

A STUDY OF STUDENT PERSONNEL SERVICES  
IN SMALL LIBERAL ARTS COLLEGES

Thesis for the Degree of Ph. D.  
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This is to certify that the

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A STUDY OF STUDENT PERSONNEL SERVICES  
IN SMALL LIBERAL ARTS COLLEGES

By  
William Lee Scott

A DISSERTATION

Submitted to the School for Advanced Graduate Studies of  
Michigan State University of Agriculture and  
Applied Science in partial fulfillment of  
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DOCTOR OF PHILOSOPHY

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## ABSTRACT

This study was made to determine patterns and functions of student personnel programs in small liberal arts colleges, relationships of the kinds of programs to certain situational factors regarding institutions, and administrative thinking regarding the mission, strengths and weaknesses, and future of student personnel work in these institutions. Services studied were admissions, records, counseling, health services, housing and food services, student activities, financial aid, placement, discipline, the special clinics of remedial reading, study habits, and speech and hearing, and the special services of orientation, veterans services, foreign student programs, marriage counseling, and religious activities and counseling.

Sixteen schools were selected as a sample, somewhat representative of small liberal arts colleges in the North Central Association area. These were visited by the investigator at which time he interviewed student personnel workers and administrators of the institutions.

With the exception of special clinics and some special services, the student personnel services studied were offered in these colleges.

Coordination of all student personnel services did not occur in the colleges investigated in a recognizable total program. The office of the academic dean was the one to which student personnel functionaries reported, often including the directors of student services. These directors most often coordinated the services of housing, health, student activities, discipline, and orientation. Other services were the responsibility of staff and faculty personnel who reported to the office of the academic dean.

In most colleges, people operating student personnel functions were teachers, or personnel officers who taught. It was somewhat rare to find a student personnel specialist who did not carry on some teaching activity.

Some relationships were evident regarding the kinds of student personnel program and the situational factors studied, such as numbers of students, amount of money spent on the services, etc. Groundwork was laid in this section for further research to study these relationships with a large number of colleges.

The presidents and deans interviewed were in general agreement that student personnel services should remove blocks from the students' attainment of academic achievements as well as provide developmental opportunities for social education. They generally agreed that student personnel operations were an integral part of the institution and gave them high priority in administrative concern and planning. Administrators seemed relatively satisfied with the student

personnel services within their institutions, although they were looking forward to some additions and changes in organization for the future.

Although the academic dean was the person with major responsibility for student personnel services, a trend seemed evident toward the establishment of separate student personnel departments, often reporting to the office of the academic dean.

There was evidence of a need for these institutions to evaluate the effectiveness of their student personnel services and programs.

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## CHAPTER I

### INTRODUCTION

Student personnel programs in small liberal arts colleges of the United States have had rapid development in recent years. A review of the history of higher education shows that student personnel functions have been a part of the traditional liberal arts college since its inception. However, in recent years two reasons seem evident for the increased development of these services. The first is the specialization of student personnel work, setting it off from administrative routine. Contributing to this specialization has been the development of psychology and sociology, with their contributions to educational thinking in general, and to higher education in particular. The second is the increasing size of the "small" liberal arts college. Today there are only a few colleges in the country with enrollments of less than 100, and it is not uncommon to think of institutions with 2,000 students as being "small".

With the development of student personnel programs in these institutions has come a professional staff, the establishment of special departments, and some specific

thinking about the purposes of the liberal arts college as it relates to students.

Because of these recent developments, and because there is very little literature concerning student personnel services in small liberal arts colleges, it is appropriate to study these services and to contribute some information to the field of student personnel work about student personnel services in small liberal arts colleges.

Statement of the problem. This is a study to determine the patterns and functions of student personnel programs currently operating in small liberal arts colleges, the relationship of the kinds of services to various situational factors regarding the institutions, and the administrative concern regarding the mission, strengths and weaknesses of the local program, and the future of student personnel work in these institutions.

More specifically an attempt has been made to determine the provision made for the student personnel services listed by the American Council on Education (23), who performs the services, who is responsible for their organization and administration, and how they are coordinated with each other.

The situational factors studied were the following nine:

1. full-time student enrollment
2. source of support of the institution
3. financial operations and resources of the institution
4. size of city or town in which the institution was located
5. the median and range of the scholastic aptitude tests

- for its students
6. geographic backgrounds of its students
  7. background of its students in terms of fathers' occupation
  8. projected future plans of its students
  9. percent of students who graduated from the institution

These items were seen as probable factors affecting the kinds of student personnel services offered. The last five factors were studied as evidences of homogeneity or heterogeneity of the student body, and were considered as possibly affecting the patterns and functions of the services offered.

In an attempt to find trends, the study included investigation of the past, present, and future planning concerning the services. The administrators were also asked about the strengths and weaknesses of their programs, both to obtain their perceptions of the programs and to find evidence of administrative concern for the program. With this in mind, a general question of mission for the services was included, as well as one regarding the relation of the services to the other areas of interest in priority of administrative concern.

Importance of the study. This study provides a summary of data and opinion which may prove helpful for small liberal arts colleges planning the development or reorganization of their student personnel services by giving them the findings of a general study in this area. It can also be of help to individuals in training for positions in student personnel work in this type of institution. For the

latter, the expression of administrative concern about the future of the services and the general ideas the administrators expressed may be of particular importance.

It is hoped that this discussion of student personnel work in small colleges will help stimulate student personnel research in these schools.

### METHODOLOGY

Data were collected by interviewing administrators and student personnel workers in the selected colleges. The interviews were conducted with the aid of structured interview schedules. The catalogs and other materials distributed by the selected colleges were also analyzed.

The interview schedules<sup>1</sup> were designed by the investigator after a review of the literature. These were criticized by members of the investigator's Guidance Committee and colleagues, reconstructed, and then utilized.

The list of services around which this study was designed is the list published by the American Council on Education in 1958 (23).

Sample selection procedures. In order to make the study meaningful there was an attempt to develop a careful sampling procedure in the selection of schools to be studied. Sampling was necessary since the investigator did

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<sup>1</sup>See Appendix B for copy of the interview schedule.



not have the time nor funds to visit all small liberal arts colleges. Furthermore, it has been found that after studying a carefully selected sample, one adds little to his information by visiting or studying more individuals, or in this case, schools.

Colleges in the four state area of Illinois, Indiana, Ohio and Michigan were selected for study. When these were compared with institutions of the North Central Association 19 state area it was seen that they were somewhat representative of this area, both with respect to size of student body and size of town or city in which the institution was located.

The classification used in the Education Directory, the Office of Education, United States Department of Health, Education and Welfare (68) was used in the study to determine liberal arts colleges from other educational institutions. Only schools which were listed as being primarily liberal arts, liberal arts and general, or liberal arts and teacher preparatory were used.

For this study the largest enrollment of a colleges which was classified as "small" was placed at 2,000 students.

Four sizes of town or city in which the institutions were located were selected. These were locations under 5,000--5,001 to 20,000; 20,001 to 50,000; over 50,000.

After examination of the student body size of all liberal arts colleges in the North Central Association, the

investigator selected four groupings of schools for study: under 400 students, 401 to 700 students, 701 to 1,100 students, and 1,101 to 2,000 students.

After investigation of census data (67) and data about the colleges, the 64 small liberal arts colleges of the four state area were placed in a 16-cell table, and those nearest to the midpoint were selected for study.

Description of interviews. The interview schedules were sent with a letter to the president of each institution in order for the interviewees to be prepared for the questions by the time the investigator arrived on campus. The letters were followed by telephone calls to the presidents to confirm dates of visitation and to make any trip revisions which became necessary.

The investigator attempted to interview the presidents of the colleges and the student personnel workers available, as well as anyone else suggested by the presidents as being helpful with the information needed.

Limitations of the study. A limiting factor of the study is that it made no attempt to evaluate effectiveness. It is conceivable that, for example, a college with relatively meager admissions operations might have done a better job of admissions than a school with several persons working in this service, depending upon the personality, training, and general effectiveness of the person performing the function.

An attempt was made to make the survey of practices objective. For some data, however, the investigator could only depend upon the veracity of the individuals interviewed by him.

In some institutions exact data were not available concerning knowledge about the student body and facts about financial operations. In these schools estimates were accepted from persons considered by the presidents to be able to give the closest figures.

The people interviewed were made aware that the investigator's professional interest was student personnel work. This may have tended to affect the kinds of answers given him by the persons interviewed.

#### PLAN OF THE STUDY

The first chapter is concerned with the introduction, statement of the problem, importance of the study, method of the study and sampling procedures, development of the interview schedule, description of the interviews, and limitations of the study.

The second chapter provides a review of literature relative to the study.

In the third and fourth chapter data are presented from the analysis of catalogs and interviews with respect to the general nature of the separate student personnel services, including the titles of the student personnel workers,

faculty and student involvement in the separate services, and amount of time spent on the services by the student personnel workers. Findings of the coordinating committees and general organizational responsibilities of the total pattern of the student personnel program are presented.

In the fifth chapter data are analyzed and presented with respect to relationship or lack of relationship of the various factors used in the study to the kinds of student personnel services offered.

In the sixth chapter the expression of administrative thinking regarding the mission of the services, strengths and weaknesses of the local operations, and the place of student personnel work in priority of administrative concern are presented. In this chapter are data of past operations and future plans, presenting evidence of trends in student personnel work.

The seventh chapter contains the summary of the study and the conclusions and recommendations of the investigator based upon the study.

## CHAPTER TWO

### REVIEW OF LITERATURE

This chapter includes a review of literature pertinent to the study. The first section deals with literature of general student personnel work. The second section is concerned with student personnel work in the liberal arts college. The third section cites literature of various writers regarding the several individual services around which the study is designed, as well as literature concerning coordination.

#### STUDENT PERSONNEL SERVICES, GENERAL CONSIDERATIONS

In a publication of the American Council on Education, made over 20 years ago, it was pointed out that the acceptance of the student personnel point of view obligates the institution to consider the student as a whole as follows:

...his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone. (16:1)

(Twenty-one) years later they asserted, "The student personnel movement constitutes one of the most important efforts of American educators to treat the college and university students as individuals, rather than as entries in an impersonal roster." (70:3) They then advanced the following objectives for student personnel services:

The student achieves orientation to his college environment.  
 The student succeeds in his studies.  
 He finds satisfactory living facilities.  
 The student achieves a sense of belonging to the college.  
 The student learns balanced use of his physical capacities.  
 The student progressively understands himself.  
 The student understands and uses his emotions.  
 The student develops lively and significant interests.  
 The student achieves understanding and control of his financial resources.  
 The student progresses toward appropriate vocational goals.  
 The student develops individuality and responsibility.  
 The student discovers ethical and spiritual meaning in life.  
 The student learns to live with others.  
 The student progresses toward satisfying and socially acceptable sexual adjustments.  
 The student prepares for satisfying, constructive postcollege activity. (70:6-11)

Lloyd-Jones and Smith dispute the position of student personnel critics who contend that these services are coddling the student.

To some extent all advances in civilization might be considered to have "softening" effects on the individual. Ruthlessness is minimized by civilization; intelligent planning based on prognostication is increasingly evoked in an attempt to avoid wasteful consequences. We have tried to make it clear that the personnel program we advocate is not "softly" paternalistic--although it does concern itself with the genuine welfare of each student. (38:v)

Brumbaugh (10:528) maintained 20 years ago that there seemed to be a growing recognition of student personnel services in colleges and universities in the United States. He also mentioned that some of the then existing programs were not well-rounded or coordinated, but that he could foresee that within a few years every reputable college or university in the country would have a fully developed and well coordinated system of student personnel services.

