	Supervision or Direction			
	Married	Percentage Married N=59	Single	Percentage Single N=11
Student Recruiting	0	0	0	0
Orientation	31	53	5	46
Admissions	5	9	0	0
Student Personnel				
Records	28	48	5	46
Official Academic				
Records	3	5	0	0
Full Time				
Placement	14	24	4	46
Part Time, Off Campus				
Placement	16	27	2	18
Part Time, On Campus				
Placement	17	29	2	18
Discipline	28	47	8	73
Testing	25	43	4	36
Health Service	35	60	7	64
Housing (Personnel)	36	61	5	46
Housing (Managerial)	16	27	4	36
Personal or Vocational				
Counseling	35	60	4	36
Academic				
Counseling	20	34	0	0
Extra-curricular				
Activities	37	63	7	64
Food Service	10	17	1	9
Financial Aids	18	31	3	27
Religious Life	15	26	4	36

respondents are only slightly higher in official academic records, full-time placement, part-time, on-campus placement, and housing (managerial). See Table 49.

Formulation of Policy

Single chief student personnel officers report a higher percentage who formulate policy in six of the 19 areas. These are student recruiting, health service, housing (managerial), extra-curricular activities, food service, and financial aids. See Table 50.

Chairmanship of Policy Committee

In seven of the 19 areas single respondents report a higher percentage who are chairmen of policy committees. These are admissions, discipline, health service, housing (personnel), housing (managerial), extra-curricular activities, and religious life. See Table 51.

Appropriateness of Policy Relationship

Marital status seems to have little relationship to the extent to which the respondents consider their relationship to policy appropriate. Married respondents lead slightly in 12 areas. The difference in none of the areas is large enough to attach any significance to. See Table 52.

Appropriateness of Arrangement for Final Administrative Authority

In 18 of the 19 student personnel areas a higher percentage of married respondents consider the arrangement

TABLE 49

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO
CONSIDER THEIR RELATIONSHIP TO THE PERFORMANCE AND DIRECTION
OR SUPERVISION OF SELECTED STUDENT PERSONNEL FUNCTIONS
APPROPRIATE BY MARITAL STATUS

Selected Student Personnel Functions		Appropriateness of Performance and Supervision					
	Married	Percentage Married N=59		Single	Percentage Single N=11		
Student Recruiting	32	54		5	46		
Orientation	44	75		7	64		
Admissions	30	51		5	46		
Student Personnel Records	46	78		8	73		
Official Academic Records	30	51		6	55		
Full Time Placement	32	54		7	64		
Part Time, Off Campus Placement	32	54		5	46		
Part Time, On Campus Placement	32	54		6	55		
Discipline	37	63		5	46		
Testing	35	60		6	55		
Health Service	36	61		6	55		
Housing (Personnel)	42	71		5	46		
Housing (Managerial)	31	53		6	55		
Personal or Vocational Counseling	41	70		5	46		
Academic Counseling	32	54		5	46		
Extra-curricular Activities	38	65		4	36		
Food Service	28	48		4	36		
Financial Aids	27	46		4	36		
Religious Life	30	51		4	36		

TABLE 50

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
FORMULATING POLICY FOR SELECTED STUDENT PERSONNEL
FUNCTIONS BY MARITAL STATUS

Selected Student Personnel Functions	Formulation of Policy						
	Married	Percentage Married N=59	Single	Percentage Single N=11			
Student Recruiting	9	15	2	18			
Orientation	43	73	7	64			
Admissions	13	22	2	18			
Student Personnel Records	45	77	5	46			
Official Academic Records	7	12	1	9			
Full Time Placement	21	36	3	27			
Part Time, Off Campus Placement	25	43	3	27			
Part Time, On Campus Placement	23	39	3	27			
Discipline	30	51	5	46			
Testing	31	53	2	18			
Health Service	26	44	5	46			
Housing (Personnel)	41	70	7	64			
Housing (Managerial)	13	22	4	36			
Personal or Vocational Counseling	41	70	4	36			
Academic Counseling	19	33	1	9			
Extra-curricular Activities	30	51	6	55			
Food Service	7	12	3	27			
Financial Aids	14	24	3	27			
Religious Life	13	22	2	18			

TABLE 51

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
WHO ARE CHAIRMEN OF A POLICY COMMITTEE FOR SELECTED
STUDENT PERSONNEL FUNCTIONS BY MARITAL STATUS

Selected Student Personnel Functions	Chairmanship of Policy Committees			
	Married	Percentage Married N=59	Single	Percentage Single N=11
Student Recruiting	2	3	0	0
Orientation	30	51	1	36
Admissions	8	14	2	18
Student Personnel				
Records	17	29	2	18
Official Academic				
Records	1	2	0	0
Full Time				
Placement	7	12	1	9
Part Time, Off Campus				
Placement	9	15	1	9
Part Time, On Campus				
Placement	9	15	1	9
Discipline	26	44	5	46
Testing	17	29	2	18
Health Service	14	24	3	27
Housing (Personnel)	16	27	1	36
Housing (Managerial)	8	14	3	27
Personal or Vocational				
Counseling	24	41	2	18
Academic				
Counseling	10	17	0	0
Extra-curricular				
Activities	31	53	7	64
Food Service	6	10	0	0
Financial Aids	17	29	1	9
Religious Life	3	5	1	9

TABLE 52

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
WHO CONSIDER THEIR POLICY RELATIONSHIP TO
SELECTED STUDENT PERSONNEL FUNCTIONS
APPROPRIATE BY MARITAL STATUS

Selected Student Personnel Functions	Appropriateness of Policy Relationship					
	Married	Percentage Married N=59	Single	Percentage Single N=11		
Student Recruiting	28	48	6	55		
Orientation	28	48	4	36		
Admissions	31	53	6	55		
Student Personnel Records	28	48	5	46		
Official Academic Records	30	51	5	46		
Full Time Placement	26	44	4	36		
Part Time, Off Campus Placement	25	43	4	36		
Part Time, On Campus Placement	25	43	4	36		
Discipline	26	44	4	36		
Testing	30	51	5	46		
Health Service	29	49	4	36		
Housing (Personnel)	29	49	4	36		
Housing (Managerial)	26	44	5	46		
Personal or Vocational Counseling	29	49	5	46		
Academic Counseling	31	53	6	55		
Extra-curricular Activities	27	46	4	36		
Food Service	31	53	5	55		
Financial Aids	25	43	5	55		
Religious Life	30	51	5	55		

for final administrative authority appropriate. Only in the housing (managerial) function is the percentage of single respondents slightly higher. See Table 53.

GRADUATE STUDENT PERSONNEL WORK OF THE CHIEF
STUDENT PERSONNEL OFFICER

Graduate student personnel work was reported in years, degrees, semester hours and quarter hours. These were arbitrarily reduced to semester hours by reducing quarter hours by one third, by allowing 20 hours per year reported, and by allowing 20 hours for a master's degree reported and 60 hours for a doctor's degree reported. The range of graduate work reported, using this system, was from 0 to 65 semester hours, with a median of 20 hours. The respondents were into quartiles as nearly as possible, and the data reported in percentages within quartiles to compensate for the slightly different size of the quartiles. The responses to questions are considered in the order in which the relationship variables appear in the questionnaire.

Performance

Performance of student personnel functions does not seem to be related in any discernible degree to the amount of graduate student personnel work of the respondents. The percentage of performance is almost uniformly distributed

TABLE 53

NUMBER AND PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
WHO CONSIDER THE ARRANGEMENT FOR FINAL ADMINISTRATIVE
AUTHORITY APPROPRIATE BY MARITAL STATUS

Selected Student Personnel Functions		Appropriateness of Final Administrative Authority			
	Married	Percentage Married N=59	Single	Percentage Single N=11	
Student Recruiting	42	71	6	55	
Orientation	46	78	6	55	
Admissions	44	75	7	64	
Student Personnel Records	49	83	7	64	
Official Academic Records	45	77	7	64	
Full Time Placement	36	61	6	55	
Part Time, Off Campus Placement	37	63	6	55	
Part Time, On Campus Placement	40	69	6	55	
Discipline	44	75	7	64	
Testing	44	75	7	64	
Health Service	48	82	7	64	
Housing (Personnel)	48	82	6	55	
Housing (Managerial)	39	66	8	73	
Personal or Vocational Counseling	48	82	6	55	
Academic Counseling	43	73	7	64	
Extra-curricular Activities	45	77	7	64	
Food Service	43	73	7	64	
Financial Aids	47	70	6	55	
Religious Life	42	71	6	55	

over the top three quartiles with only slightly less in the first quartile. See Table 54.

Supervision or Direction

The percentage of chief student personnel officers who supervise or direct student personnel functions is related only slightly to the amount of graduate student personnel work. There is some tendency for the higher percentages to fall in the first two quartiles. See Table 55.

Appropriateness of Performance and Supervision or Direction

There is a slight tendency for the respondents in the first quartile to consider their relationship to the performance and supervision of student personnel functions less appropriate than do the other groups. See Table 56.

Formulation of Policy

Although in the formulation of policy the respondents are well scattered according to the amount of graduate student personnel study, there is one interesting trend. There are seven functions in which the degree to which the respondents formulate policy is in inverse relationship to the amount of graduate study. These functions are admissions, student personnel records, discipline, health service, extra-curricular activities, food service, and religious life. See Table 57.

TABLE 54

PERCENTAGE DISTRIBUTION BY QUANTILES OF CHIEF STUDENT PERSONNEL
OFFICERS PERFORMING SELECTED STUDENT PERSONNEL FUNCTIONS
BY SEMESTER HOURS OF GRADUATE STUDY

Selected Student Personnel Functions	Performance					
	Percentage in 0-7 Hours	Percentage in 9-20 Hours	Percentage in 20-44 Hours	Percentage in 48-65 Hours	Total Percentage Number = 70	Number for Each Function
Student Recruiting	0	17	17	12	11	8
Orientation	41	67	61	71	60	42
Admissions	24	11	28	6	17	12
Student Personnel Records	47	67	67	65	61	43
Official Academic Records	0	6	0	6	3	2
Full Time Placement	29	39	22	18	27	19
Part Time, Off Campus Placement	27	29	44	39	41	27
Part Time, On Campus Placement	29	33	39	47	37	26
Discipline	59	61	72	65	64	45
Testing	24	39	61	53	44	31
Health Service	18	33	22	24	24	17
Housing (Personnel)	41	39	56	47	46	32
Housing (Managerial)	6	17	22	18	16	11
Personal or Vocational Counseling	65	56	89	94	76	53
Academic Counseling	18	22	28	71	34	24
Extra-curricular Activities	59	39	50	35	46	32
Food Service	3	6	6	0	6	3
Financial Aids	41	28	22	41	33	23
Religious Life	12	6	17	6	10	7

TABLE 55

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS SUPERVISING OR DIRECTING SELECTED STUDENT PERSONNEL
FUNCTIONS BY SEMESTER HOURS OF GRADUATE STUDY

Selected Student Personnel Functions	Supervision or Direction					
	Percentage in Q1 0-7 Hours	Percentage in Q2 9-20 Hours	Percentage in Q3 20-44 Hours	Percentage in Q4 48-65 Hours	Total Percentage Number = 70	Number for Each Function
Student Recruiting	0	0	0	0	0	0
Orientation	71	44	50	41	51	36
Admissions	6	17	6	0	7	5
Student Personnel Records	59	44	39	47	47	33
Official Academic Records	0	17	0	0	4	3
Full Time Placement	29	39	11	24	26	18
Part Time, Off Campus Placement	18	44	17	24	26	18
Part Time, On Campus Placement	24	39	6	41	27	19
Discipline	59	61	39	47	51	36
Testing	35	33	44	53	41	29
Health Service	65	50	67	59	60	42
Housing (Personnel)	77	67	33	59	59	41
Housing (Managerial)	24	50	33	6	29	20
Personal or Vocational Counseling	59	67	44	53	56	39
Academic Counseling	12	39	28	35	29	20
Extra-curricular Activities	59	56	67	71	63	44
Food Service	18	28	6	12	16	11
Financial Aids	29	44	17	29	30	21
Religious Life	35	28	22	24	27	19

