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AN APPRAISAL OF THE DOCTORAL PREPARATION OF
COLLEGE STUDENT PERSONNEL ADMINISTRATORS IN
THE DEPARTMENT OF ADMINISTRATION AND HIGHER
EDUCATION AT MICHIGAN STATE UNIVERSITY
1965-77.

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AN APPRAISAL OF THE DOCTORAL PREPARATION OF COLLEGE
STUDENT PERSONNEL ADMINISTRATORS IN THE DEPARTMENT
OF ADMINISTRATION AND HIGHER EDUCATION AT
MICHIGAN STATE UNIVERSITY 1965-77

By

John Davidson Marler, Jr.

A DISSERTATION

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

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Department of Administration and Higher Education

1977

ABSTRACT

AN APPRAISAL OF THE DOCTORAL PREPARATION OF COLLEGE STUDENT PERSONNEL ADMINISTRATORS IN THE DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION AT MICHIGAN STATE UNIVERSITY 1965-77

By

John Davidson Marler, Jr.

Purpose

The purpose of the study was an appraisal of the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University during the period fall 1965 through spring 1977.

Procedure

A comprehensive list of six college student personnel doctoral program learning goals and 34 related learning objectives were developed from a review of the literature and related research. These learning goals and objectives were used as a standard with which to appraise the doctoral preparation of college student personnel administrators at Michigan State University. Doctoral graduates of the Department who were employed in college student personnel positions were asked to rate

the relevance of each learning objective to their current professional responsibilities and to rate the contribution of their doctoral program to the achievement of each learning objective. A total of 87 out of a possible 95 (91.5%) questionnaires were completed and returned.

Findings

Forty percent of the graduates held key college student personnel administrative positions of vice president of student affairs, dean, associate or assistant dean of students. Eighty-seven percent of the graduates were employed in positions compatible with employment objectives they held while working toward their doctorate and 83% of the graduates were very satisfied or satisfied with their current employment position.

Graduates in the study had an average of 10 years of experience in the college student personnel field and their average annual salary was in the category of \$22,000 to \$24,999.

College student personnel learning objectives in program goal five--understanding administrative theory, principles, concepts, and methods and the development of administrative skills of organizing, administering, planning, financing, budgeting, promoting, and referring--was rated as the most relevant to the graduates' current professional responsibilities. The graduates' combined ratings of the contribution of the doctoral program to

the achievement of college student personnel doctoral program learning goals and objectives was well above the mean possible score. Program goal one--to provide the graduate student with a professional orientation to the field of college student personnel administration--received the highest contribution rating.

In the study doctoral graduates rated the contribution of 22 doctoral program components toward their professional development. Of the 22 program components the program cognate received the highest overall rating and the management cognate was rated the highest on the contribution to professional development scale.

When asked what they considered to be the most valuable learning experience in their doctoral program, graduates most often responded that it was their relationship with their major professor.

Graduates considered the flexibility of the doctoral program in meeting individual career interest and preparation needs as a major strength of their doctoral program.

The most frequently mentioned doctoral program weakness was the lack of or inadequate course content in the area of fiscal management including budgeting, accounting, and finance.

Based on the findings of the study, it was concluded that the doctoral preparation of college student

John Davidson Marler, Jr.

personnel administrators in the Department of Administration and Higher Education was generally successful in preparing college student personnel administrators during the period between fall 1965 and fall 1977.

To Inez and John Marler, my parents, for their
love, faith, understanding and devotion

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The writer expresses his appreciation to members of his doctoral committee: Dr. Van Johnson, Chairman and Co-director of the dissertation study; Dr. Walter Johnson, Co-director of the dissertation study; Dr. Don Nickerson; and Dr. Richard Gonzalez, Cognate Advisor, for their encouragement, direction, and support. Appreciation is also expressed to Dr. Lou Stamatakos for his critique of the dissertation proposal and his friendship and encouragement during the doctoral program experience.

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Higher Education and demographic data on doctoral graduates of the Department.