Later, the President's Commission on Higher Education published this often quoted statement:

One of the most important instruments for accomplishing the purposes of higher education outlined in this report is an effective guidance and counseling program... Without this guidance the student may miss the educational value of much of his college life. Without enlightened and enlightening council, he may actually derive more harm than benefit from parts of his campus experience. (48:65)

Evidence that student personnel work has gained in importance can be seen in the accrediting policies of accrediting agencies. The North Central Association, the largest of the accrediting agencies, acknowledges student personnel services as essential functions for a college or university (15). They particularly discuss the following functions as being necessary: admissions, counseling, health, housing and boarding, preregistration guidance, registration, financial aid, extracurricular activities, and the control of student conduct.

Wrenn has explained the five premises in his philosophy of student personnel work upon which he has based his writing

and thinking. These are as follows:

1. Student personnel services and instructional services are parallel and sometimes overlapping phases of the educational program.
  2. The college and university are concerned with the development of persons in their contemporary social setting and accept the psychological truism that in this development each phase of the personality is affected by, and in turn affects, every other phase of the total personality.
  3. Student personnel services are in every sense services to students and must therefore be developed in response to a realistic analysis of student needs.
  4. Individual assistance to students, and assistance through the development of group situations, are of equal and interrelated significance in a student personnel program.
  5. Although some educational functions can be clearly accepted as student personnel functions, others are borderline between instructional and student personnel, or between general administration and student personnel administration; whether they are appropriately considered a part of the student personnel program depends upon the manner in which they are administered.
- (74:iv)

Woolf and Woolf have observed that the areas covered by student personnel workers usually relate "...more nearly to the personal life of the student than to academic life, although helping him to choose a curriculum, helping him to achieve to the extent of his abilities, and other services are closely connected with the academic program" (71:14-15). They propose the goals of student personnel work as helping the student in the following ways:

1. To become oriented to the school or college environment.
2. To achieve academically according to his aptitudes.
3. To find a curriculum and an extra-class activity which will make use of his aptitudes and interests.
4. To feel that he belongs to the school and to some groups within the school.
5. To understand himself, to be relieved of disabling tensions, and to use his emotions productively.



6. To make progress toward vocational goals.
7. To develop a feeling of responsibility for the good of the group and the community.
8. To learn to work harmoniously with others toward group goals. (7:14)

Lloyd-Jones and Smith, in a similar discussion of over-all goals of student personnel work, have written the following:

...if the student personnel program is to serve higher education well, it must include within its scope a concern not only for educational guidance, intelligence testing, selection and admissions of students, etc., but also health programs, housing programs, social programs, counseling, religious programs, extracurricular activities, etc...It furthermore means, if we are to implement our theories effectively, that these various programs, set up to serve the various aspects of the student, must be well coordinated so that they will not function separately but rather with a common viewpoint and in relation to each other. (38:11)

In the dissection of student personnel programs for examination, Arbuckle has cautioned the following:

It is obviously impossible to separate sharply the various aspects of a total personnel program into pigeonholes labeled vocational services, health services, religious services, housing and dining services, and so on. All are interrelated, and the solution of an occupational "problem" may sometimes depend on the solution of a religious difficulty. (2:84)

Cannom (13:282), in writing about the general place of student personnel work in general education, has pointed to the interrelatedness of classroom teacher and student personnel worker. The difference, he contends, is in area of emphasis, but not in over-all purpose. His list of student personnel functions includes testing services, counseling, special clinics, and generalized treatment of students as whole persons.

Meyers, commenting upon the nature and scope of student personnel work, places a more limited scope on his point of view than the previously quoted writers. He states the following:

It is the purpose of personnel work in college or university to bring the student into the educational environment provided by the instruction at such points, in such manner, and in such condition that he will derive from that environment the maximum of wholesome individual development... (43:90)

He then lists the services necessary to accomplish these purposes as admissions, housing and boarding, orientation, physical and mental health, records, counseling, placement and follow-up. It is interesting to compare this list with previous ones. The services mentioned seem basic to other operational designs, with the exception of a social, or extra-curricular program. On further observation one notes that if the social education possible is utilized in the housing, feeding, and orientation of students, there is little difference in the actual functioning of the student personnel program.

The list of services followed in this study was offered by the American Council on Education. It is repeated as follows:

- Selection for admission
- Registration and records
- Counseling
- Health service
- Housing and food service
- Student activities
- Financial aid
- Placement
- Discipline

Special clinics--  
     remedial reading  
     study habits  
     speech and hearing  
 Special services--  
     student orientation  
     veterans advisory services  
     foreign student program  
     marriage counseling  
     religious activities and counseling (23:1)

#### STUDENT PERSONNEL WORK IN THE LIBERAL ARTS COLLEGE

Schmidt, in tracing the history of liberal arts colleges, has stated the following:

Faculty members and administrators in virtually all American colleges spent almost as much time trying to cope with the behavior of the adolescents entrusted to them as with their studies. Campus life in all its aspects profoundly affected the intellectual product. (51:76)

A recent publication of the American Council on Education (23) made the observation that the history of the college and university in this country shows that the student personnel functions have a long and honored tradition. The early colleges were as much concerned with social, moral, and religious development as they were their intellectual development.

In a book edited by John Dale Russell, Miller stresses the place of student personnel services in the small college. He states the following:

The true nature and purpose of the historical small college and the true nature and purpose of personnel services are identical. This mutual adaptation or correspondence has not been realized always but its congruity is theoretically and basically sound. (44:1)

Later, in his comparison of the small college personnel functions to those of the large university, he proposes the following:

To summarize, in the large university personnel services are recognized as a part of the total administrative machinery, and hence a vital part of the institution; but in the small college they are by necessity the underlying structure of the educational program. The university may go on haltingly without these services; but in the small college the educational philosophy and ideals of the institution will fail unless personnel services are employed, and indeed they must lead the way. In the university there is an organized relationship between education and personnel work; in the small college personnel work is education. In the large university personnel work is carried on by a department and a separate staff; in the small college it constitutes the institution itself and is carried on by the entire staff. (44:9-10)

#### LITERATURE RELATED TO INDIVIDUAL STUDENT PERSONNEL FUNCTIONS

Admissions. A discussion of the functions of admissions procedures can be found in publications by Lloyd-Jones and Smith (38:65), Strang (60:133), Arbuckle (2:40), and the American Council on Education (23). These authors have cited admissions as the first student personnel service performed for students in institutions of higher education.

Records. The keeping of student personnel records has been discussed by Traxler (66:14), Lloyd-Jones and Smith, (38:249), Jarvie (33:127), Omer (47:81), The American Council on Education (23), and Wrenn (74:447). They have pointed to this service as being one of recent historical development. Student personnel records have generally been cited by authors as being useful in counseling. Further, they demonstrate

evidences of trends in student behavior over a period of time.

Counseling. Several authors have discussed counseling in higher education. Wrenn (72), Deutsch (18:195), Jamrich (32:344), Nelson (46:349), Justman and Mais (34), Arbuckle (2:126), Feder (22:289), Koile (37:389), Tinsley (64), and Kamm and Wrenn (35), have presented findings of studies and offered information about counseling which seems to be useful for small liberal arts college personnel.

Health Services. Strang (58), Arbuckle (2:185), The American Council on Education (23), Lloyd-Jones and Smith (38:210), Boynton (8), McHose (4), and Reed and Congdon (49:157) have presented information as to the need for health services in institutions of higher education, and have offered general standards for institutions which seem somewhat adaptable to small liberal arts colleges.

Housing and food services. The American Council on Education (23), Lloyd-Jones and Smith (38:190), Williamson and others (70:7), Strang (57:293), Hand (29:147), Thompson (63:103), Arbuckle (2:223), and McCarn (40:203) have discussed housing as a student personnel function particularly concerned with providing an atmosphere conducive to student welfare, with opportunities for social education supplemental to classroom learning.

Student activities. The importance of student activities in the development of certain attitudes, skills, and insights

has been discussed by Gardner (25:1346), Bergstresser and Wells (6:109), Scott (52:211), Strang (55:293), Arbuckle (2:247), Lloyd-Jones and Smith (38:168), and Greenleaf (26).

Financial aids. The suggestion of considering financial aid as a student personnel operation has been discussed by Risty (50:230), Bulger (12), Wrenn and Garrett (73:363), and Arbuckle (2). They point out that this has often been considered a general concern of business officers, and that the student personnel points of view may be helpful in the development of this service.

Placement. The general function of placement has been discussed by Wrenn (74:384), Lloyd-Jones and Smith (38), Shartle and Beatty (53), and the American Council on Education (23). Particular reference to liberal arts students is made by Arbuckle (2:109).

Discipline. The functions of discipline and the educational opportunities for this student personnel service have been discussed by Lloyd-Jones and Smith (38:126), Hawkes (30), Bailey (3), The American Council on Education (23), Arbuckle (2), Foley (24:201), and Wrenn (74:473).

Special clinics. Remedial reading has been discussed by Justman and Mais (34:215), The American Council on Education (23:26), and Blair (7:14). Speech and hearing services have been discussed by Woolf and Woolf (71), and Bryngelson (11:218).

Special services. The American Council on Education

(23:27) has presented a general view of special services. In addition, Arbuckle (2:61), Lloyd-Jones and Smith (38:140), Strang (59:290), Bennett (5), and Grier (27:59) have discussed the special service of orientation. Veterans services have been discussed by The American Council on Education (23:28), and Strom (61). Foreign student programs have been discussed by the American Council on Education (23:27), Moore (45:185), and Kiell (36). Marriage counseling has been presented by Dyer (19:200). Religious activities and counseling as a student personnel activity has been presented by Lloyd-Jones and Smith (38:200), Hawkes and Hawkes (31:178), Arbuckle (2:165), and Merriam (42:1361).

Coordination. Coordination of student personnel services has been discussed by Erickson (21:293), Williamson (69:301), Lloyd-Jones and Smith (38), MacRae (39:52), Woolf and Woolf (71:390), and The American Council on Education (23:33).

### CHAPTER THREE

#### ANALYSIS OF THE DATA CONCERNING THE PROVISION FOR THE PRINCIPAL STUDENT PERSONNEL SERVICES IN THE COLLEGES STUDIED

In this chapter data are presented concerning the findings of this study relative to the nine principal student personnel functions listed by the American Council on Education (23). These services are admissions, registration and records, counseling, health services, housing and food services, student activities, financial aids, placement, and student discipline.

The first section is concerned with the total pattern of student personnel services and their organization and administration. The second section deals with the nine principal individual services as they are provided in these selected colleges.

#### THE TOTAL PATTERN OF STUDENT PERSONNEL SERVICES

There was some provision reported for the nine services in all colleges studied. These services were the responsibility of faculty members, administrative officers, students, and student personnel workers. In no case were



they all considered to be segments of a total student personnel program, but rather they were parts of the total college program and generally were coordinated under the academic dean.

It should be pointed out that the design of this study, including the services as part of a total program of student personnel services, was utilized only for the collection and reporting of data and does not represent consensus of opinions of persons interviewed as to the nature of student personnel programs in small liberal arts colleges.

Organization and administration of the services. In Table 1, data are presented showing the officer to whom student personnel functionaries reported in the schools studied.

It can be seen in Table 1 that the academic dean was the officer to whom most student personnel functionaries reported. Some of the functionaries were faculty members who normally reported to that officer on other matters. Further, in half of the colleges studied the student personnel officers, in many cases faculty members with student personnel titles, reported to the academic dean for both academic and student personnel matters. In a very real sense the academic dean was found to serve in the capacity of chief student personnel officer in addition to his duties in several other interests of the colleges.

From reviewing the table it will be noted that the



services represented most of the areas of the institution on a college-wide basis, rather than being a specialized program of student personnel services coordinated by a chief student personnel officer such as a dean of students.

The coordination of these separate services was not seen to be an area of concern in most colleges studied. There was frequent expression of opinion among student personnel officers and administrators that staff members do maintain a close relationship with each other, being housed for the most part in one building, eating lunch together, going on coffee breaks together, etc. Because of this constant contact with each other coordination of the services into a separate unified program was seen as unnecessarily complicating matters. Further, as mentioned earlier, the academic dean serves the capacity of chief student personnel officer, and this centralization offers some form of coordination. However, four schools reported policy recommending committees which deal with student personnel problems. To some extent these committees serve in a coordinating capacity in that they recommend policies for the services with the realization of the existence of other services. These committees included faculty members, administrative officers, and student personnel officers.