TABLE 56

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER THEIR RELATIONSHIP TO THE PERFORMANCE AND SUPERVISION OR DIRECTION OF SELECTED STUDENT PERSONNEL FUNCTIONS APPROPRIATE BY SEMESTER HOURS OF GRADUATE STUDY

Selected Student Personnel Functions		Appropriateness of Performance and Supervision				
		Percentage in Q1 0-7 Hours	Percentage in Q2 9-20 Hours	Percentage in Q3 20-44 Hours	Percentage in Q4 48-65 Hours	Total Percentage Number = 70
Student Recruiting		47	56	44	65	53
Orientation		65	67	78	82	73
Admissions		47	56	44	53	50
Student Personnel						
Records		71	78	83	77	77
Official Academic						
Records		47	61	50	47	51
Full Time						
Placement		53	72	44	53	56
Part Time, Off Campus						
Placement		47	61	56	41	51
Part Time, On Campus						
Placement		47	61	50	59	54
Discipline		53	67	67	53	60
Testing		61	67	53	59	53
Health Service		53	72	50	65	60
Housing (Personnel)		65	61	72	71	67
Housing (Managerial)		47	56	56	53	53
Personal or Vocational						
Counseling		53	61	83	65	66
Academic						
Counseling		41	61	50	59	53
Extra-curricular						
Activities		47	56	67	71	60
Food Service		32	41	56	44	41
Financial Aids		47	44	39	47	44
Religious Life		47	50	50	47	49

TABLE 57

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS FORMULATING POLICY FOR SELECTED STUDENT PERSONNEL
FUNCTIONS BY SEMESTER HOURS OF GRADUATE STUDY

Selected Student Personnel Functions	Formulation of Policy					
	Percentage in Q1 0-7 Hours	Percentage in Q2 9-20 Hours	Percentage in Q3 20-44 Hours	Percentage in Q4 44-65 Hours	Total Percentage Number = 70	Number for Each Function
Student Recruiting	18	22	11	12	16	11
Orientation	77	56	78	77	71	50
Admissions	29	28	17	12	21	15
Student Personnel Records	77	67	67	24	71	50
Official Academic Records	18	22	0	6	11	8
Full Time Placement	35	44	28	29	34	24
Part Time, Off Campus Placement	35	39	39	47	40	28
Part Time, On Campus Placement	29	39	22	59	37	26
Discipline	59	50	50	47	50	35
Testing	53	44	44	47	47	33
Health Service	59	50	50	18	44	31
Housing (Personnel)	77	67	72	59	69	48
Housing (Managerial)	29	33	17	18	24	17
Personal or Vocational Counseling	59	67	61	71	64	45
Academic Counseling	29	33	22	29	29	20
Extra-curricular Activities	59	56	56	35	57	36
Food Service	29	22	6	0	14	10
Financial Aids	47	28	11	18	24	17
Religious Life	35	22	22	6	27	15

Chairmanship of Policy Committee

The amount of graduate student personnel work seems to have little relation to the degree to which respondents act as chairmen of policy committees for student personnel functions. In four areas, however, the chairmanship of policy committees is in inverse relationship to the amount of graduate study. These areas are admissions, housing (personnel), housing (managerial), and food service. See Table 58.

Appropriateness of Policy Relationship

The percentage of respondents who consider their relationship to policy appropriate is lowest in the third quartile for all functions but religious life, where it is only slightly higher than the first quartile. In 13 of the 19 functions the respondents in the fourth quartile, i.e., those with the most graduate work, consider their relationship to policy as most appropriate. The second quartile respondents are high in orientation, student personnel records, the placement services, and food service. See Table 59.

Appropriateness of Arrangement for Final Administrative Authority

Those chief student personnel officers who have the most graduate work consider the arrangement for final administrative authority in their institutions appropriate

TABLE 58

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO ARE CHAIRMEN OF A POLICY COMMITTEE FOR
SELECTED STUDENT PERSONNEL FUNCTIONS BY
SEMESTER HOURS OF GRADUATE STUDY

Selected Student Personnel Functions	Chairmanship of Policy Committees					
	Percentage in Q1 0-7 Hours	Percentage in Q2 9-20 Hours	Percentage in Q3 20-44 Hours	Percentage in Q4 48-65 Hours	Total Percentage Number = 70	Number for Each Function
Student Recruiting	0	6	0	6	3	2
Orientation	17	14	67	17	17	34
Admissions	24	22	11	0	14	10
Student Personnel Records	24	22	28	35	27	19
Official Academic Records	0	0	6	0	1	1
Full Time Placement	12	11	17	6	11	8
Part Time, Off Campus Placement	24	11	11	12	14	10
Part Time, On Campus Placement	24	6	6	24	14	10
Discipline	17	50	39	17	14	31
Testing	12	22	22	18	19	13
Health Service	29	22	33	12	24	17
Housing (Personnel)	35	33	28	18	29	20
Housing (Managerial)	24	22	17	0	16	11
Personal or Vocational Counseling	29	28	44	47	37	26
Academic Counseling	12	11	6	29	14	10
Extra-curricular Activities	59	39	67	53	54	38
Food Service	24	11	0	0	9	6
Financial Aids	17	22	6	29	26	18
Religious Life	12	0	11	0	6	4

TABLE 59

PERCENTAGE DISTRIBUTION BY QUARTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO CONSIDER THEIR POLICY RELATIONSHIP TO
SELECTED STUDENT PERSONNEL FUNCTIONS APPROPRIATE
BY SEMESTER HOURS OF GRADUATE STUDY

Selected Student Personnel Functions	Appropriateness of Policy Relationship					
	Percentage in Q1 0-7 Hours	Percentage in Q2 9-20 Hours	Percentage in Q3 20-44 Hours	Percentage in Q4 48-65 Hours	Total Percentage Number = 70	Number for Each Function
Student Recruiting	35	56	28	77	49	34
Orientation	35	67	22	59	46	32
Admissions	53	50	39	71	53	37
Student Personnel Records	41	61	33	53	47	33
Official Academic Records	47	50	39	65	50	35
Full Time Placement	35	56	28	53	43	30
Part Time, Off Campus Placement	35	61	28	41	41	29
Part Time, On Campus Placement	41	56	17	53	41	29
Discipline	35	50	33	53	43	30
Testing	47	61	22	71	50	35
Health Service	41	50	33	47	47	33
Housing (Personnel)	41	50	28	71	47	33
Housing (Managerial)	47	44	28	59	44	31
Personal or Vocational Counseling	47	56	28	65	49	34
Academic Counseling	47	61	22	81	53	37
Extra-curricular Activities	35	56	28	59	44	31
Food Service	41	67	39	59	51	36
Financial Aids	35	50	22	65	43	30
Religious Life	35	61	39	65	50	35

to a greater degree than do the other groups. The fourth quartile is high in all but full-time placement, and part-time, off-campus placement, in these areas the second quartile is slightly higher. See Table 60.

THE PERCENTAGE OF TIME THE CHIEF STUDENT PERSONNEL OFFICER DEVOTES TO STUDENT PERSONNEL WORK

Not all of the respondents spend all of their time on personnel work. The range of time reported in percentages was from 20% to 100% with the median and mode at the 75th percentile. The respondents were divided into three groups, those reporting under 50% of their time spent in student personnel work, those reporting between 51% and 75%, and those reporting from 76% to 100%. The data is reported in actual numbers and in percentages within groups to compensate for the different size of the groups. The responses to questions are considered in the order in which the relationship variables appear in the questionnaire.

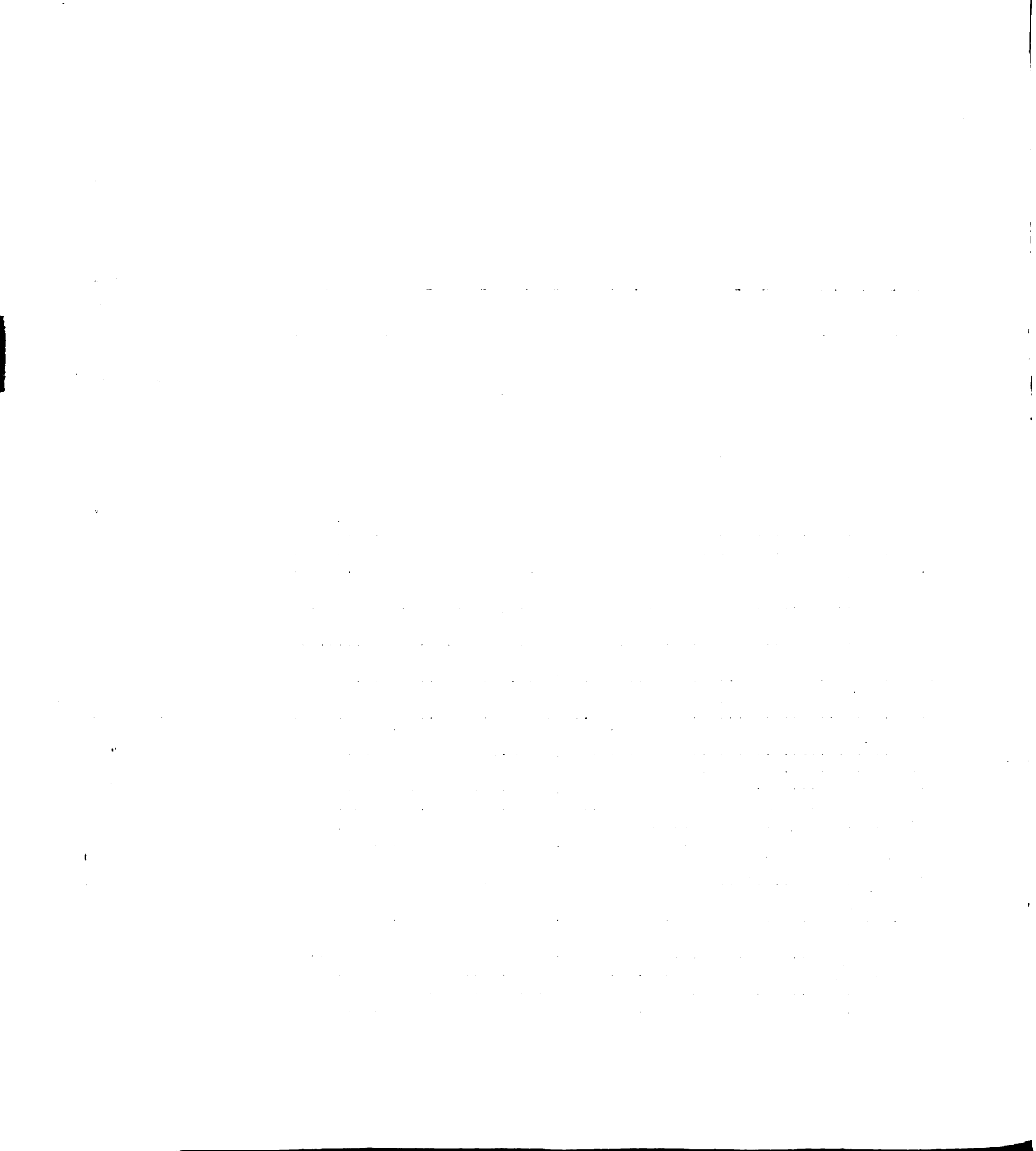
Performance

As might be expected, in many of the functions there is a direct relationship between the amount of time spent in student personnel work and the percentage of respondents performing the function. This occurs in 11 of the 19 functions. In admissions, student personnel records,