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CHAPTER I

INTRODUCTION

Historically the professional preparation of college student personnel professionals has been controversial (Rhatigan, 1968). In recent years there has been increasing concern among college student personnel educators, practitioners, and professional associations about the content and process of professional preparation programs. Much of the concern is related to issues about the present and future role of college student personnel professionals and the graduate preparation appropriate for them.

Some of the traditional student personnel functions are being challenged by professionals in the field and by others in the higher education community. Traditional functions such as discipline and out-of-class control are giving way to student development concepts as the "in loco parentis" role of universities wanes and students gain more voice in the governance of their lives (Brown, 1972). There is an increasing summons from within the profession for student personnel professionals to view themselves

as behavioral scientists, and there is a growing volume of research and thought on what promotes student development (Brown, 1972). Walter Johnson (1970) states that student personnel professionals of the future "will combine the roles of educator, provider of services, and student development specialist . . ." and that they ". . . will be expected to serve as consultants to faculty and administration in interpreting students' behavioral and developmental needs which can be met through educational programs" (p. 11). Chandler (1973) states that "student development concepts will evolve on campuses in differing rates and by different means . . ." and ". . . that there will be a transitional state of undetermined length and depth" (p. 393). Cross (1972) states that "while few would deny the importance of the goals of student development, . . ., no one has formulated a specific program for reaching the goals and we find it very difficult indeed to determine whether or not student development has taken place" (p. 23). She predicts that the student personnel field will continue to derive its legitimacy primarily from the service functions, while at the same time attempt to increase the knowledge and understanding of student development.

The last five years have seen a major identity crisis develop in the field of student personnel, but the crisis has been a healthy one because, out of it, new

visions of appropriate personnel functions are emerging (Harvey, 1974). Harvey believes that the field of student personnel will take on significant changes over the next 25 years:

It will begin to merge with educational administration; it will have to help higher education in general to accept the concept of avuncularity in place of "in loco parentis"; and it will have to conceive of functions and paradigms--particularly counseling, curriculum, ombudsman bureaucracy, and environment, instead of office. (p. 243)

It appears that the college student personnel field like higher education in general is in a state of transformation and that new roles and functions are emerging for both. If the role and function of student personnel professionals is to change, it follows that professional preparation programs must change accordingly (O'Banion, 1969).

It is possible that traditional preparation programs for college student personnel professionals are not completely consistent with problems and competency needs of today's practitioner of college student personnel. Dewey (1972) observed that college student personnel preparation programs have caused criticism of the field because of their limited design, repetition and lack of imagination. Tracy (1971) indicated that high priority should be given to the evaluation and improvement of existing college student personnel preparation programs.

Data for evaluating graduate programs may come from various sources including the professors and graduates of the program. Professors may recognize the need for certain changes and seek to implement them. However, Warnath (1956) points out that the kind of characteristics valued in training programs by educators are not always the same as those needed on the job later and that practitioners in the field can provide useful information about the value of their educational experiences.

A large portion of doctoral graduates of the Department of Administration and Higher Education at Michigan State University have pursued careers in the college student personnel field. As college student personnel practitioners, these graduates are aware of the problems and competency needs of the profession and therefore may be able to offer valuable suggestions for improving the preparation of college student personnel administrators at MSU. To date, doctoral graduates of the Department who have pursued careers in the college student personnel field have not formally appraised their doctoral preparation program.

The beginnings of the doctoral program in higher education at Michigan State University can be traced back to the mid 1950s.¹ Ewing's (1963) chronology of

¹Tom O'Shea is conducting a study of graduates of the Department of Administration and Higher Education at Michigan State University in which he completed a chapter on the history and development of the Department.

the establishment of instructional courses in higher education administration revealed that the date of the first course offering as stated by the institution was 1955. Since 1955, the number of course offerings in higher education administration has steadily increased.