TABLE 1  
TITLES OF STUDENT PERSONNEL FUNCTIONARIES AND  
OFFICER TO WHOM THEY REPORT

Titles of Student Personnel Functionaries						
Officer Responsible for Student Personnel Functionaries	Pres.	academic dean	Dean of Studs.	Dean of Men	Dean of Women	Dir. of Adms. Totals
Academic Dean	3					3
Registrar	1	3				4
Dean of Students	7	3				10
Dir. of Admissions	2	12				14
Physician	1	6	6	1	3	17
Nurse	1	6	6	1	3	17
House- mothers		1	5	3	7	16
Dean of Men	3	4	1			8
Dean of Women	3	5	3			11
Faculty members		8		1	1	10
Activities Director		1	1			2
Admissions <sup>c</sup> Assistant						15 15
Alum. Secre- tary & Dir. of Placement	1	1				2
Personnel <sup>d</sup> Counselor		2	1			3

TABLE 1-Continued

Titles of Student Personnel Functionaries							
Officer Responsible for Student Personnel Functionaries	Pres.	a academic dean	b Dean of Studs.	Dean of Men	Dean of Women	Dir. of Adms.	Totals
Dir. Vocations and Testing		1					1
Priests	1						1
Coordinator of Stt. and Records		1					1
Totals	23	54	23	6	14	15	135

<sup>a</sup>Entitled Dean, Executive Dean, and Vice-President and Dean.

<sup>b</sup>Also entitled Director of Student Affairs and Director of Student Personnel.

<sup>c</sup>Also entitled Admissions Counselor, Ass't Dir. of Admissions, Associate Director of Admissions, and Educational Counselor.

<sup>d</sup>Also entitled Director of Psychological Clinic.

#### ANALYSIS OF FINDINGS RELATIVE TO THE INDIVIDUAL STUDENT PERSONNEL SERVICES

Admissions. Admissions includes the recruitment of, correspondence with, and processing of applications for new students entering the institution. In Table 2 data are presented showing the titles of the officers responsible for admissions and their assistants, and portion of time spent relating to this service.

TABLE 2

TITLES OF ADMISSIONS FUNCTIONARIES AND PORTION OF TIME  
SPENT IN THIS SERVICE

Titles of Admissions Functionaries	Portion of time in this service			
	Full	Half	Less than Half	Total
President				1
Director of Admissions	10	4		14
Registrar		4		4
Admissions <sup>a</sup> Counselor	12	1	2	15
Totals	22	9	2	34

<sup>a</sup>Also entitled Ass't. Dir. of Admissions, Associate Dir. of Admissions, and Educational Counselor.

The function of the Director of Admissions was most frequently mentioned to be the processing of applications and correspondence with new students. The other functionaries were most frequently recruiters who travel to high schools, churches, and private homes to talk with prospective students.

To assist the Admissions Director in making difficult decisions concerning applications, and to assist in recommendation of admissions policies for the institutions, thirteen colleges utilized the services of an admissions committee. The committees followed a general pattern of including both faculty members and administrative officers.

In Table 1 it will be noted that the chief admissions officers were most frequently reported to be responsible to the academic dean. In one school the President actually

handles the functions of admissions, while the Registrar handles the clerical operation. This different method of operation seems to have developed from the President's personal interest in admissions. There was some evidence that this procedure would change with the retirement of the present President.

The admissions service was clearly separated from the other student personnel services, and was not a part of the program of student personnel work functioning through the directors of student personnel services.

Records. The official records of the institution were kept by the Registrar. These records include the permanent record or transcript of courses and grades, as well as records of current registration of students.

With respect to student personnel work the institutions also kept cumulative records on their students. These usually included records of participation in student activities, records of academic grades, copies of letters concerning the students written by personnel workers and faculty members, notations of awards, remarks of faculty members, and remarks of student personnel workers. They were the responsibility of student personnel officers, and were contributed to by faculty members and student assistants.

The use made of the cumulative records was reported to be to provide a source of information for counseling and advising students. The records were mostly reported to be

used by personnel workers, although faculty members were encouraged to use the records in the advisement process. One school used the information for placement purposes to predict future achievement from past performance.

The type of cumulative records system in operations in these colleges was some variation of the American Council on Education system. This system recommends the collection of data about abilities, effort, educational and vocational goals, activities, test scores, group affiliations, and comments by faculty members, as well as disciplinary actions (23).

The counseling function. In this discussion of the counseling function, staff members involved in the counseling of students and who are recognized by the institution as special counselors will be considered to be counselors. It is recognized that many other staff members may be performing the counseling function within the institutions, but those reported here were the recognized counselors within the institutions.

In Table 3 data are presented concerning the amount of time spent on the counseling function by the counselors reported by persons in the institutions studied.



TABLE 3

TITLES OF OFFICERS DESIGNATED AS COUNSELORS AND THE  
PROPORTION OF TIME DEVOTED TO THIS FUNCTION

Titles of Counselors	Proportion of Time in This Function			
	Full	Half	Less than Half	Total
President			1	1
Dean of Students <sup>a</sup>	5	4	1	10
Dean of Men	1	5		6
Dean of Women	4	4	3	11
Personnel Counselor <sup>b</sup>	1	1	1	3
Faculty Member			3	3
Registrar		1		1
Priests			1	1

<sup>a</sup>Also entitled Dir. Student Affairs, and Dir. of Student Personnel.

<sup>b</sup>Also entitled Dir. of Psychological Clinic.

In Table 4 data are presented concerning the professional preparation of the counselors in the institutions.

TABLE 4

TITLES OF OFFICERS DESIGNATED AS COUNSELORS AND THEIR  
PROFESSIONAL PREPARATION RELATIVE TO COUNSELING

Titles of Counselors	Doctorate <sup>a</sup>	Masters <sup>b</sup>	Other <sup>c</sup>	Total
President	1	0	0	1
Dean of Students <sup>d</sup>	6	1	3	10
Dean of Men	1	3	2	6
Dean of Women	1	5	5	11

TABLE 4-Continued

Titles of Counselors	Doctorate <sup>a</sup>	Masters <sup>b</sup>	Other <sup>c</sup>	Total
Personnel Counselor <sup>e</sup>	2	1	0	3
Faculty member	3	0	0	3
Registrar	1	0	0	1
Priests	0	0	1	1

<sup>a</sup>Doctorate in Counseling and Guidance, Psychology, or Student Personnel Work.

<sup>b</sup>Masters in Counseling and Guidance, Student Personnel Work, or Social Work.

<sup>c</sup>Preparation for priesthood or ministry, or other professional area.

<sup>d</sup>Also entitled Dir. of Student Affairs, and Dir. of Student Personnel.

<sup>e</sup>Also entitled Dir. of Psychological Clinic.

From Tables 3 and 4 it can be seen that the Dean of Students and the Dean of Women were officers most frequently reported as counselors. In addition three institutions utilized the services of personnel specifically employed to be counselors. Three institutions used the services of psychology faculty members to assist in the counseling function.

There was a wide range of attitudes expressed concerning counseling in the selected schools. In one of the larger institutions the attitude was expressed that counseling specialists are being avoided by a concentrated effort. The

provision for specialists in this program was seen as an ill-conceived program, too narrowly concentrated in the hands of personnel not competent as faculty members, with no place in the liberal arts program. In another one of the larger schools, however, provision has been made for a full-time clinical counselor as the result of a need felt by the faculty for providing counseling services to students on a more technical level than could be provided by faculty members not specifically prepared in counseling. While these two extremes existed in the institutions, there was no evidence given that the students varied a great deal in their need for counseling, but that the services either were or were not offered depending upon the local attitude of faculty members and administrators, more than because of student needs.

In addition to the personnel designated as special counselors, all institutions reported a system of faculty advisement, or faculty counseling. Thirteen of the schools operated the program through the academic dean, while the other three involved the student personnel officers in the program. Training for faculty advisers was most frequently reported to be in the form of Fall workshops and occasional meetings throughout the year, at which time the advisers were given tips on counseling techniques, information concerning academic requirements, and information about student social activities. In general, the faculty advisers had

responsibilities for students majoring in the department of the adviser, while in some cases a corp of senior faculty members were assigned new students for the students' first year.

In most of the institutions included in this study, the function of faculty advisement was an added duty of faculty membership, in addition to the teaching of a full-load of class work most often amounting to 15 or 16 hours. No extra salary was paid for this. In three schools there were exceptions. In two colleges there was a 12 hour teaching load. At these schools it was mentioned that faculty members are expected to spend more time with students in personal relationships. Further, in one school the Freshmen Advisors were given an extra \$100 per year for student advisement, and given a social budget of \$50.00 per year to spend on the entertainment of their advisees. The person interviewed at the school felt that the additional money, though limited, provided some recognition motivation for advisers to provide better assistance to students.

As can be observed in several other student personnel services, counseling was not a specialized form of activity functioning in an integrated and well coordinated manner under the direction of a single student personnel specialist. Rather, it was a college-wide activity, performed by many staff members who report to various officers. The specialized counseling services discussed in Chapter IV

further widen the range of personnel involved in the counseling function.

Health services. Health services in these colleges most frequently involved the provision of medical services for a limited time to students in time of illness or minor injury. This is a rather limited program as compared with some of the more ambitious programs suggested by authors cited in Chapter II.

In Table 5 the health officers are listed with the amount of time they made available to students for health services.

TABLE 5

TITLES OF HEALTH OFFICERS AND THE AMOUNT OF TIME THEY SPEND FOR THIS FUNCTION

Title of Health Officer	Amount of Time Spent on This Function				
	Full	Half	Less than Half	On Call Only	Total
Physician	1	0	10	5	16
Nurse	12	0	4	0	16

In Table 5 it can be observed that the minimum health service available included a physician on a part-time basis and on call for emergencies, and a part-time Registered Nurse who was also on call for emergencies. In most schools there was reported at least one full-time nurse on duty, who had quarters in the residence hall and was on call during the night. The most complete service reported was a school

which had a full-time physician and four full-time nurses on the staff. This was the only full-time physician reported.

Two schools made use of Registered Nurses who had come to the institution to study for the bachelor degree, and made their services available on a part-time basis.

In Table 1 it will be noted that the administrative responsibility for health services was most often listed as a responsibility of a student personnel officer, with the academic dean being the next most frequently mentioned officer responsible.

In two schools, health committees were reported. These committees function as recommending committees for the development of policies with respect to entrance examinations and to services offered to students. In one school the committee included the physician, nurse, Dormitory Manager, and two members of the physical education faculty. In the second school the chairman was a biology teacher who served with the President, Vice-President and Dean, Business Manager, two trustees, two students, and six other science faculty members.

Except for the single case of the full-time physician, other physicians were community doctors who made their services available to the institutions. Other community resources were also utilized when they were available. These included local hospitals and the services of psychiatrists.

Housing and food services. The impact of student

housing upon a student's well being has been cited by many authors. The importance of housing in institutions of higher education has historically been of much significance, and evidence was found that this importance is continuing its influence upon these colleges. Further, the provision for adequate facilities for the feeding of students was also viewed as an important service offered in the colleges studied.

In this group of colleges the management of physical facilities and the provision for food services were reported to be under the direction of the business office. In some schools dieticians were reported as being responsible for food services, while in three colleges the food services are handled on a concessions basis with national concessions firms. Both of these methods were seen as satisfactory by the persons interviewed.

Adult supervision by a housemother, or head resident, was the most common form of supervision provided by these schools. While this is a traditional method of supervision, it was not reported to be ideal by most persons interviewed. In institutions which had made a change to the utilization of student assistants, more satisfaction was expressed. Reasons for this might be that the student assistants have more physical vitality, more common interests with the students, and more understanding of student attitudes and problems.

The supervision of residence halls was a major responsibility of the personnel officers within the institutions. This can clearly be viewed as a segment of the local student personnel programs where residence halls are offered.