TABLE 60

PERCENTAGE DISTRIBUTION BY QUANTILES OF CHIEF STUDENT PERSONNEL
OFFICERS WHO CONSIDER THE ARRANGEMENT FOR FINAL
ADMINISTRATIVE AUTHORITY APPROPRIATE BY
SEMESTER HOURS OF GRADUATE STUDY

Selected Student Personnel Functions	Appropriateness of Final Administrative Authority					
	Percentage in Q1 0-7 Hours	Percentage in Q2 9-20 Hours	Percentage in Q3 20-44 Hours	Percentage in Q4 48-65 Hours	Total Percentage Number = 70	Number for Each Function
Student Recruiting	71	67	50	88	69	48
Orientation	71	61	78	88	74	52
Admissions	77	67	67	82	73	51
Student Personnel Records	77	72	83	88	80	56
Official Academic Records	65	67	78	88	74	52
Full Time Placement	59	67	50	65	60	42
Part Time, Off Campus Placement	53	67	61	65	61	43
Part Time, On Campus Placement	65	56	67	77	66	46
Discipline	71	61	78	82	73	51
Testing	71	61	72	88	73	51
Health Service	77	72	78	88	79	55
Housing (Personnel)	77	67	72	94	77	54
Housing (Managerial)	71	61	61	77	67	47
Personal or Vocational Counseling	71	67	83	88	77	54
Academic Counseling	65	61	67	94	71	50
Extra-curricular Activities	71	61	78	88	74	52
Food Service	77	67	61	88	71	50
Financial Aids	77	56	61	77	67	47
Religious Life	71	56	67	82	69	48



housing (personnel), and extra-curricular activities, no particular trend is noticeable. In official academic records, the two respondents reporting performance are in the under 50% group; the three reporting performance in food service are in the lowest two groups. In academic counseling there is an inverse relationship between the amount of time spent in personnel work and the number of respondents performing the function. See Table 61.

Supervision or Direction

In only five areas, orientation, health service, housing (personnel), food service, and religious life, is there a direct relationship between the amount of time spent in personnel work and the number of respondents supervising the function. In 12 areas the percentage of respondents supervising the function in the 51-75% group is smaller than the other two groups. In housing (managerial) there is an inverse relationship between the time spent on personnel work and the percentage of respondents supervising the function. In extra-curricular activities the middle group (51-76%) is slightly higher than the other two groups. See Table 62.

Appropriateness of Performance and Supervision or Direction

There is a direct relationship between the degree to which the respondents consider the arrangement for performance and supervision of selected student personnel functions

TABLE 61

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS PERFORMING
SELECTED STUDENT PERSONNEL FUNCTIONS BY PERCENTAGE
OF TIME DEVOTED TO STUDENT PERSONNEL WORK

Selected Student Personnel Functions	Performance			
	Under 50% Number = 14	51-75% Number = 29	76-100% Number = 27	Total % Number = 70
Student Recruiting	7	7	19	11
Orientation	43	56	74	60
Admissions	7	21	19	17
Student Personnel Records	71	52	67	62
Official Academic Records	14	0	0	3
Full Time Placement	14	24	37	27
Part Time, Off Campus Placement	21	38	48	39
Part Time, On Campus Placement	28	31	48	37
Discipline	50	62	71	64
Testing	28	38	59	44
Health Service	14	24	30	24
Housing (Personnel)	43	48	44	46
Housing (Managerial)	7	17	19	16
Personal or Vocational Counseling	71	76	78	73
Academic Counseling	43	35	30	34
Extra-curricular Activities	43	38	56	46
Food Service	7	7	0	1
Financial Aids	50	24	33	33
Religious Life	7	7	15	10

TABLE 62

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS SUPERVISING OR
DIRECTING SELECTED STUDENT PERSONNEL FUNCTIONS BY PERCENTAGE
OF TIME DEVOTED TO STUDENT PERSONNEL WORK

Selected Student Personnel Functions	Supervision or Direction			
	Under 50% Number = 14	51-75% Number = 29	76-100% Number = 27	Total% Number = 70
Student Recruiting	0	0	0	0
Orientation	43	48	59	52
Admissions	7	14	11	7
Student Personnel Records	50	35	59	47
Official Academic Records	7	0	7	4
Full Time Placement	21	14	41	26
Part Time, Off Campus Placement	28	17	33	26
Part Time, On Campus Placement	28	21	33	27
Discipline	64	41	56	52
Testing	43	38	44	42
Health Service	35	55	28	60
Housing (Personnel)	43	52	74	59
Housing (Managerial)	35	31	22	29
Personal or Vocational Counseling	64	41	67	56
Academic Counseling	21	14	48	29
Extra-curricular Activities	50	69	63	63
Food Service	7	17	19	16
Financial Aids	28	21	41	30
Religious Life	21	21	37	27

appropriate in their institutions and the amount of time spent in personnel work in 17 of the 19 functions. Those spending the highest percentage of their time in personnel work consider their relation to the performance and supervision most appropriate in all areas. In the part-time, off-campus placement, and testing functions, the middle (51-76%) is slightly below the low group (under 50%) and still much below the highest group (76-100%). See Table 63.

Formulation of Policy

In all of the student personnel areas except housing (managerial), a higher percentage of the respondents in the top group (76-100%) is responsible for the formulation of policy. In the housing (managerial) function, the under 50% group formulates policy a higher percentage of the time. In the orientation, student personnel records, health service, housing (personnel), personal counseling, academic counseling, and extra-curricular activities functions, there is a direct relationship between the amount of time spent in personnel work and the degree of formulation of policy. In the other 12 areas the middle group (51-76%) is lower than either the bottom or top group. See Table 64.

Chairmanship of Policy Committee

In the areas of testing, personal counseling, and academic counseling the top group (76-100%) chair a policy committee to a greater degree than in the other groups.

TABLE 63

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER THEIR
RELATIONSHIP TO THE PERFORMANCE AND DIRECTION OR SUPERVISION
OF SELECTED STUDENT PERSONNEL FUNCTIONS APPROPRIATE BY
PERCENTAGE OF TIME DEVOTED TO STUDENT PERSONNEL WORK

Selected Student Personnel Functions		Appropriateness of Performance and Supervision			
	Under 50% Number = 14	51-75% Number = 29	76-100% Number = 27	Total % Number = 70	
Student Recruiting	28	52	67	53	
Orientation	43	79	81	73	
Admissions	28	41	67	50	
Student Personnel Records	64	72	89	77	
Official Academic Records	36	48	63	52	
Full Time Placement	28	55	70	56	
Part Time, Off Campus Placement	43	41	67	52	
Part Time, On Campus Placement	43	52	63	54	
Discipline	43	55	74	60	
Testing	50	44	74	59	
Health Service	36	59	74	60	
Housing (Personnel)	57	66	78	67	
Housing (Managerial)	28	48	70	53	
Personal or Vocational Counseling	50	62	78	66	
Academic Counseling	28	52	67	53	
Extra-curricular Activities	43	59	70	60	
Food Service	36	45	56	46	
Financial Aids	28	31	67	44	
Religious Life	28	45	63	49	

TABLE 64

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS FORMULATING
POLICY FOR SELECTED STUDENT PERSONNEL FUNCTIONS
BY PERCENTAGE OF TIME DEVOTED TO
STUDENT PERSONNEL WORK

Selected Student Personnel Functions	Formulation of Policy			
	Under 5- % Number = 14	51-75% Number = 29	76-100% Number = 27	Total % Number = 70
Student Recruiting	14	10	22	16
Orientation	64	66	81	72
Admissions	21	14	30	22
Student Personnel Records	64	66	81	72
Official Academic Records	14	4	19	11
Full Time Placement	28	21	52	34
Part Time, Off Campus Placement	36	24	59	40
Part Time, On Campus Placement	36	24	52	37
Discipline	50	41	59	50
Testing	43	38	59	47
Health Service	36	38	56	44
Housing (Personnel)	50	66	78	67
Housing (Managerial)	36	17	26	24
Personal or Vocational Counseling	57	62	70	64
Academic Counseling	21	21	41	29
Extra-curricular Activities	43	45	63	52
Food Service	14	10	19	14
Financial Aids	21	7	44	24
Religious Life	21	10	33	22

The other 16 functions are evenly divided between the other two groups in the percentage of respondents chairing policy committees. See Table 65.

Appropriateness of Policy Relationship

In 18 of the 19 student personnel functions, a higher percentage of the respondents in the 76-100% group consider appropriate their relationship to policy than do the respondents in the other groups. In 13 of the areas there is a direct relationship between the amount of time spent on the job and the degree to which the respondents consider the policy relationship appropriate. The middle group (51-75%) is slightly higher in the area of student recruiting than either of the other groups. See Table 66.

Appropriateness of Arrangement for Final Administrative Authority

The respondents who spend more time doing student personnel work consider the arrangement for final administrative authority appropriate to a greater degree in 15 of the 19 areas. In the other areas the low group (under 50%) is high in part-time, on-campus placement and equal to the top group in discipline. The middle group (51-75%) is high in extra-curricular activities and religious life. See Table 67.

TABLE 65

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO ARE
CHAIRMEN OF A POLICY COMMITTEE FOR SELECTED STUDENT
PERSONNEL FUNCTIONS BY PERCENTAGE OF TIME
DEVOTED TO STUDENT PERSONNEL WORK

Selected Student Personnel Functions	Chairmanship of Policy Committee			
	Under 50% Number = 14	51-75% Number = 29	76-100% Number = 27	Total % Number = 70
Student Recruiting	0	4	4	3
Orientation	43	52	48	49
Admissions	14	17	11	14
Student Personnel Records	21	31	26	27
Official Academic Records	0	4	0	1
Full Time Placement	21	10	7	11
Part Time, Off Campus Placement	14	17	11	14
Part Time, On Campus Placement	7	24	7	14
Discipline	57	41	41	44
Testing	14	10	30	19
Health Service	28	21	26	24
Housing (Personnel)	36	24	30	29
Housing (Managerial)	28	17	7	16
Personal or Vocational Counseling	21	41	44	37
Academic Counseling	14	4	26	14
Extra-curricular Activities	36	66	52	54
Food Service	14	4	11	9
Financial Aids	43	17	26	26
Religious Life	7	7	4	6

TABLE 66

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER
THEIR POLICY RELATIONSHIP TO SELECTED STUDENT PERSONNEL
FUNCTIONS APPROPRIATE BY PERCENTAGE OF TIME
DEVOTED TO STUDENT PERSONNEL WORK

Selected Student Personnel Functions	Appropriateness of Policy Relationship			
	Under 50% Number = 14	51-75% Number = 29	76-100% Number = 27	Total % Number = 70
Student Recruiting	36	55	48	49
Orientation	36	47	56	46
Admissions	43	55	56	53
Student Personnel Records	28	45	59	47
Official Academic Records	36	45	63	50
Full Time Placement	36	31	59	43
Part Time, Off Campus Placement	28	28	63	42
Part Time, On Campus Placement	36	35	52	42
Discipline	36	31	59	43
Testing	28	28	63	42
Health Service	36	38	52	43
Housing (Personnel)	36	48	59	50
Housing (Managerial)	36	45	56	47
Personal or Vocational Counseling	36	45	56	47
Academic Counseling	36	35	59	44
Extra-curricular Activities	36	47	63	49
Food Service	36	55	59	53
Financial Aids	34	38	56	44
Religious Life	43	47	67	52

TABLE 67

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER THE
ARRANGEMENT FOR FINAL ADMINISTRATIVE AUTHORITY FOR SELECTED
STUDENT PERSONNEL FUNCTIONS APPROPRIATE BY PERCENTAGE
OF TIME DEVOTED TO STUDENT PERSONNEL WORK

Selected Student Personnel Functions	Appropriateness of Final Administrative Authority			
	Under 50% Number = 14	51-75% Number = 29	76-100% Number = 27	Total % Number = 70
Student Recruiting	50	73	74	69
Orientation	64	69	85	74
Admissions	57	73	78	73
Student Personnel Records	64	79	89	80
Official Academic Records	64	69	85	74
Full Time Placement	64	48	67	60
Part Time, Off Campus Placement	50	55	74	62
Part Time, On Campus Placement	71	66	63	66
Discipline	78	66	76	73
Testing	57	69	85	73
Health Service	71	79	81	79
Housing (Personnel)	71	79	78	77
Housing (Managerial)	57	62	78	67
Personal or Vocational Counseling	64	79	81	77
Academic Counseling	57	73	78	72
Extra-curricular Activities	64	79	74	74
Food Service	64	69	78	72
Financial Aids	71	59	74	67
Religious Life	57	76	67	69

THE TITLE OF THE CHIEF STUDENT PERSONNEL OFFICER

Of the 70 responding chief student personnel officers, 53 report their titles as "dean of students", the other 17 report the use of 11 different titles. Table 5 in Chapter Three gives a complete listing of these titles. The respondents were divided into two groups, dean of students and "other titles" and the data reported in percentages within groups. The answers to questions are considered in the order in which the relationship variables appear in the questionnaire.

Performance

In 10 of the student personnel areas a larger percentage of deans of students performs the function; in the other nine categories the other titles are high. In most areas there is little percentage differences between the two groups. See Table 68.

Supervision or Direction

A higher percentage of deans of students supervise nine functions. A higher percentage of other titles supervises seven functions. In two areas the same percentage is reported in each group. In many areas the percentage differences are very small. Only in two of the larger groups are there large differences. In the orientation and extra-curricular activities functions the dean of students

TABLE 68

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS PERFORMING
SELECTED STUDENT PERSONNEL FUNCTIONS BY TITLE

Selected Student Personnel Functions		Performance		
	Percentage Other Titles N=17	Percentage Dean of Students N = 53	Percentage Total N = 70	Number for Each Function
Student Recruiting	12	11	11	8
Orientation	59	60	60	42
Admissions	24	15	17	12
Student Personnel Records	65	60	61	43
Official Academic Records	6	2	3	2
Full Time Placement	18	30	27	19
Part Time, Off Campus Placement	41	38	39	27
Part Time, On Campus Placement	29	40	37	26
Discipline	53	68	64	45
Testing	47	45	44	31
Health Service	24	25	24	17
Housing (Personnel)	35	49	46	32
Housing (Managerial)	24	13	16	11
Personal or Vocational Counseling	65	79	76	53
Academic Counseling	29	36	34	24
Extra-curricular Activities	59	42	46	32
Food Service	6	4	4	3
Financial Aids	29	34	33	23
Religious Life	12	9	10	7

group reports a much larger percentage supervising the function than does the other titles category. See Table 69.

Appropriateness of Performance and Supervision or Direction

The respondents in the other titles group consider their relationship to the performance and supervision or direction appropriate to a greater degree in 16 of the 19 functions. The two groups show the same percentage in the student recruiting area; the dean of students group lead only very slightly in two functions, admissions and financial aids. See Table 70.

Formulation of Policy

A higher percentage of the other titles group report that they formulate policy for specific student personnel functions in every one of the 19 areas. See Table 71.

Chairmanship of Policy Committee

The respondents in the other titles group report higher percentages who are chairmen of policy committees in eight areas; the deans of students are high in ten areas. The same percentage is reported by both groups in the religious life area. Most of the percentage differences are quite small. See Table 72.

Appropriateness of Policy Relationship

A higher percentage of the respondents in the other titles group consider their relationship to policy appropriate in 17 of the 19 areas. Only in the student recruiting and

TABLE 69

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
SUPERVISING OR DIRECTING SELECTED STUDENT
PERSONNEL FUNCTIONS BY TITLE

Selected Student Personnel Functions		Supervision or Direction		
	Percentage Other Titles N= 17	Percentage Dean of Students N= 53	Percentage Total N= 70	Number for Each Function
Student Recruiting	0	0	0	0
Orientation	35	57	51	36
Admissions	12	6	7	5
Student Personnel Records	47	47	47	33
Official Academic Records	12	2	4	3
Full Time Placement	35	23	26	18
Part Time, Off Campus Placement	29	25	26	18
Part Time, On Campus Placement	24	28	27	19
Discipline	53	51	51	36
Testing	41	42	41	29
Health Service	59	60	60	42
Housing (Personnel)	59	59	59	41
Housing (Managerial)	35	27	29	20
Personal or Vocational Counseling	59	55	56	39
Academic Counseling	24	30	29	20
Extra-curricular Activities	47	68	63	44
Food Service	12	17	16	11
Financial Aids	18	34	30	21
Religious Life	12	32	27	19

TABLE 70

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER
THEIR RELATIONSHIP TO THE PERFORMANCE AND DIRECTION
OR SUPERVISION OF SELECTED STUDENT PERSONNEL
FUNCTIONS APPROPRIATE BY TITLE

Selected Student Personnel Functions		Appropriateness of Performance and Supervision		
	Percentage of Titles N= 17	Percentage Dean of Students N= 53	Percentage Total N= 70	Number for Each Function
Student Recruiting	53	53	53	37
Orientation	77	71	73	51
Admissions	47	51	50	35
Student Personnel Records	88	74	77	54
Official Academic Records	65	47	51	36
Full Time Placement	53	51	56	39
Part Time, Off Campus Placement	59	49	51	36
Part Time, On Campus Placement	59	53	54	38
Discipline	77	55	60	42
Testing	71	55	59	41
Health Service	82	53	60	42
Housing (Personnel)	88	60	67	47
Housing (Managerial)	59	51	53	37
Personal or Vocational Counseling	88	59	66	46
Academic Counseling	59	51	53	37
Extra-curricular Activities	88	51	60	42
Food Service	47	45	46	32
Financial Aids	41	45	44	31
Religious Life	53	47	49	34

TABLE 71

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS
FORMULATING POLICY FOR SELECTED STUDENT
PERSONNEL FUNCTIONS BY TITLE

Selected Student Personnel Functions		Formulation of Policy		
	Percentage Other Titles N= 17	Percentage Dean of Students N= 53	Percentage Total N= 70	Number for Each Function
Student Recruiting	18	15	16	11
Orientation	77	70	71	50
Admissions	29	19	21	15
Student Personnel				
Records	77	70	71	50
Official Academic				
Records	18	9	11	8
Full Time				
Placement	35	34	34	24
Part Time, Off Campus				
Placement	47	38	40	28
Part Time, On Campus				
Placement	41	36	37	26
Discipline	65	45	50	35
Testing	53	45	47	33
Health Service	59	40	44	31
Housing (Personnel)	82	64	69	48
Housing (Managerial)	47	17	24	17
Personal or Vocational				
Counseling	82	59	63	45
Academic				
Counseling	35	27	29	20
Extra-curricular				
Activities	65	47	51	36
Food Service	24	11	14	10
Financial Aids	29	23	24	17
Religious Life	24	21	21	15

TABLE 72

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO ARE
CHAIRMEN OF A POLICY COMMITTEE FOR SELECTED
STUDENT PERSONNEL FUNCTIONS BY TITLE

Selected Student Personnel Functions	Chairmanship of Policy Committees			
	Percentage Other Titles N = 17	Percentage Dean of Students N = 53	Percentage Total N = 70	Number for Each Function
Student Recruiting	6	2	3	2
Orientation	11	51	19	31
Admissions	18	13	14	10
Student Personnel Records	18	30	27	19
Official Academic Records	6	0	1	1
Full Time Placement	12	11	11	8
Part Time, Off Campus Placement	12	15	14	10
Part Time, On Campus Placement	0	19	14	10
Discipline	35	17	14	31
Testing	18	19	19	13
Health Service	29	23	24	17
Housing (Personnel)	29	28	29	20
Housing (Managerial)	18	15	16	11
Personal or Vocational Counseling	29	40	37	26
Academic Counseling	12	15	14	10
Extra-curricular Activities	47	57	54	38
Food Service	6	9	9	6
Financial Aids	29	25	26	18
Religious Life	6	6	6	4

religious life functions are the deans of students somewhat higher. See Table 73.

Appropriateness of Arrangement for Final Administrative Authority

In 16 of the 19 student personnel areas the respondents in the other titles group consider arrangements for final administrative authority in their institutions appropriate to a greater degree than do the deans of students. In the housing (managerial), financial aids, and religious life areas the deans of students are only slightly higher. See Table 74.

SUMMARY OF CHAPTER SIX

The personal factors of: (1) age, (2) sex, (3) marital status, (4) amount of graduate personnel work, (5) percentage of time spent in personnel work, and (6) title, of the respondents are considered in this chapter.

When age of the respondent is considered, the youngest group (Q1) shows high in the percentage of performance in the testing and personal counseling areas. The third and fourth quartiles are high in the number of functions supervised. The respondents in the second and third quartiles show high percentages in the formulation of policy in most areas; the third quartile is high in chairmanship

TABLE 73

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER
THEIR POLICY RELATIONSHIP TO SELECTED STUDENT
PERSONNEL FUNCTIONS APPROPRIATE BY TITLE

Selected Student Personnel Functions	Appropriateness of Policy Relationship			
	Percentage Other Titles N = 17	Percentage Dean of Students N = 53	Percentage Total N = 70	Number for Each Function
Student Recruiting	47	49	49	34
Orientation	65	40	46	32
Admissions	65	49	53	37
Student Personnel Records	65	42	47	33
Official Academic Records	59	47	50	35
Full Time Placement	53	40	43	30
Part Time, Off Campus Placement	53	38	41	29
Part Time, On Campus Placement	47	40	41	29
Discipline	65	36	43	30
Testing	65	45	50	35
Health Service	59	44	47	33
Housing (Personnel)	59	44	47	33
Housing (Managerial)	47	44	44	31
Personal or Vocational Counseling	65	44	49	34
Academic Counseling	59	51	53	37
Extra-curricular Activities	53	42	44	31
Food Service	59	49	51	36
Financial Aids	47	42	42	30
Religious Life	41	53	50	35

TABLE 74

PERCENTAGE OF CHIEF STUDENT PERSONNEL OFFICERS WHO CONSIDER THE
ARRANGEMENT FOR FINAL ADMINISTRATIVE AUTHORITY FOR SELECTED
STUDENT PERSONNEL FUNCTIONS APPROPRIATE BY TITLE

Selected Student Personnel Functions Appropriateness of Final Administrative Authority					
	Percentage Other Titles N = 17	Percentage Dean of Students N = 53	Percentage Total N = 70	Number for Each Function	
Student Recruiting	71	68	69	48	
Orientation	94	68	74	52	
Admissions	88	68	73	51	
Student Personnel Records	94	76	80	56	
Official Academic Records	88	70	74	52	
Full Time Placement	71	57	60	42	
Part Time, Off Campus Placement	71	64	66	46	
Part Time, On Campus Placement	82	70	73	51	
Discipline	71	59	61	43	
Testing	82	70	73	51	
Health Service	82	77	79	55	
Housing (Personnel)	88	74	77	54	
Housing (Managerial)	65	68	67	47	
Personal or Vocational Counseling	88	74	77	54	
Academic Counseling	82	68	71	50	
Extra-curricular Activities	82	72	74	52	
Food Service	77	70	71	50	
Financial Aids	65	68	67	47	
Religious Life	65	70	69	48	

of policy committees; a higher percentage of respondents in the third quartile consider their policy relationship appropriate in most of the functions. Although there is little difference when considered by age, the highest percentages of respondents considering final administrative arrangements appropriate are in the second quartile, with the lowest percentage being predominately in the fourth quartile.