Four types of college housing other than residence halls were mentioned among the institutions studied. Off campus housing, more prevalent in the larger cities, was supervised by the student personnel officers. Fraternity housing, married housing, and cooperative housing were also mentioned at some schools.

In the only college reporting housing for married students, the institution owned a recently acquired apartment house and rented apartments to married students. Supervision for this married housing was the responsibility of the Dean of Students. One school reported a cooperative housing unit for women. This was a college which did not have residence halls. This unit was the responsibility of the Dean of Women who had quarters in the unit. The students did the purchasing, cooking, cleaning, and general maintenance of the building by themselves and were able to utilize inexpensive housing services. Five colleges reported that fraternity houses provided food and housing facilities for men, and one school reported that sororities offered these services.

While these other forms of college housing existed, the most popular form of college housing in the schools studied



was residence halls. In the two institutions reporting no present halls for men, one of which had no halls for women either, there were plans to build halls. In other colleges with facilities now existing, more residence halls are being planned. This area of concern was considered to be one of continuing interest for these colleges and, with student activities, a service which is being expanded and developed for the future.

Student activities functions. Student activities include the non-classroom activities of students, most frequently on an organized basis in the form of clubs, social organizations, or student government. In most schools the center of activities was the student center or Student Union. In Chapter VI there is discussion about the future of the student center, pointing out that this service was being expanded in many of the colleges studied and was of increasing interest to the schools.

The student activities function was considered to be a part of the student personnel program operating under the direction of student personnel officers in the colleges. This was not a completely separate area for student personnel officers, however, in that faculty members often served as advisers to student organizations with little feeling of responsibility toward the student personnel directors, other than for the scheduling of events.

In each of the schools there was reported to be a

student governing group with the purpose of coordinating the student activities of the school and for representing the students in communicating to administrative officials. In addition, several schools reported faculty committees whose major interest was the coordination of student activities.

The student governing groups were made up of representatives from organizations, from classes, or a combination of these. In three colleges there was reported an all-college governing body of faculty and students, while in several other colleges there was some device reported for communication and discussion among faculty and students concerning student life at the institution.

In addition to campus government, all colleges reported a large number of student organizations whose purposes were more than social entertainment. These included publications, dramatics, religious organizations, musical organizations, debate, drama, departmental clubs and honoraries, womens' councils, and sports, both intercollegiate and intramural. These clubs most often were advised by faculty members whose special interest the club represented, such as the speech teacher, language professor, etc. There was apparently little concern for the coordination of a total program of student activities in most schools. Rather, the clubs operated autonomously depending upon the interest of the student members and their advisers.

Sports were most frequently organized under the direction

a coach, who was a faculty member. In one school, however, the Dean of Students was reportedly responsible for athletic activities. This was reported to be an effort to coordinate all extracurricular activities under the supervision of the Dean of Students.

In addition to the student activities mentioned above, several colleges reported organizations which were primarily social in nature as exemplified by fraternities and sororities.

Some schools had national fraternities and sororities, some had local organizations of this nature, and one school had a combination of these.

There was wide range in the provision for organizations. At two schools Greek organizations were not allowed on the campus, with the feeling that they are un-Christian in nature and of no assistance to either the students or the colleges. At one college a former president organized a system of clubs in which the attempt was made to avoid the difficulties often found in Greek organizations and yet to provide for social organizations. These clubs, with Greek names, were organized in such a manner that everyone in the college received a bid to join. Dues were limited to a small sum, and there was a great deal of cooperation among the social clubs to sponsor affairs to which everyone in the college was invited.

One college made the effective participation of students in some form of student activities as a requirement for

graduation. The officer interviewed stated that this requirement is rigidly held to in the institution.

Student activities has been mentioned as an area of responsibility for student personnel officers. It must be remembered that even here, however, there was a great deal of autonomy and little coordination of the total student activities program. Rather, three separate areas existed: social organizations, student government, and departmental and interest clubs.

The financial aids function. The financial aids function has been established to assist students who otherwise would find it difficult or impossible to enter or continue in school due to financial problems. The form of financial assistance offered by these schools included scholarships, grants, loans, and student employment.

Fifteen colleges used the committee system for financial aids assistance. In five schools the business manager was the person mentioned as responsible for campus employment, sometimes called work grants. Further, he was frequently responsible for loans.

One institution had a credit union, operated by students, which was available to students, faculty, alumni, and friends of the institution. Loans to students were made through the credit union at the discretion of the board of control for the credit union.

In the Protestant church-related institutions there were

grants available for ministers' and missionairies' children. In three colleges there were also discounts for children of educators. One institution reported a West-Coast Travel Fund which discounted some tuition money for students who must travel great distances to attend the institution. Also, many schools offered discounts to families with more than one child in school.

While student personnel officers were reported to be members of financial aid committees, this was not considered to be a service primarily operated by student personnel workers. There appeared to be attempts to coordinate the financial aids function in most schools, with the various functions being handled either by a committee or by members of the financial aids committees.

The placement function. The purposes of the placement function is to assist students to find employment after graduation. Some authors propose the additional purpose of assisting students to find part-time employment. Part-time employment, however, was generally conceived as a financial aid in the schools studied.

Placement services were reported as offered in all schools visited. In most schools the largest catagory for student placement was education. Over half of the schools had a special placement service for teachers, operated by faculty members in the teacher education departments.

Centralized placement centers were reported in seven of

the colleges. These offices accepted notifications of jobs and helped students to make contact with employers and to apply for positions.

In one college there was a placement service completely operated by students which handled **40-45 percent** of the graduates each year. This placement service was student conceived, and is now student operated. The functions of this service included phone calls, arrangement for interviews, hosting of interviewers, etc. The operation was supervised by the Dean of Students who attempted to provide continuity to the operation from year to year. The service was provided at a cost of \$1300 per year.

There was wide range of opinion expressed toward the desirability of providing the placement functions for students. In one college, mentioned above, there was much enthusiasm expressed as to the need for and the adequacy of the placement services. In another college, however, the personnel people expressed the feeling that provisions for placement services would coddle students who should make their own provisions for future employment. No attempt was made in that school to coordinate the services.

Placement services can be seen to be primarily a function of the faculty members in these schools, and only rarely involved the student personnel officers in other than advisory roles.

Student discipline function. This function provides for

the regulation of student conduct and makes provision for disciplinary action for students who are found to be violating the regulations and traditions of the institution.

In six schools the personnel workers were reported not to be involved in the disciplinary action, although they did provide disciplinary counseling. In one school the student personnel workers reported they had no responsibility for student discipline, with the feeling that this made them more free to do counseling.

In three schools there was an all-college judicial committee for men and women. In five schools there was a separate all-college committee for men and one for women. Seven schools reported residence hall judicial committees operated by students.

In five schools a faculty and/or administrative committee was reported for handling student discipline problems. Four schools reported a student-faculty committee for this purpose. These nine schools reported that these committees rarely meet, perhaps not more than twice per year.

The colleges reported that there was an attempt to use a great deal of disciplinary counseling, making the meeting of judicial bodies infrequent. No college reported automatic disciplinary action, although in some schools offenses involving drinking or gambling would be dealt with severely.

### SUMMARY OF CHAPTER THREE

In this chapter data have been presented relative to the provision for the nine student personnel services of admissions, registration and records, counseling, health services, housing and food services, student activities, financial aids, placement, and student discipline.

The first section presents information about the total pattern of student personnel work and information as to the organization and administration of the various services within the institutions studied. It was found that the academic dean was the chief student personnel officer in most cases, and that the personnel deans involved themselves with only part of the program. Further it was noted that student personnel functionaries include students, faculty members, administrators, as well as student personnel workers. It was also pointed out that these student personnel officers are, in many cases, faculty members who have only a limited amount of time available to do student personnel work.

The second section of the chapter presents and analyzes data with respect to the individual student personnel services. It was observed that the student personnel services were offered by all the institutions, but there were a great variety of officers responsible for particular services.

The student personnel "program" as viewed by the



personnel workers and administrators in the schools included a limited number of services. These were most often health services, counseling, personnel records, student housing, student activities, and student discipline.

## CHAPTER FOUR

### SPECIAL CLINICS AND SPECIAL STUDENT PERSONNEL SERVICES

In Chapter I certain clinics and special services were identified as student personnel services. Among these special clinics are the services of remedial reading, study habits, and speech and hearing clinics. Special services, include student orientation, veterans advisory services, foreign student programs, marriage counseling, and religious activities and counseling.

### PROVISION FOR SPECIAL CLINICS

Twelve of the colleges reported the provision of some services for remedial reading. Five schools reported a special required course for students being referred to the class by instructors or making poor scores on entrance examinations. In ten colleges the special courses were taught by student personnel workers with special training in this discipline. One college referred students to private reading teachers available in the community in which the institution is located.

In the four schools without a program in remedial reading, two saw a need for it and will soon be developing a

program. One school reported no need for the services, since the administrators there felt that poor readers were excluded admission.

The improvement of study habits for students was not viewed as a special clinic or student personnel service in fifteen of the colleges studied. Rather, information concerning study habits development and improvement was reported as offered in the orientation exercises and courses, and in the remedial reading courses when these were available. Further, individual help from faculty counselors or from other counselors was cited as a source of study habits information for students needing such services. In one college, in addition to these other sources of help, students on academic probation were required to study in the library under the direction of a faculty member who was equipped to provide help in this service if requested by students.

Speech and hearing services are offered to students with problems in communication or reception in either speaking or hearing. Fourteen of the institutions offered some form of service in this area, mostly through the speech teacher who functioned in this area informally and without released time for this function. In addition to these services, four colleges utilized local resources of speech and hearing services located within the communities in which the institutions were located. These included a state school for the deaf, local services of a public school,

as well as professional speech and hearing clinics utilized by the institutions in and near Chicago.

#### PROVISION FOR SPECIAL STUDENT PERSONNEL SERVICES

Special student personnel services are those which are usually limited in function and for which the responsibility is distributed among several persons in the institutions, in addition to the student personnel officers. They are specialized in nature and are sometimes offered to a limited number of special students, such as veterans or foreign students. In some cases, however, as in orientation of new students, they are offered to large numbers of students.

Orientation of new students. The assistance of student adjustment to the institution is the major purpose of orientation programs. In the colleges studied there were two major types of orientation programs. The first was the provision for an orientation period in the Fall which was designed to introduce students to the college. The second was the provision for orientation courses during the first term or semester.

Ten schools reported special orientation courses. Eight of these were separate courses, while two were included as a part of other courses offered to Freshmen. In six of the eight schools offering special courses there was no credit given for the course, although the courses were required of new students. In two colleges credit was assigned

for the course.

A special aspect of one college was that separate orientation courses were offered for men and women students. This was due to a coordinate system operating in the institution and was seen as a valuable procedure. The coordinate system was explained by the president as a system including a college for men and a college for women operating on the same campus. It was designed to serve special needs of men and women students, as well as meet the needs of the combined grouping.

The content of the orientation course was reported to include study habits information, note-taking procedures, examination-taking hints, and introduction to the concepts of liberal education, as well as a more thorough introduction to the rules and regulations of the institution than were covered during the Fall orientation period.

The Fall orientation period included social events, dinners at faculty homes, introduction to administrative personnel, introduction to faculty advisers, registration, testing, and an introduction to student activities. In one school testing was not given at this time, with the feeling that students are too rushed to be properly tested.

Two schools made an effort to have students come to the campus prior to the orientation in the Fall. In another college students were invited and encouraged to come to the campus during their Junior year in high school to participate

in pre-orientation activities. In still another school students were strongly urged to visit the campus at one of the three periods during the Summer for orientation and testing.

In thirteen institutions there were reportedly the utilization of student assistants during the Fall orientation period. One school reported that student assistants were active throughout the first semester, and another school reported that they were active for the entire first year. These student assistants had a small group of freshmen, usually from ten to twenty, for which they took some responsibility to introduce students, served as guides for them, and made time available to answer questions and help students with problems of adjustment they encountered.