There are only six women in the responding group. In general when sex is considered, the female respondents perform, supervise, formulate policy and chair policy committees in a smaller percentage of cases than do men. They generally consider their relationship to the performance and supervision and policy appropriate to a greater degree than do the male respondents. The percentage of women who consider the arrangements for final administrative authority appropriate is below that of men in most areas.

Married respondents perform, supervise, and consider this arrangement appropriate to a greater degree than single respondents. The percentage distribution is about even in the formulation of policy, chairmanship of policy committees and appropriateness of policy relationship. The married group consider the arrangements for final administrative authority to a greater degree than do the single respondents in 18 of the 19 student personnel functions.

When the amount of graduate student personnel work of the respondents is considered it is found that performance is concentrated in the top three quartiles, while supervision has some concentration in the first two quartiles. Respondents with the least graduate work (Q1) consider their relationship to performance and supervision slightly less appropriate than do those in the other groups. The groups do not differ noticeably in the percentage of formulation of policy and chairmanship of policy committees. The respondents with the most graduate work consider their policy relationship more appropriate in most of the areas. Respondents with the most graduate work also consider the arrangements for final administrative authority more appropriate in most cases.

Respondents who devote more time to personnel work also show a higher percentage of performance in most areas. Time spent in student personnel work and supervision of student personnel functions do not show much relationship. Those who spend most of their time with personnel work consider their relationship to performance and supervision more appropriate than do respondents in the other groups. Time spent on the job and the chairmanship of policy committees do not seem to be related. In the formulation of policy, appropriateness of policy relationship and appropriateness of final administrative authority the

respondents who spend most of their time in personnel work show high percentages in most of the areas.

Whether the respondent holds the title dean of students, or some other title seems to have little relationship to the performance, supervision, and chairmanship of policy committees. The other titles group is high in the extent to which they consider performance and supervision appropriate, in the formulation of policy, in appropriateness of policy relationship, and in appropriateness of arrangements for final administrative authority.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Problem

This was a study to survey the current practices of the chief student personnel officer and ascertain his relationship to selected student personnel functions and the extent to which this relationship is considered appropriate by incumbent officers. A description of the development and extent of the personnel office and the title and place in the organizational hierarchy of the chief student personnel officer were included. Personal characteristics of the chief student personnel officer and institutional characteristics of the colleges represented in the criterion group were considered.

The relationship of the chief student personnel officers to 19 student personnel functions was investigated. Relationships considered were the degree of performance, supervision, policy formulation, chairmanship of policy committees, and arrangements for final administrative responsibility. The degree to which incumbent officers considered these relationships appropriate were investigated.

Methodology

A questionnaire was devised, submitted to a group of

six experts for criticism, revised and discussed with the investigator's guidance committee. It was then revised again and sent to all liberal arts colleges below 2000 in full-time enrollment and awarding only the bachelor's and/or the first professional degree and having a chief student personnel officer.

Findings

There has been a rather steady growth in the establishment of an office headed by a chief student personnel officer in coeducational liberal arts colleges with under 2000 enrollment in the United States since World War II. In recent years the use of the title "dean of students" has been increasing relative to the use of other titles for this officer.

There has been a tendency for the establishment of these personnel offices to be somewhat associated with size. Within the criterion group the larger institutions have a larger percentage of chief student personnel officers. State institutions have a higher percentage of such officers than do private or church-related colleges. This may be associated with their size, as the state institutions average larger than the other two groups. However, private colleges have a higher percentage of chief student personnel officers than do the church schools, and the private schools average smaller than do the church-related colleges.

Colleges in the New England, Western and Northwestern regional associations have a somewhat higher percentage of chief student personnel officers than those from other regions. The number of schools in the size and type group, however, from these regions is quite small.

The median age of the responding group was 41. Most of the respondents were male and married. The respondents had a median of 20 semester hours of graduate student personnel work, or the equivalent of a Master's degree. A variety of positions and titles were held by the respondents prior to becoming chief student personnel officers as well as concurrently with that office. In the responding group 53 held the title of dean of students. The other 17 respondents held other titles. A wide variety of personnel and groups report to the chief student personnel officer. The median amount of working time devoted to student personnel work by the respondents is 75%.

Each of the 19 selected student personnel functions is performed by some of the responding chief student personnel officers. The functions most often performed are personal counseling, discipline, student personnel records and orientation. Size of the institution and region seem to have little relationship to the performance of the selected functions. Respondents from church-related colleges perform fewer functions than do those from the other groups. The

youngest group of respondents perform testing and personal counseling to a greater degree than do the older respondents, otherwise age seems not to be related to the performance of functions. Male and married respondents perform functions in a higher percentage of cases than do female and single respondents. Respondents with the least graduate work perform fewer functions; respondents devoting more time to student personnel work perform more functions; title does not seem to be related to the degree of performance.

The student recruiting function is the only one not supervised by some of the responding chief student personnel officers. Functions most often supervised are extra-curricular activities, housing (personnel), personal counseling, discipline, and orientation. Size and regional location of the institution do not seem to be related to the extent of supervision. Respondents from the church group supervise fewer functions than do respondents from the other groups. Older, male, and married respondents supervise functions to a greater degree than do their younger, female, and single counterparts. Respondents with less graduate work supervise more functions. The amount of time spent on the job and the title of the respondent do not seem to be related to the degree of supervision. Supervision seems to reduce the degree of performance in some areas and increase it in other areas.

The respondents generally consider most appropriate their relationship to the functions to the degree that they perform or supervise the function. Size of the institution does not seem to influence this relationship. The respondents in the church group consider their relationship to performance and supervision less appropriate than do the other groups; the respondents from the Middle States and New England associations are high in the degree to which they consider this relationship appropriate among the regional groups. The respondents in the second quartile by age consider their relationship to performance and supervision most appropriate. Married and female respondents consider their relationship to performance and supervision least appropriate; those spending most of their time in student personnel work consider this relationship most appropriate. Respondents with the dean of students title consider their relationship to performance and supervision less appropriate than do the respondents with other titles.

The chief student personnel officer in this study formulates policy most frequently in orientation, student personnel records, housing (personnel), personal counseling and extra-curricular activities. Size of the institution does not seem to be related to formulation of policy. A high percentage of respondents from state colleges formulate policy; respondents from church schools are low.

Respondents from the Middle States and New England group show a high percentage in the formulation of policy; those from the Southern Association are low. The personal factors of age, marital status, and the amount of graduate work do not seem to be related to the formulation of policy. Male respondents formulate policy to a greater degree than do females. Respondents who spend most of their time in student personnel work formulate policy more in most areas. Respondents with titles other than dean of students formulate policy to a greater degree than do the deans of students. Those respondents who formulate policy most also usually chair more policy committees and generally consider their policy relationship most appropriate.

The chief student personnel officer in this study is chairman of a policy committee most often in extra-curricular activities, discipline, personal counseling, housing (personnel) and student personnel records. Respondents from smaller schools, from the private colleges, and from the Northwest and Western regions are generally high in the degree to which they chair policy committees; respondents from the church group and the Southern association are low. Age, marital status, amount of graduate work, percentage of time spent in personnel work, and title seem to have little relationship to the chairmanship of policy committees. Women chair policy committees in a smaller percentage of



functions than do men.

Admissions, academic counseling, and food service, areas in which generally the respondent is less concerned with policy are the only functions in which more than half of the respondents consider the policy relationship appropriate. Size of the institution does not seem to be related to the degree to which the respondents believe their policy relationship appropriate. Respondents from the church colleges are low in appropriateness of policy relationship; those from the New England and Middle States are high and from the Southern association are low among the regional groups in this relationship. Age and marital status seem to have little affect on the degree to which they believe their policy relationship appropriate. Women consider their relation to policy more appropriate than do men, generally. Those respondents who have the most graduate work, those who spend most of their time in personnel work, and those with titles other than dean of students show high percentages in appropriateness of policy relationship. Those respondents who formulate policy in more areas also consider the policy relationship more appropriate, in most cases.

Respondents generally consider the arrangement for final administrative authority for the student personnel functions appropriate in their institutions. Areas in

which there is more than 75% agreement are student personnel records, health service, housing (personnel), and personal counseling. Most of the respondents from the larger institutions believe the arrangement for final administrative authority appropriate to a greater degree than those from smaller schools. There is little difference in the way respondents view this relationship when source of control and region are considered. The younger male and married respondents consider the arrangements for final administrative authority appropriate to a greater degree than do their older, female and single counterparts. Chief student personnel officers with the most graduate work, and spending most of their time in personnel work believe the arrangements for final administrative authority most appropriate. Respondents with other titles agree with the arrangements for final administrative authority more than do the deans of students.

The chief student personnel officer in this study is responsible for final administrative authority most often in the areas of orientation, student personnel records, placement, discipline, testing, health service, housing (personnel), personal counseling, extra-curricular activities, and financial aids.

Conclusions

There seems to be an increasing number of chief

student personnel officers in the size and type group of colleges selected for this study. With a median amount of graduate student personnel training of 20 semester hours or a Master's degree and a median of 75% of their time spent in student personnel work, training and amount of time on the job is probably increasing also.

Since the chief student personnel officers in this study have final administrative authority under the president more than any other officer in the institution in 12 of the 19 selected functions, and some of them have such authority in each of the functions this would indicate that these officers are assuming an increase importance in these institutions.

The expectation that the role of the chief student personnel officer in the size group studied would be substantially different than that of such officers in larger institutions seems to have been justified. The degree of performance and personal supervision of specific functions shown by the respondents would be impracticable if not impossible in the large college or university.

The implication seems to be present that the training and experience for persons anticipating jobs of this nature will be different than those aspiring to jobs that involve mostly administrative duties.

In the areas of personal counseling, orientation,

student personnel records, housing (personnel), extra-curricular activities and discipline the respondents in this study are particularly close to the performance, supervision, and formulation of policy. For graduate schools training people in these areas it would seem to be appropriate to consider offering more intensive work along with opportunities for internship experience, and the opportunity and encouragement to develop a sound philosophy for this work. This investigator believes that these six functions have an inter-relationship that might make them the core for intensive student personnel training and experience that is not shared to the same degree by the other functions studied.

The personal characteristics of age, sex, and marital status do not seem to be particularly important in determining the role of the chief student personnel officer in this study. People seeking chief student personnel jobs and hiring institutions may perhaps minimize these characteristics in their considerations. Of more importance will be the amount of graduate student personnel work and the job characteristics of percentage of time allotted to student personnel work, title, and place in the organizational hierarchy. Those respondents who consider their relationships to student personnel services most appropriate are in the high groups in amount of student personnel graduate

work and in percentage of time devoted to student personnel work. Most of the respondents, likewise, believe that the title of dean of students is most appropriate for the job and that they should report to the president of the institution.

Of concern to persons interested in being chief student personnel officers in church-related institutions will be the indication that such officers in this study have less impact on the entire personnel program and are less satisfied with their relation to the program than officers in the state and private institutions. Respondents from church-related colleges are below those from state and private schools in percentage of performance, supervision, policy formulation, policy chairmanship, and appropriateness of these relationships. This supports in some degree the findings of Scott (27) who found generally the chief student personnel officer assuming less significance in the schools in his study than have been found in this investigation. Fifteen of the sixteen schools in Scott's study were church related and the other a YMCA college.

Chief student personnel officers in this study from institutions in the Southern Association seem to be behind those of the other groups in the policy areas only.

Recommendations for More Study

Many questions arise from a general study of this

type. Those that have occurred to this writer in the course of the investigation would prompt the following kinds of investigations.

A study could be made of the offerings of the colleges training student personnel workers to discover if they are preparing people in the areas suggested as important in this study.

A study could be made of the chief student personnel officer's role in church-related institutions to check on the conclusions in this study that these institutions are lagging behind others of the same size and type.

Any number of studies could be made investigating the relationship of particular aspects of the chief student personnel officer's role to selected functions. Performance, supervision, or policy relationships would be particularly rewarding.

The titles of student personnel officers and the organizational structures for personnel work in colleges of the size and type, but not having a chief student personnel officer would be an interesting study.

A thorough study of the relationship of the chief student personnel officer to any one of the selected student personnel functions would be useful.

The relationship of the chief student personnel officer to various committees within his institution would

be an interesting and worthwhile study.

A study of the same general nature of this one could be undertaken investigating different kinds of institutions. Colleges of education and junior colleges would be appropriate groups for further study.

Arising only incidentally out of this study, the question of the effect of accrediting organizations on personnel work and the presence and role of a chief student personnel officer needs answering. The investigator feels that in his own institution the installation of a chief student personnel officer was the result of a self-study preparing for regional accreditation.

A self-study of his own role in relation to the factors investigated in this study would be worthwhile and rewarding for any chief student personnel officer.

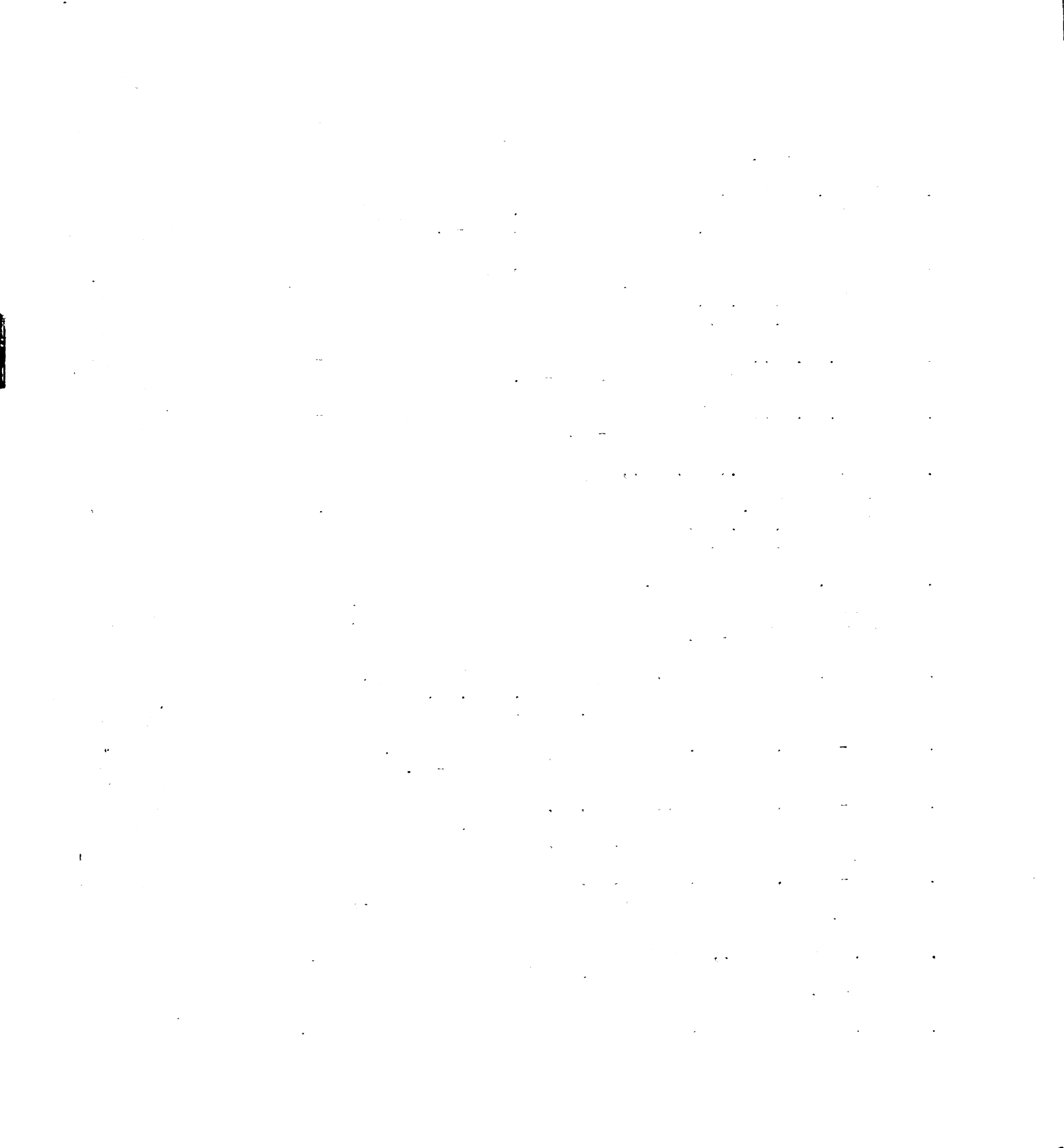
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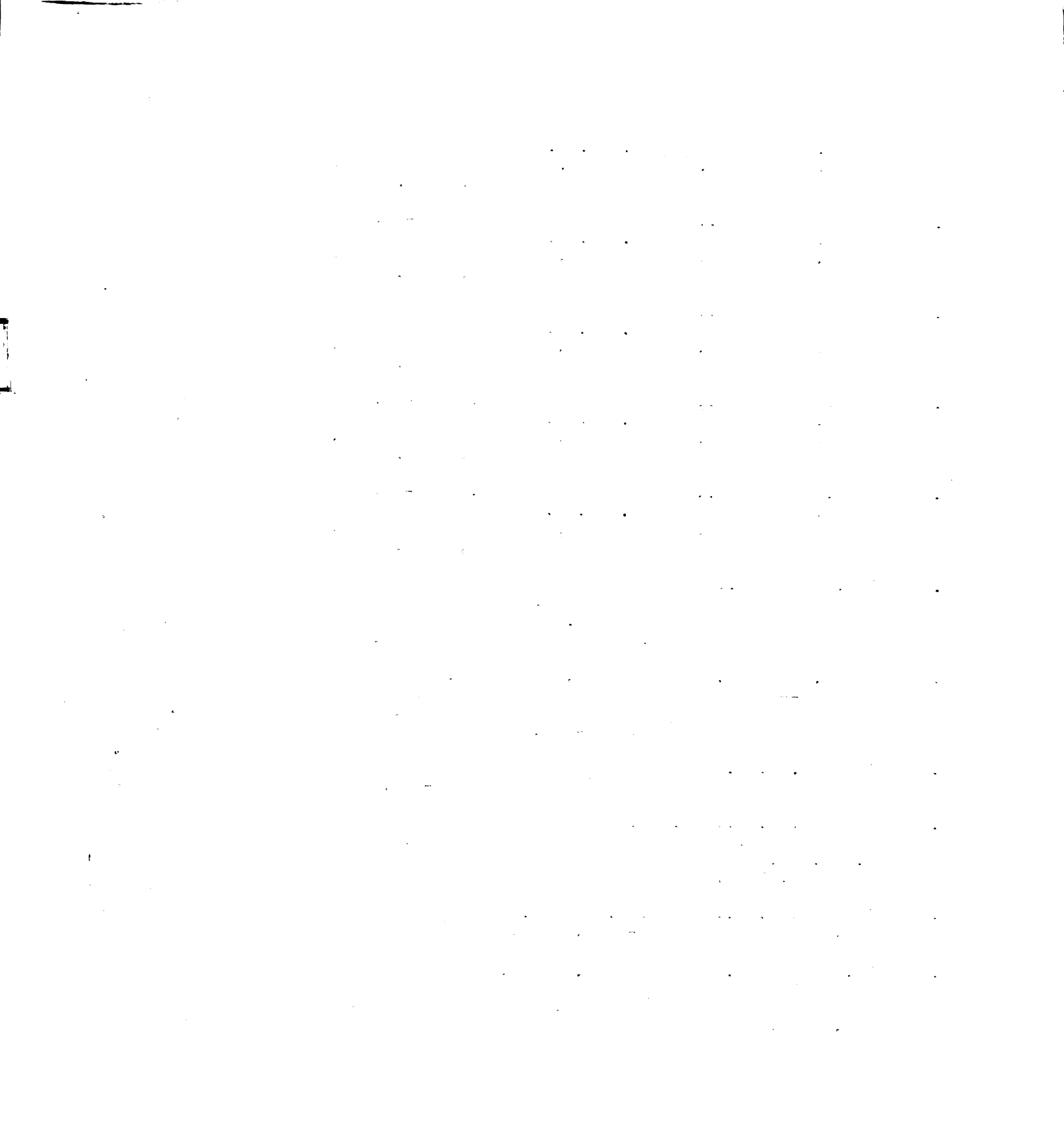
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APPENDICES

APPENDIX A
QUESTIONNAIRE AND LETTERS TO RESPONDENTS

THE DEFIANCE COLLEGE

Defiance, Ohio

December 31, 1959

In the next day or two you will receive from me a brown envelope with another example of that bane of all of us-- a questionnaire!

I hope that by analyzing the results I can get a little closer to an Ed.D. -- I'm working under Walter F. Johnson at Michigan State for this. However, I do firmly believe that I can make a contribution to defining an effective role for chief student personnel officers in small colleges -- with your help.

With the exception of the first-page introduction and the last-page glossary there are eight pages. Only the first four need to be answered. The other pages are for you to explain any of your answers to the questionnaire, to make any comments, criticisms or remarks of any kind that you think might be useful.

If, for any reason, you find it impossible to complete the questionnaire, will you please send it back anyway with a short note of explanation?

I will, of course, send you an abstract of the thesis if I am able to complete it satisfactorily. Thank you very much for your help.

Sincerely,

William M. Reynolds
Dean of Students

THE DEFIANCE COLLEGE

Defiance, Ohio

February 13, 1960

I have been receiving an excellent return of my questionnaire "The Role of the Chief Student Personnel Officer." Thank you very much for your efforts. I especially appreciate those of you who have gone out of your way to express interest in the topic. The kind expressions of sympathy are gratifying too!

If you have not sent the questionnaire back will you please do so as soon as possible? If you find it impossible to complete the questionnaire will you please send it back anyway and include a short note of explanation?

Thank you again. The results thus far are encouraging. I believe it will be possible to produce something of value.

Sincerely,

William M. Reynolds
Dean of Students

THE ROLE OF THE CHIEF STUDENT PERSONNEL OFFICER

This is an attempt to define an effective role for the chief student personnel officer in the small college. Your cooperation in filling out the form as completely as possible will be deeply appreciated.

It is believed that the student personnel officer in small colleges has peculiar problems, and that these problems have not been adequately studied. It is hoped that by comparing the present status of the office of the chief student personnel administrator, the relationship of the chief student personnel officer to the various student personnel functions, and comparing your experiences and recommendations, that new light may be thrown on an effective role for the chief student personnel officer.