The responsibility for student orientation was taken by student personnel officers in these schools. While this service has been studied as a specialized one it is appropriate to consider it as a fundamental segment of the program of student personnel services offered in these selected colleges.

Veterans advisory services. Due to veterans laws involving the necessity of certain clerical operations to be performed for veteran students, most institutions have a veterans' adviser who familiarizes himself with the new laws and procedures of the Veterans' Administration. This special service is a clerical-legal service, and is not meant to

treat the veteran student as different from other students within the institution other than from a clerical point of view.

In six colleges the academic dean served as veterans' adviser, and in five colleges the Dean of Men operated this function, while the Registrar in two colleges, the Business Manager in two colleges, and the Director of Admissions in another college served in this capacity.

While the number of students going to school and receiving veterans' benefits were becoming increasingly smaller, one college planned to appoint a veterans' adviser to provide this service the year following this investigation. This fact, plus the numbers of veterans' advisers utilized seemed to indicate that at the time the study was made there was still a large enough number of veterans enrolled in these colleges to make the provision of the service necessary.

Foreign student services. These services are services designed for the assistance of this special kind of student in his legal problems as well as his adjustment problems in the institutions.

Each school had a foreign student adviser to whom foreign students were encouraged to go for specialized help. Ten of these persons were administrative or student personnel officers. These included the President (one college), academic dean (2 colleges), Dean of Students (4 colleges),

Registrar (2 colleges), and the Dean of Men (1 college). Six colleges involved faculty members with some special interest in foreign students. The actual functioning of these advisers most frequently included the legal and clerical processes involved in immigration laws and in handling of visas. The foreign students were encouraged to become integrated into the student body and were offered, for the most part, the same kinds of services as native American students received.

In five schools a special program for foreign students was reported. Two of these utilized local facilities in the community. A third school reported a special orientation course with emphasis upon the teaching of the English language. The fourth and fifth schools had programs involving organizations of American and foreign students membership, with the purpose of aiding the foreign students at the colleges. One of these sponsored a fair each Spring to raise money for a scholarship to bring other foreign students to the campus. Also the organization attempted to assist in the adjustment of foreign students to the campus community. The other school reported a student-faculty committee involved in the selection, awarding of scholarships, and life of foreign students on campus.

A more ambitious foreign student program than the one found in most of these schools was recommended by most authors cited in Chapter II. Perhaps one reason the services



were limited in the schools studied was the small number of foreign students, and that such a small number of students could not demand the priority of time and expenditure necessary for such a program.

Marriage counseling services. Counseling on pre-marital or marital problems possibly occurs at all levels of counseling. Special marriage counseling services are available to students primarily interested in help in this area, and are offered by staff members with special interests, training, or talents in this area.

Seven of the eleven institutions recognizing marriage counselors utilized the services of faculty members who also taught sociology courses in marriage. In other institutions various administrative, personnel, or religion department personnel were utilized for this function. One school reported one-third released time for a faculty member to offer marriage counseling services. One college utilized the facilities of local marriage counseling services in the Chicago area, and also provided a program for married students housed in the married housing unit belonging to the college.

Except for two colleges which also provided post-marital counseling, marriage counseling generally referred to pre-marital problems of students. These problems would include dating, courtship, engagement, and the making of plans for marriage.

Religious activities and counseling. While it may be

considered that religious counseling goes on by faculty members, by students, by local pastors, etc., the person listed as counselor for religious problems was the one to whom a student would generally be referred for this specialized form of counseling.

In some colleges the student personnel officers were ministers, but in most schools the religious counseling was done by an ordained minister who was a staff member in the religion department, and in some cases had the title of Chaplain. All colleges designated some staff member as a religious counselor.

In fifteen of the schools there was a chapel service reported at least once per week. In two colleges this chapel attendance was voluntary, while in the other thirteen it was required. In two colleges the institution also required students to attend Sunday church services, and in one college Sunday School also.

In ten of the fifteen colleges reporting chapel services, chapel was held once per week, while in two colleges there was daily chapel. In one school, chapel was held three times per week for freshmen and sophomores, and twice per week for juniors and seniors. There was a space problem not allowing everyone in the college to be seated at once, this being the reason for the arrangement.

At fifteen schools religious organizations and clubs were reported. And most schools which had chapel services

reported student clubs or student representatives on committees to help plan the chapel program. One school did not report religious organizations or clubs sponsored by the college, although organizations sponsored by local churches were mentioned.

Cooperation with the local resources was reported at all schools. Students attended churches in the community, and the college frequently reported giving lists of students and their denominations to pastors. Due to the nature of these church colleges, this was a major student service offered in the colleges studied.

Summary of Chapter Four. The provision of services listed in this study as special clinics were not generally offered as clinics, although the functions of remedial reading and speech and hearing services were frequently reported in the schools studied. These functions were most frequently handled by faculty members with special interest and training in these areas. Study habit services were not seen as a special function in most schools, but as a part of some other service offered in the schools.

All schools reported special orientation days in the Fall, and half of them had special orientation classes for new students. In fourteen of these schools this was the responsibility of the Dean of Women, Dean of Men, or student personnel director.

Veterans' services, foreign student services, and

marriage counseling were frequently offered by faculty members, administrative officers, and student personnel officers. Little or no special program other than the provision for special advisers was listed for these services.

Religious activities and counseling were reported to be a major area of concern in these church related colleges. Fifteen of the schools reported a regular chapel service, and all of them offered religious counseling by religion faculty members and others in the institutions. Most of them also had religious clubs and activities sponsored by these religious advisers.

## CHAPTER FIVE

### THE RELATION OF SITUATIONAL FACTORS TO STUDENT PERSONNEL SERVICES

In this chapter data are presented and analyzed with respect to the relationship of the student personnel services offered in the colleges to various situational factors affecting the colleges. These factors were the following:

1. size of full-time student enrollment
2. source of support of the institutions
3. financial operations and resources of the institutions.
4. size of city or town in which the institution is located
5. the median and range of the scholastic aptitude tests for their students
6. geographic background of their students
7. background of their students in terms of fathers' occupations
8. projected future plans of their students
9. percent of students who graduated from the institution after admission

The last five factors were studied in combination as evidence of homogeneity or heterogeneity of the student body. Evidence of homogeneity and heterogeneity, based upon these factors, are presented and analyzed in relation to the personnel services within the institutions selected for this purpose.

Method of presenting the data to demonstrate relationships. The situational factors, mentioned above, are

analyzed according to certain descriptive aspects of the student personnel program which demonstrated differences in the colleges studied. These aspects of the program included the following: the provision for three or more admissions functionaries, the provision for two or more counselors who were scheduled for at least half of their time in counseling, the provision for a full-time nurse in the health service, the provision for men's and women's residence halls, the provision for major social organizations such as fraternities, the utilization of student judiciary organizations for student disciplinary action by a peer group, the utilization of faculty and/or administrative committees for student discipline, the provision for a remedial reading course, the provision for an orientation course, the scheduling of five or more days of new student orientation in the Fall, the provision for a special foreign student program in addition to foreign student advisers, the provision for one or more marriage counselors, the requirement for students to attend chapel, and the provision for chapel programs more frequently than once each week.

Size of full-time student enrollment. As the study was designed, there were four colleges in each of the size categories selected. Upon investigation, however, it was found that some of the colleges had increased their student enrollment, and some had reported the total number of their students, rather than their full-time students. For this

reason there are not four colleges in each category.

In Table 6 data are presented indicating the nature of the student personnel program for the selected schools in the four size categories of student enrollment, as listed in Chapter 1.

TABLE 6

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY SIZE OF FULL-TIME  
STUDENT ENROLLMENT

Selected Aspects of the Student Personnel Program	Percentage of Colleges Providing the Selected Aspects of the Student Personnel Program by Four Student Enrollment Sizes				
	No.	400 or Under	401 to 700	701 to 1,100	1,101 to 2,000
		3	7	3	3
Three or More Admissions Functionaries		33	57	0	67
Two or More Counselors on at Least Half-Time Basis		0	57	67	33
Nurses Scheduled for Full Time in the Health Service		67	71	67	100
Men's Residence Halls		100	100	67	67
Women's Residence Halls		100	100	67	100
Major Social Organizations		67	71	33	100
Central Placement Services		100	43	33	33
Student Judicial Organizations		33	86	67	100

TABLE 6-Continued

Selected Aspects of the Student Personnel Program	Percentage of Colleges Providing the Selected Aspects of the Student Personnel Program by Four Student Enrollment Sizes			
	400 or Under	401 to 700	701 to 1,100	1,101 to 2,000
	No. 3	7	3	3
Faculty and/or Administrative Discipline Committees	67	71	67	33
Remedial Reading Courses	100	43	100	33
Orientation Courses	67	71	0	67
Five or More Days for Student Orientation in the Fall	67	14	0	33
Special Foreign Student Programs	33	14	33	67
Marriage Counselors	33	71	67	100
Required Chapel Programs	100	71	67	100
Chapel Programs Meeting More Often than Once Each Week	33	29	33	33

It will be noted in Table 6 that the category of smaller colleges included no college with two or more counselors on at least a half-time basis, whereas some colleges in the other categories did include these personnel. There were fewer of these smaller colleges providing marriage counseling services than the other colleges.

The larger institutions included colleges without residence halls. Centralized placement was reported by more





smaller schools than larger schools. More smaller colleges reported orientation periods of five or more days than did larger schools.

The majority of the aspects listed did not appear to be related to the size of full-time student enrollment, even though the above few relationships were found.

Source of support for the institutions. To demonstrate the source of support, questions were asked about financial support and traditional support. One college studied was a Young Men's Christian Association college, one was a Roman Catholic institution, and the other fourteen were affiliated with protestant churches. The two colleges not supported by protestant church denominations demonstrate some differences from the others and these are displayed in Table 7.

TABLE 7

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY SOURCE OF SUPPORT

Selected Aspects of the Student Personnel Program	Percentage of Colleges Providing the Selected Aspects of the Student Personnel Program by Three Types of Source of Support		
	Roman Catholic	Protestant Church	YMCA
No.	1	14	1
Three or More Admissions Functionaries	0	43	100
Two or More Counselors on At Least Half-Time Basis	100	43	0

TABLE 7-Continued

Selected Aspects of The Student Personnel Program	Percentage of Colleges Providing the Selected Aspects of the Student Personnel Program by Three Types of Source of Support		
	Roman Catholic	Protestant Church	YMCA
No.	1	14	1
Nurses Scheduled for Full Time in the Health Service	0	79	100
Men's Residence Halls	0	93	100
Women's Residence Halls	0	100	100
Major Social Organizations	0	71	100
Central Placement Services	0	50	100
Student Judiciary Organizations	0	71	0
Faculty and/or Adminis- trative Discipline Committees	100	50	100
Remedial Reading Courses	100	50	100
Orientation Courses	0	57	100
Five or More Days for Student Orientation in the Fall	0	21	100
Special Foreign Student Programs	100	21	100
Marriage Counselors	100	64	100
Required Chapel Programs	0	86	100
Chapel Programs Meeting More Often than Once Each Week	0	36	0

The Roman Catholic institution reported more counseling than the other colleges studied. Both the Roman Catholic and the Young Men's Christian Association Colleges reported remedial reading courses, special foreign student programs, and marriage counselors, and faculty and/or administrative discipline committees, whereas some of the other colleges did not report these aspects of the program.

The Young Men's Christian Association college reported most of the special aspects listed, showing evidence for the feeling of the Dean of Students at that school that the program was very complete for a small college.

Protestant church related colleges reported more frequent chapel services than the other institutions. Further, they reported student judiciary groups, whereas the other schools did not.

Financial operations and resources of the institution.

The financial data appropriate for comparison was the cost of the student personnel program per student. These costs are displayed according to the aspects of the program in Table 8, which can be found on page 63.