This questionnaire is being sent to all coeducational, liberal arts and general colleges, with a full-time student enrollment of under 2,000, that list a chief student personnel officer as part of their administrative staff. The basis for selection was those institutions listed in Education Directory, 1959-60 Part 3, U. S. Department of Health, Education, and Welfare, Office of Education, under classification II by highest level of training (only the bachelor's and/or first professional degree), and the following classifications by type of program: (b) liberal arts and general; (c) liberal arts and general, and terminal-occupational; (e) liberal arts and general, and teacher preparatory; (f) liberal arts and general, teacher preparatory, and terminal-occupational.

The size limitation is arbitrary. It is believed that chief student personnel officers in institutions in this size group do more performing and personal directing and supervising than in larger institutions. It is further believed that this has an impact on the development of an effective role for these officers.

The classification by highest level of learning and by types of program were chosen in the attempt to get relatively homogeneous institutions with liberal arts emphases. The study is limited to coeducational institutions in the belief that the job of chief student personnel officer is enough different in these institutions from sexually segregated institutions to make them worth separate study.

Where the question asks for your opinion and recommendation as to the appropriateness of a particular arrangement, will you please answer according to your philosophy of student personnel work in the specific situation rather than considering any particular personal relationships in your institutional setting?

These forms are coded for the purpose of studying the responses, but of course complete anonymity will be preserved in reporting the results. It is expected that the results of the questionnaire will be used in preparation of a dissertation on an effective role for the chief student personnel officers in the small, coeducational, liberal arts and general college.

PERSONAL DATA

Age _____ Sex ☐ Male ☐ Female Marital status: ☐ Married ☐ Single

Approximately how much graduate student personnel work have you had? _____

What other professional positions have you held before becoming a chief student personnel officer? _____

Of these which ones were at your present institution? _____

What other titles or departmental designations do you now hold? _____

Approximately what percentage of your working time is devoted to the job of chief student personnel officer? _____

TITLE

(a) What title is now assigned to the chief student personnel officer in your institution? _____

 (b) How long has this title been used? _____

(c) What other titles have been used previously to designate the chief student personnel officer in your institution? _____

(d) Do you consider the present title appropriate? _____ (yes or no)

(e) If your answer to (d) is no, what title would you suggest? _____

 (f) If you have any comments concerning the relationship of title to the effectiveness of the role of the chief student personnel officer in your institution, will you please include them here?

TABLE OF ORGANIZATION

- (a) To whom does the chief student personnel officer report? _____
- (b) If the chief student personnel officer reports to more than one person, will you list the people and the functions which he reports to each?
- _____
- _____
- _____
- (c) Do you consider this administrative structure appropriate? _____ (yes or no)
- (d) If your answer to (c) is no, what arrangement would you suggest? _____
- _____
- _____
- (e) Who (other than clerical) reports to the chief student personnel officer?
- _____
- _____
- _____
- (f) Do you consider this arrangement appropriate? _____ (yes or no)
- (g) If your answer to (f) is no, what arrangement would you suggest?
- _____
- _____
- _____
- (h) Is the chief student personnel officer a member of an all-college administrative committee _____ (yes or no).
- (i) If you have any comments concerning the relationship of place in the table of organization to the effectiveness of the role of the chief student personnel officer in your institution will you please include them here?

OTHER FUNCTIONS

If there are functions of the chief student personnel officer in your institution not listed on the previous page that you consider appropriate to the role of the CSPO will you explain them here?

If there are functions of the chief student personnel officer in your institution that you consider inappropriate to the role of the CSPO will you explain them here?

The following pages are provided for the purpose of recording any remarks, explanations, or comments that you may have concerning the relationship of any of the specific student personnel functions to the effectiveness of the role of the chief student personnel officer in your institution.

1. Student Recruiting

2. Admissions

3. Official Academic Records

4. Student Personnel Records

5. Orientation

6. Placement (full-time)

7. Placement (part-time, on campus)

8. Placement (part-time, off campus)

9. Discipline

10. Testing

11. Health Service

12. Housing (personnel)

13. Housing (managerial)

14. Counseling (personal or vocational)

15. Counseling (academic)

16. Extra-curricular activities

17. Food Service

18. Financial Aids

19. Religious Life

GLOSSARY

Below are a few explanatory statements concerning the categories on page 4. It is recognized that these categories may not be mutually exclusive, but for uniformity of response please follow them as closely as possible. If there are any remarks concerning the appropriateness of your responses in particular sections, will you please add them in the "remarks" section.

1. Student Recruiting: Interpreting the college and its objectives and programs to prospective students, parents, and high school counselors; representing the college at college days and similar functions.
2. Admissions: Processing applications for admission, applying admissions criteria to prospective students and determining which applicants will be admitted.
3. Official Academic Records: Academic records, achievement and aptitude testing, formal academic and disciplinary actions. This category might be reserved only for those records that will become a matter of permanent record, and that will be transmitted to qualified agencies and institutions.
4. Student Personnel Records: There may be duplication of the above, plus personal data, anecdotal records, activity records, periodic statements of academic and vocational objectives, results of personality and vocational inventories. These records may be considered primarily as those that will be of help to the student and his advisors while he is in college.
5. Orientation: Acquainting the new student with his college environment; may include pre-college counseling, "freshman week", orientation courses.
6. Placement (full-time): Helping the student to find an appropriate job after leaving college, providing contact opportunities, maintaining informational files.
7. Placement (part-time, on campus): Fitting part-time campus opportunities to student applicants on the basis of need and/or abilities, according to the requirements of the student and institution; may or may not be integrated with financial aids program.
8. Placement (part-time, off campus): Acting as liaison between students and potential off-campus employers; helping to fill jobs with qualified students and helping students to find jobs.
9. Discipline: Regulation of student conduct, including punitive measures when necessary.
10. Testing: Development and administration of the all-college, non-curriculum testing program; may include personality, vocational, aptitude, achievement, interest, attitude testing; may include interpretation of tests or submission of scores to interpretative agencies.
11. Health Service: Determining the health status of the student and providing appropriate health service; clinic, out-patient, referral.
12. Housing (personnel): Providing for the staffing, supervision, and administration of the personnel program in college housing.
13. Housing (managerial): Business management of college housing; may include maintenance, custodial, business records.
14. Counseling (personal or vocational): Counseling students with personal, social, emotional, vocational problems; may include maintenance of vocational and educational files.
15. Counseling (academic): Principally concerned with the student's academic progress; advising on appropriate programs and the satisfaction of requirements for such programs.
16. Extra-curricular Activities: Includes social life, social organizations, special events, students government, service organizations. Generally does not include curriculum-connected activities such as drama, athletics, publications, music.
17. Food Service: Business management of the campus food service.
18. Financial Aids and Scholarships: Scholarships, grants, work grants when considered as financial aid.
19. Religious Life: The program of religious life through chapel, religious organizations, special programs, religious counseling.

APPENDIX B
DISTRIBUTION OF CHURCH AFFILIATION IN THE
SIZE AND TYPE GROUP BUT WITHOUT CHIEF
STUDENT PERSONNEL OFFICERS

DISTRIBUTION OF CHURCH AFFILIATION IN THE
SIZE AND TYPE GROUP BUT WITHOUT CHIEF
STUDENT PERSONNEL OFFICERS

Methodist	17
Presbyterian	17
Roman Catholic	13
Baptist	8
Southern Baptist	5
Seventh Day Adventist	4
Lutheran	4
United Presbyterian	4
Evangelical United Brethren	4
Christian Methodist Episcopal	3
American Missionary Association	3
Church of the Brethren	3
United Lutheran	3
Disciples of Christ	3
Mennonite	3
Free Methodist	2
Protestant Episcopal	2
Congregational Christian	2
Friends	2
African Methodist Episcopal	1
Adventist Christian	1

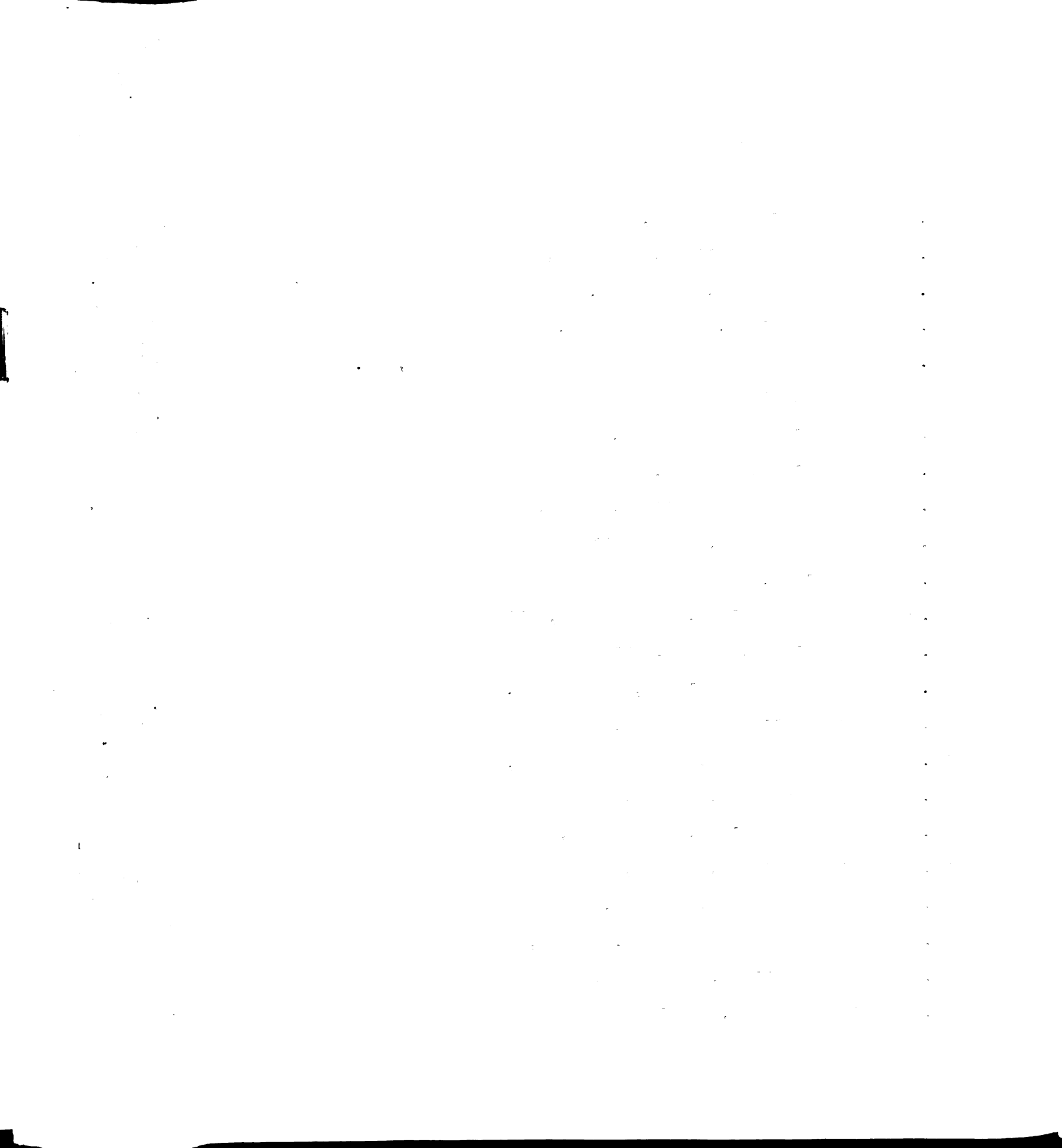
United Missionary	1
Reformed	1
Interdenominational	1
Southern Presbyterian	1
Evangelical and Reformed	1
Wesleyan Methodist	1
United Evangelical Lutheran	1
Christian Reformed	1
Evangelical Lutheran	<u>1</u>
Total	113