It will be noted in Table 8 that in the colleges reporting higher costs of student personnel services, three aspects of the program seem to reflect costs. More of these colleges reported three or more admissions functionaries, provision for major social organizations and orientation courses than did the others. They also reported less frequent chapel programs for their students.

TABLE 8

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY THE COSTS OF STUDENT  
PERSONNEL PROGRAM PER STUDENT

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by Three Catagories of Costs per Student		
	Under \$57 No. <sup>a</sup>	\$57-\$84	\$35 & above
	5	5	4
Three or More Admissions Functionaries	40	20	75
Two or More Counselors on At Least Half-Time Basis	60	20	25
Nurses Scheduled for Full Time in the Health Service	80	80	75
Men's Residence Halls	100	80	100
Women's Residence Halls	100	100	100
Major Social Organizations	40	80	100
Central Placement Services	60	60	50
Student Judiciary Organizations	80	80	75
Faculty and/or Adminis- trative Discipline Committees	80	20	75
Remedial Reading Courses	60	60	50
Orientation Courses	60	40	100
Five or More Days for Student Orientation in the Fall	20	40	25
Special Foreign Student Programs	40	20	25

TABLE 8-Continued

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by Three Catagories of Costs per Student		
	Under \$57 No. <sup>a</sup>	\$57-\$84 5	\$85 & above 4
Marriage Counselors	100	40	75
Required Chapel Programs	80	100	75
Chapel Programs Meeting More Often than Once Each Week	80	20	0

<sup>a</sup>Two schools were not able to provide these data.

The colleges reporting less expenditure upon student personnel services per student reported no less complete services than the other colleges, with the exception that fewer of these colleges provided major social organizations.

There would appear to be few striking differences in services according to the expenditures of money for the services.

Size of city or town in which the institution is located.

In Table 9, which can be found on page 65, are displayed the aspects of the program according to the size of community in which the institutions were located.

It will be noted in Table 9 that more colleges located in larger communities reported three or more admissions functionaries than did other schools. Some of these colleges did not have residence halls. More of them reported special

TABLE 9

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY THE SIZE OF COMMUNITY  
IN WHICH THE INSTITUTION IS LOCATED

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 4 Sizes of Communities in Which the Institutions are located			
	Under 5,000 No. 4	5,001- 20,000 4	20,001- 50,000 4	over 50,000 4
Three or More Admissions Functionaries	25	25	50	75
Two or More Counselors on At Least Half-Time Basis	75	25	25	50
Nurses Scheduled for Full Time in the Health Service	75	75	75	75
Men's Residence Halls	100	100	100	50
Women's Residence Halls	100	100	100	75
Major Social Organizations	75	50	75	75
Central Placement Services	100	50	25	25
Student Judiciary Organizations	100	75	75	50
Faculty and/or Adminis- trative Discipline Committees	50	50	75	75
Remedial Reading Courses	50	25	100	50
Orientation Courses	25	75	75	50
Five or More Days for Student Orientation in the Fall	50	25	0	25
Special Foreign Student Programs	25	25	25	50

TABLE 9-Continued

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 4 Sizes of Communities in Which the Institutions Are Located			
	Under 5,000	5,001- 20,000	20,001- 50,000	over 50,000
	No. 4	4	4	4
Marriage Counselors	75	50	75	75
Required Chapel Programs	75	75	100	75
Chapel Programs Meeting More Often than Once Each Week	25	50	50	0

foreign student programs than did other schools. It is recognized they were able to utilize local facilities of larger communities for this purpose.

More colleges in smaller communities reported five or more orientation days in the Fall than did others. More of these schools utilized student judiciary groups, and fewer utilized faculty and/or administrative discipline committees than did institutions in larger communities.

Scholastic aptitude test scores for students. The scholastic aptitude tests utilized by these institutions were given soon after the students arrived on campus. There were four tests reported. Seven colleges reported using the School and College Abilities Test (17), five the American Council on Education examination (1), three the Scholastic Aptitude Test of College Boards (20), and one the College Qualification Test (4). While these tests were standardized



on different populations and offer different norms, the assumption was made that the average range is somewhat comparable for these tests as they have been based upon college populations.

If this assumption is made, certain comparisons can be discussed. In Table 10 data are presented relating the aspects of the student personnel program with three categories of scores reported for the scholastic aptitude medians for Freshmen.

TABLE 10

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY THE MEDIAN SCHOLASTIC  
APTITUDE SCORES FOR STUDENTS AT THE  
SELECTED COLLEGES

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 3 Ranges of Scholastic Aptitude Median Percentiles		
	Under 50 No.	50-59 7	60 and above 4
Three or More Admissions Functionaries	0	43	100
Two or More Counselors on At Least Half-Time Basis	40	43	50
Nurses Scheduled for Full Time in the Health Service	40	86	100
Men's Residence Halls	80	100	75
Women's Residence Halls	80	100	100
Major Social Organizations	20	86	100
Central Placement Services	60	57	25



TABLE 10-Continued

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 3 Ranges of Scholastic Aptitude Median Percentiles		
	Under 50 No.	50-59 5	60 and above 7 4
Student Judiciary Organizations	40	86	100
Faculty and/or Adminis- trative Discipline Committee	80	57	50
Remedial Reading Courses	100	43	25
Orientation Courses	40	71	50
Five or More Days for Student Orientation in the Fall	20	43	0
Special Foreign Student Programs	20	43	25
Marriage Counselors	60	71	75
Required Chapel Programs	80	86	75
Chapel Programs Meeting More Often than Once Each Week	60	14	25

Fewer colleges reporting lower scholastic aptitude scores for their students provided three or more admissions functionaries. Also, fewer of these schools offered the services of a full-time nurse than did other schools. More of these colleges were without major social organizations than other schools. Fewer of these colleges had student judiciary organizations and more had faculty and/or

administrative discipline committees than the others.

More colleges reported remedial reading courses and more offered frequent chapel programs where students scored lower on the tests.

Only one school reported a limited range in scholastic aptitude, and this was a guess. All colleges which could report the range reported a wide range. This factor was not appropriate for analysis.

Geographic background of students. The distance between the college and the location of the home-town of students was studied for possible relationships to student services. Data were collected according to four groups. First was the group of students coming from within twenty-five miles of the institution. The second group came from the same state, but beyond the area mentioned above. The third group came from some other state from the one in which the institution was located. The fourth group were foreign students, defined as any student from outside the area of the United States of America.

For analysis, colleges with forty percent or more of the students coming from the local area were compared with colleges reporting a smaller proportion of local students. These data are presented in Table 11.

It will be noted in the table that, in general, the student personnel services in colleges reporting a higher proportion of local students were less complete than in those

TABLE 11

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY GEOGRAPHIC ORIGIN OF  
STUDENTS FOR THE INSTITUTIONS STUDIED

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 2 Catagories of Geographic Origin	
	1 <sup>a</sup>	2 <sup>b</sup>
	No.	
Three or More Admissions Functionaries	25	50
Two or More Counselors on At Least Half-Time Basis	25	50
Nurses Scheduled for Full Time in the Health Service	25	92
Men's Residence Halls	75	92
Women's Residence Halls	75	100
Major Social Organizations	50	75
Central Placement Services	50	50
Student Judiciary Organizations	50	83
Faculty and/or Adminis- trative Discipline Committees	25	75
Remedial Reading Courses	75	50
Orientation Courses	50	58
Five or More Days for Student Orientation in the Fall	25	25

TABLE 11-Continued

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 2 Catagories of Geographic Origin	
	1 <sup>a</sup>	2 <sup>b</sup>
	No.	
Special Foreign Student Programs	0	25
Marriage Counselors	0	92
Required Chapel Programs	75	83
Chapel Programs Meeting More Often than Once Each Week	25	25

<sup>a</sup>At least forty percent from homes within 25 miles from the college.

<sup>b</sup>Less than forty percent from homes within 25 miles from the college.

schools with a larger proportion of students from homes beyond that area.

Not noted in the Table was the finding that colleges with a larger proportion of foreign students had a more complete offering for a foreign student program.

Background of students in terms of fathers' occupations.

Data were collected concerning the proportion of students within institutions who came from families in which fathers were employed in one of four occupational groups. The first group were students from farm families. The second group represent students whose fathers were reported to be professional persons or executives in business or industry. The third group represent students whose fathers were not covered by the above classifications, and were reported in the "other" category.

Data are presented in Table 12 relating the aspects of the student personnel program to fathers' occupations.

TABLE 12

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY BACKGROUND OF STUDENTS  
IN TERMS OF FATHERS' OCCUPATIONS

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 3 Occupational Backgrounds		
	1 <sup>a</sup>	2 <sup>b</sup>	3 <sup>c</sup>
	No. 4	5	2
Three or More Admissions			
Functionaries	0	60	50
Two or More Counselors on			
At Least Half-Time Basis	75	40	50
Nurses Scheduled for Full			
Time in the Health Service	75	80	50
Men's Residence Halls	75	100	50
Women's Residence Halls	75	100	50

TABLE 12-Continued

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 3 Occupational Backgrounds		
	1 <sup>a</sup>	2 <sup>b</sup>	3 <sup>c</sup>
	No. 4	5	2
Major Social Organizations	0	100	50
Central Placement Services	75	40	50
Student Judiciary Organizations	50	100	0
Faculty and/or Adminis- trative Discipline Committees	75	20	100
Remedial Reading Courses	75	40	100
Orientation Courses	25	40	50
Five or More Days for Student Orientation in the Fall	25	20	50
Special Foreign Student Programs	50	40	100
Marriage Counselors	75	60	100
Required Chapel Programs	75	60	50
Chapel Programs Meeting More Often than Once Each Week	75	20	0

<sup>a</sup>At least thirty percent or more from farm families.

<sup>b</sup>At least seventy percent or more whose fathers were professional and executive persons.

<sup>c</sup>At least sixty percent or more whose fathers were in occupations other than those listed in the other two categories.

There were three or more admissions functionaries



reported in fewer colleges with larger percentages of students from farm families than other colleges. Also, these colleges did not have major social organizations. Further, more of these were colleges with chapel programs more often than once each week.

In more colleges with larger percentages in the "other" category there were faculty and/or administrative committees for student discipline, remedial reading services, and marriage counseling services reported than were reported in other schools.

All colleges reporting larger percentages of students whose fathers were professional or executive persons reported major social organizations, as well as student judiciary groups, in contrast to the other colleges.

Projected future plans of students. Data were collected as to the future plans of students in the institutions studied. Students going into teaching were in one category. Another category included students going on to further study, in seminary, professional school, or graduate school. A third category were students going into executive positions in business or industry following graduation. The fourth category represents students going into occupations not covered by the above categories. Some of these included persons going into military service, as well as girls who were to become married after graduation and not to become active in a career covered by the above listings. Data

relating the future plans of students to aspects of the student personnel program are listed in Table 13.

TABLE 13

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY THE PROJECTED FUTURE  
PLANS OF STUDENTS

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 4 Catagories of Future Plans			
	1 <sup>a</sup>	2 <sup>b</sup>	3 <sup>c</sup>	4 <sup>d</sup>
	No. 5	5	4	3
Three or More Admissions Functionaries	40	20	50	33
Two or More Counselors on At Least Half-Time Basis	60	60	25	33
Nurses Scheduled for Full Time in the Health Service	80	80	50	67
Men's Residence Halls	100	80	75	100
Women's Residence Halls	100	80	100	100
Major Social Organizations	60	60	100	33
Central Placement Services	60	40	50	67
Student Judiciary Organizations	60	60	100	33
Faculty and/or Adminis- trative Discipline Committees	60	40	25	100
Remedial Reading Courses	80	60	25	67
Orientation Courses	40	0	50	100
Five or More Days for Student Orientation in the Fall	0	20	50	67

TABLE 13-Continued

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by 4 Catagories of Future Plans			
	1 <sup>a</sup>	2 <sup>b</sup>	3 <sup>c</sup>	4 <sup>d</sup>
No.	5	5	4	3
Special Foreign Student Programs	0	40	25	67
Marriage Counselors	80	40	50	100
Required Chapel Programs	80	80	75	100
Chapel Programs Meeting More Often than Once Each Week	60	20	0	67

<sup>a</sup>At least forty percent or more planned to teach.