APPENDIX C

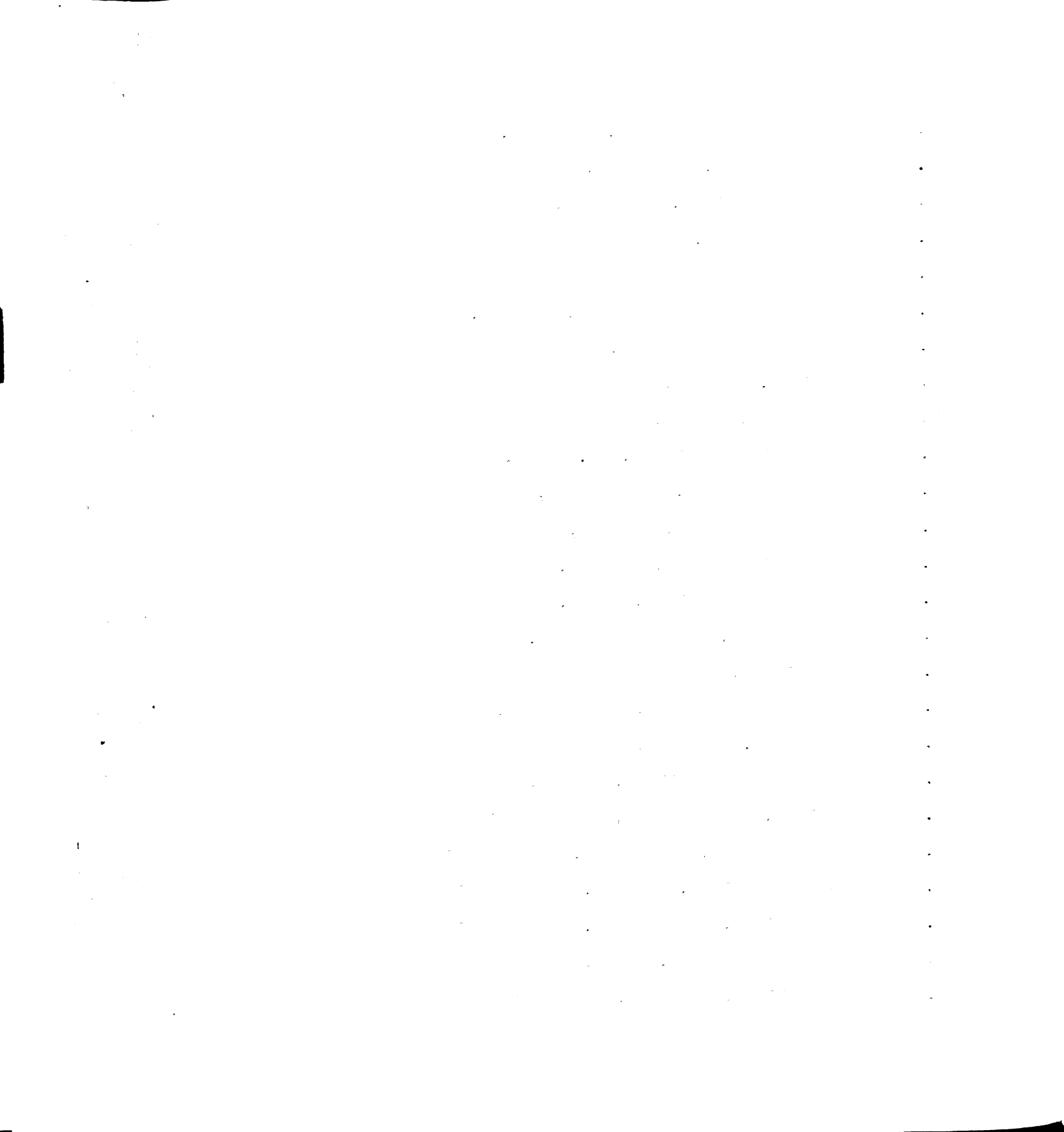
LIST OF COLLEGES PARTICIPATING IN THE STUDY

LIST OF COLLEGES PARTICIPATING IN THE STUDY

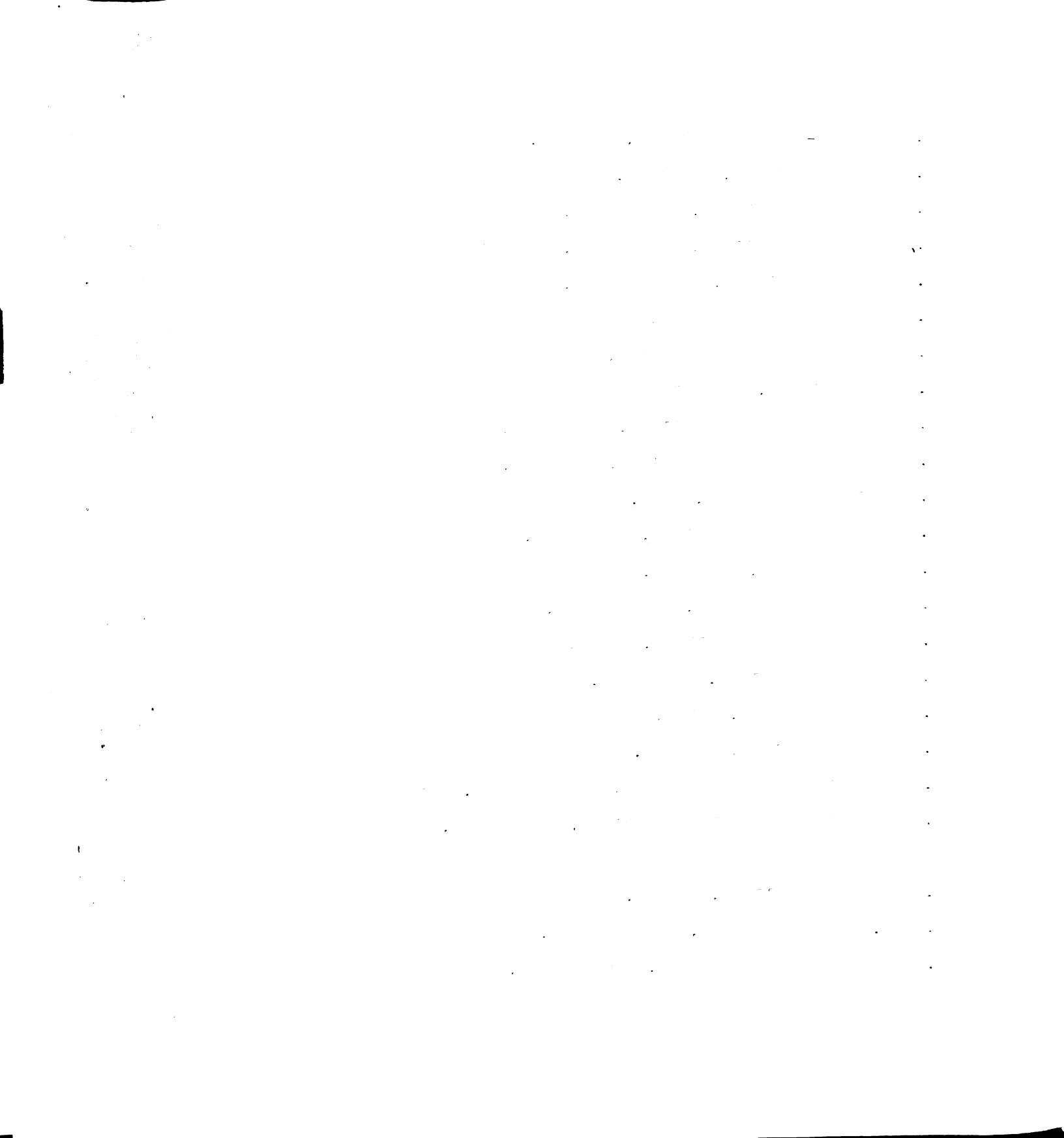
1. Hendrix College, Conway, Arkansas
2. Southern State College, Magnolia, Arkansas
3. La Sierra College, Arlington, California
4. Westmont College, Santa Barbara, California
5. Florida Normal and Industrial Memorial College, St.
Augustine, Florida
6. Berry College, Mount Berry, Georgia
7. Paine College, Augusta, Georgia
8. Northwest Nazarene College, Nampa, Idaho
9. Blackburn College, Carlinville, Illinois
10. Knox College, Galesburg, Illinois
11. Lake Forest College, Lake Forest, Illinois
12. Quincy College, Quincy, Illinois
13. Fort Wayne Bible College, Fort Wayne, Indiana
14. Franklin College, Franklin, Indiana
15. Manchester College, North Manchester, Indiana
16. Taylor University, Upland, Indiana
17. Buena Vista College, Storm Lake, Iowa
18. Graceland College, Lamoni, Iowa
19. Friends University, Wichita, Kansas
20. Kansas Wesleyan University, Salina, Kansas
21. McPherson College, McPherson, Kansas
22. Sterling College, Sterling, Kansas



23. Centre College of Kentucky, Danville, Kentucky
24. Pikeville College, Pikeville, Kentucky
25. Transylvania College, Lexington, Kentucky
26. Dillard University, New Orleans, Louisiana
27. Louisiana College, Pineville, Louisiana
28. Southeastern Louisiana College, Hammond, Louisiana
29. Nasson College, Springvale, Maine
30. Hope College, Holland, Michigan
31. Olivet College, Olivet, Michigan
32. Gustavus Adolphus College, St. Peter, Minnesota
33. Northwestern College, Minneapolis, Minnesota
34. Jackson State College, Jackson, Mississippi
35. William Jewell College, Liberty, Missouri
36. Northern Montana College, Havre, Montana
37. Monmouth College, West Long Branch, New Jersey
38. LeMoyne College, Syracuse, New York
39. Roberts Wesleyan College, North Chili, New York
40. Harpur College, Endicott, New York
41. Atlantic Christian College, Wilson, North Carolina
42. Elon College, Elon College, North Carolina
43. High Point College, High Point, North Carolina
44. Lenoir-Rhyne College, Hickory, North Carolina
45. Pfeiffer College, Misenheimer, North Carolina
46. State Teachers College, Minot, North Dakota
47. Bluffton College, Bluffton, Ohio



48. Bethany-Nazarene College, Bethany, Oklahoma
49. Cascade College, Portland, Oregon
50. Gettysburg College, Gettysburg, Pennsylvania
51. Grove City College, Grove City, Pennsylvania
52. Lycoming College, Williamsport, Pennsylvania
53. Susquehanna University, Selinsgrove, Pennsylvania
54. Belmont College, Nashville, Tennessee
55. King College, Bristol, Tennessee
56. Trevecca Nazarene College, Nashville, Tennessee
57. East Texas Baptist College, Marshall, Texas
58. Paul Quinn College, Waco, Texas
59. Wayland Baptist College, Plainview, Texas
60. Wiley College, Marshall, Texas
61. Bridgewater College, Bridgewater, Virginia
62. Emory and Henry College, Emory, Virginia
63. Lynchburg College, Lynchburg, Virginia
64. Roanoke College, Salem, Virginia
65. Bethany College, Bethany, West Virginia
66. West Liberty State College, West Liberty, West Virginia
67. West Virginia Wesleyan College, Buckhannon, West
Virginia
68. Dominican College, Racine, Wisconsin
69. St. Norbert College, West De Pere, Wisconsin
70. Wisconsin State College, River Falls, Wisconsin



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~~JUN 8 1966~~

~~MAR 15 1966~~

~~Q 10 1965~~

~~SEP 1 1966~~

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~~AUG 15 1966~~

~~JUN 2 1967~~

~~JUL 10 1967~~

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