<sup>b</sup>At least forty percent or more planned further study in seminary, graduate, or professional school.

<sup>c</sup>At least thirty percent or more planned to become executives in business or industry after graduation.

<sup>d</sup>At least thirty percent or more planned to enter fields not covered by the other three catagories.

More institutions with larger percentages of students entering teaching reported remedial reading services than did other schools. Also this group of colleges did not have special foreign student programs, and did not have students on campus for five or more days for Fall orientation.

In all colleges with students going into executive positions there were major social organizations. Also all of these schools reported the utilization of student judiciary committees.

In colleges with more students going on to advanced studies there were no orientation courses reported.

In colleges with more students in the "other" category there were more stringent chapel requirements. More of these schools had marriage counseling services, orientation courses, and faculty and/or administrative committees for student discipline than did other schools.

Percent of students who eventually graduated from the institution after admission as freshmen. Data are presented in Table 14 relating the aspects of the student personnel program to varying categories of graduating percentages for the colleges studied.

TABLE 14

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY PERCENTAGES OF STUDENTS  
GRADUATING FROM COLLEGES

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by Colleges According to 3 Cata- gories of Graduating Percentages		
	Under 40 No. 5	40-59 6	60 & above 5
Three or More Admissions Functionaries	60	50	20
Two or More Counselors on At Least Half-Time Basis	40	17	80
Nurses Scheduled for Full Time in the Health Service	80	67	80
Men's Residence Halls	80	100	80

TABLE 14-Continued

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by Colleges According to 3 Cata- gories of Graduating Percentages		
	Under 40 No. 5	40-59 6	60 & above 5
Women's Residence Halls	100	100	80
Major Social Organizations	60	83	60
Central Placement Services	60	67	60
Student Judiciary Organizations	60	83	80
Faculty and/or Adminis- trative Discipline Committees	80	67	40
Remedial Reading Courses	60	50	60
Orientation Courses	100	67	0
Five or More Days for Student Orientation in the Fall	40	33	0
Special Foreign Student Programs	40	17	40
Marriage Counselors	100	33	80
Required Chapel Programs	100	83	60
Chapel Programs Meeting More Often than Once Each Week	40	33	20

In more colleges with high attrition rates there were reported to be three or more admissions functionaries, provision for faculty and/or administrative committees for student discipline, orientation courses, marriage counselors,

required chapel programs and more frequent meeting of chapel programs than in other schools.

Fewer colleges reporting low attrition rates reported three or more admissions functionaries. Also, these schools reported no orientation courses, and included no school with an orientation period in the Fall of a five day period or longer.

Relationship of homogeneity and heterogeneity of student body to student personnel services offered.

Homogeneity of the student body was considered to exist when one or more of the following factors were reported: forty percent or more of the students were listed in one of the future-plans categories; more than fifty percent of the students came from one of the categories of backgrounds in terms of fathers' occupations; sixty percent or more of the students were reported as graduating after first admission to the college; fifty percent or more students were reported as coming from one of the geographic background categories studied.

Data are presented in Table 15, which can be found on page 80, showing the relation of the aspects of the student personnel program to the degree of homogeneity of the student body of the colleges.

TABLE 15

THE PROVISION FOR SELECTED ASPECTS OF THE STUDENT  
PERSONNEL PROGRAM BY THE DEGREE OF  
HOMOGENEITY OF THE STUDENT BODY  
IN COLLEGES STUDIED

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by Colleges of Three Levels of Homogeneity		
	High <sup>a</sup>	Middle <sup>b</sup>	Low <sup>c</sup>
	No. 3	7	6
Three or More Admissions Functionaries	67	43	33
Two or More Counselors on At Least Half-Time Basis	33	71	17
Nurses Scheduled for Full Time in the Health Service	67	71	83
Men's Residence Halls	100	71	100
Women's Residence Halls	100	86	100
Major Social Organizations	100	57	67
Central Placement Services	33	43	67
Student Judiciary Organizations	100	71	67
Faculty and/or Adminis- trative Discipline Committees	0	71	83
Remedial Reading Courses	33	57	67
Orientation Courses	33	43	83
Five or More Days for Student Orientation in the Fall	0	14	50
Special Foreign Student Programs	0	29	50

TABLE 15-Continued

Selected Aspects of the Student Personnel Program	Percentage of Colleges Provid- ing the Selected Aspects of the Student Personnel Program by Colleges of Three Levels of Homogeneity			
	No.	High <sup>a</sup>	Middle <sup>b</sup>	Low <sup>c</sup>
		3	7	6
Marriage Counselors		0	86	67
Required Chapel Programs		33	86	100
Chapel Programs Meeting More Often than Once Each Week		0	29	50

<sup>a</sup> Three or more points of homogeneity.

<sup>b</sup> One or two points of homogeneity.

<sup>c</sup> No points of homogeneity.

In more colleges considered to be highly homogeneous in terms of the student body there were three or more admissions functionaries reported, provision for major social organizations, student judiciary organizations and not faculty and/or administrative discipline committees than in the other schools. Further, in fewer of these colleges were found centralized placement services, remedial reading courses, orientation courses, long periods of Fall orientation, special foreign student programs, marriage counselors, required chapel programs, and none had chapel programs occurring more often than once each week.

Summary of Chapter Five. Data are presented in this chapter regarding the relationships of situational factors



of the institutions to the nature of the student personnel services offered. The aspects of the program which demonstrated differences in the services were selected for analysis in this regard.

Most of the differences were contingent upon one or two colleges and could have been caused by chance factors. The relationships were of interest, however, and are summarized below.

The student personnel services in smaller colleges did not vary a great deal from the services in larger schools. The larger schools offered more counseling, while the smaller ones had longer orientation periods and more centralized placement services.

Relationships in terms of source of support are not likely to be meaningful in this study, in that only two schools stand out as being different from the other fourteen.

Differences in student personnel services were not reflected according to the amount of money expended for the services, with the exception of numbers of admissions functionaries and provision for major social organizations. This would suggest that costs may have been related to other factors, such as methods of organization and administration of the services rather than the provision for the services.

Colleges in larger communities utilized more local resources than those in smaller communities, particularly in reference to housing and use of facilities for foreign students.

Colleges reporting lower median scores for their freshmen on scholastic aptitude tests offered more remedial reading, and had fewer admissions personnel than other schools. Further, they had more frequent chapel programs, less provision for student judiciary groups, and less social organizations than other schools.

Colleges with more students coming from the local area offered less counseling, fewer full-time nurses, less marriage counseling, and less centralized placement services than the other schools. This could reflect that students are taking advantage of services within the community which have been known to them prior to their entrance into college.

Relationships to fathers' occupations was reflected in the provision for fraternities and sororities. Colleges with larger percentages of students from farm families did not have these organizations, while colleges with larger percentages of students whose fathers were professional or executive persons did have these organizations. One could postulate that this difference might be related to differences in financial support from home, considering the expense of fraternities and sororities, but as was pointed out in Chapter III, some of these schools prohibited these organizations for religious rather than financial reasons.

This difference was also found with regard to future plans of students. Colleges with larger percentages of

students planning to enter business or industry executive positions after graduation had the fraternity-sorority system, whereas this was not so pronounced in schools with larger percentages of students planning to enter teaching.

In schools with higher attrition rates there were reported to be more admissions personnel than in schools with lower attrition rates. It is not known if this is the result of the existing attrition rate or if this reflects inefficient admissions procedures. This does suggest a need for evaluation of procedures in these schools, however. A higher attrition rate was also related to more orientation courses, more marriage counseling, and more stringent religion requirements.

There was a general relationship found that the more homogeneous schools provided fewer of the special student personnel services and clinics. This factor was one of the most clearly discriminatory of the factors studied.

Some of the above relationships were to be expected, while others were rather unexpected. In looking at these relationships it should be remembered that for the total pattern of the services there was not a great deal of relationship to any single situational factor studied.

## CHAPTER SIX

### ADMINISTRATIVE THINKING AND TRENDS IN ORGANIZATION OF STUDENT PERSONNEL SERVICES

In this chapter are presented findings with respect to administrative thinking regarding the mission and the strengths and weaknesses of student personnel services, as well as the reported priority of administrative concern relative to student personnel work.

To determine trends in the institutions, the study included the length of time the present personnel system had been in operation, the kinds of organization which previously existed, and the reasons for changing from the former to the reported system. It included changes planned within the next five years. These findings are also presented.

The mission of student personnel services. In six colleges the administrators stated that one of the missions of student personnel services in their institutions was to provide for a harmonious atmosphere for the college community through the provision for student activities and by the regulation of student conduct. In six colleges, one of the missions was to develop students as whole persons in their

social, emotional, and spiritual life. In eight colleges one of the missions was the provision for the student services of admissions, orientation, and counseling of students.

The above were mentioned in the proportion of colleges listed. The mission reported in fifteen of the colleges was to supplement academic learnings by the provision for student personnel services and by relating these services to the academic life of students. In these fifteen colleges the provision for the services, the goal of harmonious living, and the development of students as whole persons were viewed as supplemental to the academic endeavor of the institution. In the other institution the mission was reported to be the development of students as whole persons in their social and emotional life through the provision of counseling and student activities. The academic mission of the institution was viewed as a separate mission, equal in importance to the development of students through student personnel offerings.

The reported priority of administrative concern in the institutions. The priority of administrative concern expressed at thirteen colleges was for capital and current finances. In eight of these schools the provision for student personnel buildings of student centers and residence halls were listed as being part of their need for funds.

Administrators in eleven colleges listed the general strengthening or reorganization of their student personnel

programs as a high priority. Three colleges listed the development of their admissions services as being of high priority. Two of these were colleges reporting attrition rates of sixty percent or more. One college listed student personnel services to have the same priority as other areas of administrative concern.

Strengths and weakness of student personnel services.

In eight colleges various individual services were listed as strengths. In six schools the quality of personnel operating the services was reported to be the strong point, while in five colleges strengths were listed in positive student-faculty relationships. In four colleges the small size was mentioned as a strength not only for the student personnel services but also for the college as a whole. In two colleges the strong points were listed as being the inclusion of students in the functioning of the program. In one school the informal organization of student personnel services was listed as the strength, and in one college the completeness of the program was listed as a strength. In the one college which reported having a coordinate college system, this was viewed as a strength for student personnel services, in that the effort was made to offer to women the kind of services most appropriate for women, and to men, the kind of services most appropriate for men.

In four colleges faculty counseling was listed as a weakness. In three colleges the divisiveness of the

(of the)fraternity-sorority system was listed as a weakness. In two colleges the organization of student personnel services was listed as a weakness.

Number of years of the present organization of student personnel services, and the nature of the previous organizational system. Two colleges reported having their organizational systems for fifteen years, while eleven had their systems for six years or less. In eight colleges the academic dean was listed as having functioned in either all or part of the personnel services previously. The President was reported as serving in this capacity in two colleges previously, and the Registrar served in this function in one college prior to the adoption of the system reported. One college had been a women's college and changed its system to meet the needs of a coordinate college plan. One reported having had a centralized program in the office of a dean of students but changed to a separate system with a dean of men and a dean of women.

Reason for organizational changes. In ten colleges a major reason for changing the student personnel organization was listed as due to the growth in the number of students enrolled in the institution. In nine colleges changes reportedly resulted from an increased appreciation for student personnel work or a felt need by the faculty for the provision of more and better organized services. In one of these colleges the President held a doctorate in guidance.

In one college the responsibilities for student personnel services were delegated to include several persons after it was determined that this responsibility was too exhaustive for one individual. This was partly due to growth, but also due to the expansion of the offerings which had occurred prior to this decision.

Changes anticipated within five years. In ten colleges plans reportedly included the addition of more staff to their student personnel organizations. In eight colleges the expansion of facilities or the addition of new facilities for a student center were reported as planned. In the two colleges without residence halls for men, and in the institution without a residence hall for women, there were reportedly plans of adding these residence hall facilities within the five year period.

In three colleges there were reported to be no plans at the time of the study for changes within the five year period, while in two colleges the more effective use of the services was reported to be the plan.

In two colleges plans were reported to include the reorganization of the student personnel system under a dean of students, while a third college listed this as a possibility.

Summary of Chapter Six. Findings have been presented in this chapter regarding administrative concern relative to student personnel work in the colleges studied as well as



findings regarding trends in organizational structure for the student personnel programs.

The mission of student personnel services was most often reported to be to supplement academic activity by the provision for student personnel services and by relating these services to the academic life of students.

The priority of concern for administrators in most of these colleges was reported involving financial development. Several colleges were involved in fund drives to build student personnel buildings, such as residence halls and student centers. Reorganization and development of the services was also mentioned frequently as having high priority.

The strengths of student personnel services most often mentioned were the following four: the strength of individual student personnel services, such as admissions, counseling, etc., the high quality of personnel operating the student services, the positive student-faculty relationships in the institutions, and the smaller size of the institutions. Weaknesses most often mentioned were in faculty counseling and in the provision for fraternities and sororities in the colleges. A further weakness was the structure of the organization of student personnel services.

Most colleges studied had changed the structure for student personnel services within the six years prior to this study. The changes were typically the removal of major

student personnel functions from the immediate responsibility of the academic dean, the president, or other administrative officer, and the establishment of student personnel offices with student personnel workers for these functions.

Growth of student population and the development and appreciation for student personnel work were the most frequently stated reasons for changing the programs.

Changes anticipated within the five years following the time of the study included the continuation of the trend of development of separate student personnel offices, with two colleges reorganizing in this direction. The building of student centers and residence halls was reportedly planned by several colleges. Also, most colleges reported plans for the addition of personnel to their student personnel staff.

## CHAPTER SEVEN

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem. This study was an attempt to determine the current patterns and functions of student personnel programs operating in small liberal arts colleges, the relationship of the kinds of services to various situational factors regarding the institutions, and the administrative thinking regarding the mission, strengths and weaknesses, and the future of student personnel work in these institutions. The services studied were admissions, records, counseling, health services, housing and food services, student activities, financial aid, placement, student discipline, the special clinics for remedial reading, study habits, speech and hearing, and the special services of student orientation, veterans advisory services, foreign student programs, marriage counseling, and religious activities and counseling.

Methodology. Sixteen colleges were selected as a sample, somewhat representative of small liberal arts colleges in the North Central Association area. These were visited by the investigator and interviews were held with student personnel workers and administrators of the institutions.



## FINDINGS

With the exception of special clinics and some special services, the student personnel services studied were services offered in the selected small liberal arts colleges of the Mid-West. Veterans services were viewed as simply clerical-legal services, and study habits clinics were considered as a part of the normal counseling services offered in most colleges.

Coordination of all the student personnel services did not occur in the selected colleges in the form of a recognizable total program. The academic dean was found to serve as the chief student personnel officer in these institutions, in that it was to that office that functionaries of the student personnel program reported. Some of the services were coordinated under a director or pair of directors of student personnel services. These services generally included housing, health services, student activities, student discipline, and orientation.

In most colleges, persons operating student personnel functions were teachers, or personnel people who taught. It was rather rare to find a student personnel specialist who did not carry on some other form of activity, usually teaching.

In many cases where community resources were available, the colleges reportedly utilized them. These most often

included churches and hospitals, as well as physicians. Schools in larger cities made use of more facilities in that they were more available to them.

Some relationships were evident in the kinds of student personnel programs and certain situational factors of the institutions. However, where certain programs seemed to be related to situational factors, many showed little or no relationship. Furthermore, relationships were mostly contingent upon one or two colleges and could have been the result of chance factors.

The presidents and deans interviewed were in general agreement that student personnel services should provide social experiences which would supplement and be related to the academic offerings of the institutions. Also there was general agreement that student personnel operations were an integral part of the institution and gave them high priority in administrative concern and planning.

The reported organization of student personnel programs was relatively recent in these colleges. Most of the programs had been re-organized or developed within the six years prior to this study. They had been established, reportedly, due to the developing appreciation for student personnel services in the schools and the growth in size of student enrollment.

A trend seemed to be evident in the study of organizational change. While the academic dean frequently

was the person with major responsibility for student personnel, there appeared to be a trend toward the establishment of separate departments, often operating under the supervision of the academic dean, for the purpose of operating the student personnel program. In the colleges which had changed, they had changed from the academic dean, president, or other administrative officer being totally responsible for the program to the establishment of a director of student personnel services who had responsibility for several of the services. Also the colleges which were reorganizing were planning similar changes.

#### CONCLUSIONS

While administrators are looking forward to additions and changes in organization of their student personnel programs for the future, they seemed relatively satisfied with the student personnel services within their institutions.

The academic dean has been mentioned as being a very significant office relative to student personnel work in the liberal arts colleges. The academic dean, whose interests relate to many departments and concerns in the institution, can spend a limited amount of time in his capacity as student personnel coordinator. Furthermore, his professional training is generally in a field other than student personnel work. An alternative approach to the reported plan would have student personnel services coordinated by a trained student

personnel director with time available for this function and an administrative organization permitting him to coordinate the various services to students.

There would appear to be a need for these institutions to evaluate their student personnel programs. One example of the need is seen from the observation that institutions with more admissions people had either an average or higher than average attrition rate, which could indicate that they are not following efficient admissions procedures.

A conclusion is made that the situational factors studied in this investigation as factors relating to the kinds of student personnel programs offered in the institutions were not the only major determinents for the development of student personnel programs. Traditional development, public relations qualities of student services, attitudes of administrators, faculty, and students, competencies of persons with respect to services, local facilities, and other factors are possibly causal factors, and most probably a multitude of these factors have operated for the programs to have developed in the manner reported.

Recommendations for further study. In Chapter I is stated that the investigator hoped to stimulate research in small liberal arts college student personnel programs. The reader will see research possibilities unfolding throughout the pages of this dissertation according to his special interests. Recommendations offered by the investigator are



listed below.

It is recommended that colleges find ways to undertake an evaluation of their student personnel program, of the individual services, and of the integration and coordination of the program.

A study of student attitudes toward the personnel services and toward the institutions is recommended to verify the attitudes expressed by administrators and personnel workers that students have a strong feeling of unity with the faculty in these colleges.

A study of faculty attitude toward student personnel work would seem appropriate due to the evidence of integrated academic-student personnel activities.

This study was rather generally conceived and carried out. This general approach was seen to be helpful for a study of the nature of the services, but limited the type of data which was finally reported in relation to the situational factors. As a result of this general study, specific studies can be made concerning the possible relationships mentioned in the study. For example, a specific study could be made to check the findings of this study that there would appear to be little relationship between the amount of money spent on student personnel services and the kind and number of services offered. Another could be made to determine if the feeling against student fraternal organizations exists nationally in small liberal arts colleges as it did in several of these schools.

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2. The second section focuses on the role of communication in project management. It argues that clear and consistent communication is the foundation of any successful team effort. The author provides several practical tips for improving communication, such as holding regular meetings and using collaborative platforms to share information.

3. In the third part, the document explores the challenges of time management. It acknowledges that time is a limited resource and that effective time management is crucial for meeting deadlines and achieving goals. The text offers strategies for prioritizing tasks and avoiding common pitfalls that lead to procrastination.

4. The fourth section addresses the issue of resource allocation. It discusses how to identify and utilize resources efficiently, ensuring that every team member is equipped with the tools and information they need to perform their duties. The author stresses the importance of flexibility in resource management, as circumstances can change rapidly.

5. Finally, the document concludes with a discussion on the importance of continuous learning and improvement. It encourages teams to reflect on their performance, identify areas for growth, and implement changes to enhance their overall effectiveness. The text suggests that a culture of learning is essential for long-term success in any endeavor.

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## **APPENDICES**

APPENDIX A  
LIST OF COLLEGES STUDIED

## LIST OF COLLEGES STUDIED

1. Eureka College, Eureka, Illinois
2. Huntington College, Huntington, Illinois
3. George Williams College, Chicago, Illinois
4. Marion College, Marion, Indiana
5. Hiram College, Hiram, Ohio
6. Franklin College, Franklin, Indiana
7. Kalamazoo College, Kalamazoo, Michigan
8. Goshen College, Goshen, Indiana
9. Lake Forrest College, Lake Forrest, Illinois
10. MacMurray College, Jacksonville, Illinois
11. St. Thomas Aquinas College, Grand Rapids, Michigan
12. Mt. Union College, Alliance, Ohio
13. Manchester College, North Manchester, Indiana
14. Millikin University, Decatur, Illinois
15. Augustana College, Rock Island, Illinois
16. Dennison University, Granville, Ohio

APPENDIX B  
INTERVIEW SCHEDULES

1. What is the number of your full-time student enrollment?
2. Approximately how much financial support do you receive from the \_\_\_\_\_?
3. What other support do you receive from \_\_\_\_\_, such as guidance by trustees, students, and so on?
4. What is your total gross operating budget for the year?
5. What is your educational and general fund within this budget, excluding self-sustaining operations?
6. What has been the yearly figure in recent years of funds contributed by the alumni?
7. For what purpose has this money been used?
8. What is the size of your endowment?
9. Is this money all working at present?
10. Do you have a financial policy of identifying certain income for certain operations, or does all the money go into a general fund out of which budgets are drawn?
11. Does the money for student personnel operations come from a particular source?
12. Can you give me any approximation of the total costs of your student personnel program? If so, what does this figure cover?
13. What do you consider to be the mission of student personnel services at \_\_\_\_\_ College?
14. For the future, what do you plan to have in the way of student personnel services within the next five years? What are the reasons for delaying these changes?
15. What do you consider to be the strengths and weaknesses of your student personnel program?
16. What do you consider to be "top priority" at \_\_\_\_\_ College at present? Where do you place student personnel services in terms of priority?

## INFORMATION SCHEDULE: DEAN OF STUDENTS

1. Approximately what percent of your students come from the \_\_\_\_\_ area and within 25 miles from the institution?-
2. What percent come from \_\_\_\_\_ (state) \_\_\_\_\_, but beyond the area mentioned above?
3. What percent of out-of-state students do you have?
4. How many foreign students do you have?
5. Approximately what percent of your students come from the following kinds of families:
  - a) professional families
  - b) business and industry executive families
  - c) farm families
  - d) other families
6. About what percent of the students graduate from \_\_\_\_\_ after admission as freshmen?
7. Of those who graduate, approximately what percent pursue the following:
  - a) teaching
  - b) seminary
  - c) professional school (medical, dental, law, etc.)
  - d) other graduate schools
  - e) executive positions in business and industry
  - f) other occupations
8. What scholastic aptitude test do you use?
9. When is it administered?
10. What was the median and range for freshmen this year?
11. What student personnel services do you offer?
12. For each service, who performs the service, has this person some special qualifications for the service, and what other duties does he or she perform?
13. How are the services organized and administered?
14. Do the faculty and/or students participate in the performance of these services?
15. How long have you had your present system of student personnel services?



16. What sort of services did you have previous to the present arrangement?
17. What are the reasons you changed from the previous to the present arrangement?

ROOM USE ONLY

~~JUN 11 1960~~

~~AUG 8 1960~~

~~OCT 9 1960~~

~~JUL 7 1961~~

~~AUG 17 1961~~

~~MAR 3 1966~~

~~FEB 1 1967~~

~~APR 21 1967~~

~~FEB 5 1962~~

~~JUN 20 1967~~

~~MAR 12 1962~~

~~JAN 25 1963~~

~~APR 11 1967~~

~~MAR 1 1963~~

~~OCT 7 1967~~ 76

~~FEB 11 1963~~

~~JUN 8 1963~~

~~AUG 1 1963~~

~~DEC 10 1963~~