During the 1950s doctoral students pursuing careers in student personnel work took courses in the Guidance and Counseling Department at MSU as well as administration courses in the Department of Administration and Higher Education. In 1964 a sub-committee appointed by Dr. John E. Ivey, Dean of the College of Education, was given the charge "to study the current academic programs at the graduate level in the area of college student personnel work and to make recommendations regarding the establishment of masters and doctoral programs within the projected Institute for Higher Education in the College of Education." Members of the sub-committee were Drs. Walter F. Johnson, Laurine E. Fitzgerald, and Eldon R. Nonnamaker. The sub-committee recommended a doctoral level program in college student personnel administration with a core of courses as follows: (1) a four-term continuous seminar "to focus on the following aspects of student personnel services: legal, financial-budgetary, student activities, housing and food service, and special services (counseling, orientation, etc.); (2) Established courses in the higher education

sequence: administration, instruction, evaluation, higher education in the United States and other courses of a similar nature."

Also the sub-committee recommended that all doctoral candidates in the College Student Personnel Administration program participate in a college student personnel internship experience as part of their doctoral studies.

Professor Walter F. Johnson and other faculty in the Department of Administration and Higher Education developed a statement on the graduate program in College Student Personnel Administration at MSU which included a "program mission statement."

The heterogeneity of student bodies and curricula and the complexity of organizing and administering programs relevant for them have produced a great demand for professional personnel who are knowledgeable about concepts of growth and development of young people, are skilled in human relations, and possess the expertise required to administer a wide variety of specialized services and activities for and with students. The mission of this program, then, is (1) to select and provide professional preparation for personnel who will function in the various levels and types of programs represented in the field; (2) to give leadership in helping the college student personnel profession to achieve its appropriate identity and to assume its proper place in the complex composition of the modern college and university; (3) to participate in continuing research activities designed to make the profession responsive to the purposes for which it exists.

In 1968, Professor Van C. Johnson designed a comprehensive program for the study of higher education to be administered by the Department of Administration and

Higher Education at Michigan State University. He began the development of the program by reviewing the higher education administration programs of study of major universities in the United States and visited the campuses of those which had outstanding programs. One of the most comprehensive programs of the study of higher education in the country, Professor Johnson's program included core courses of study and suggested cognate areas for seven key administrative and teaching positions in colleges and universities including the following: (1) general administration, (2) college student personnel administration, (3) development officer, (4) business officer, (5) community-junior college administrator, (6) continuing education administrator, and (7) college and university teacher.

The doctoral preparation of college student personnel administrators in the Department has been recognized as one of the outstanding programs in the country (Rockey, 1972). Graduates of the program have made valuable contributions in broad areas of higher education and they practice their profession in all parts of the country and world.

However, excellence in graduate programs is sine qua non, and as society evolves, so must the educational process. Therefore, regular assessment of graduate programs is essential.

Statement of the Problem

Given: (1) a program of doctoral study for professional preparation in college student personnel administration at Michigan State University; (2) a comprehensive set of learning objectives for college student personnel preparation programs; (3) a range of alternative learning activities in the program, some encountered by all participants and others encountered by individuals or special interest groups; and (4) participants who entered the program at different times and from different professional experience backgrounds and pursued it with different selections of program components and different degrees of intensity, the general problem of this study was: (1) to determine participant perceptions of (a) relevance of the comprehensive learning objectives, (b) extent to which their doctoral program at MSU contributed to their achievement of each of these objectives, and (c) extent of contribution of their MSU doctoral program components to their professional development; and (2) to appraise the doctoral preparation of college student personnel administrators at Michigan State University

Purposes of the Study

The focus of this study was the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at

Michigan State University during the period fall 1965 through spring 1977. The purposes of the study were:

1. To investigate certain aspects of the doctoral graduates' employment, educational and professional activities
2. To determine the relevance as perceived by the doctoral graduates, of comprehensive college student personnel doctoral program learning objectives to their current professional responsibilities
3. To determine the extent to which their doctoral program at MSU contributed, as perceived by doctoral graduates, to their achievement of comprehensive college student personnel learning objectives
4. To determine the extent to which program components in their doctoral program at MSU are perceived by doctoral graduates as having contributed to their professional development
5. To determine the strongest and weakest aspects of the doctoral preparation of college student personnel administrators at MSU, during the period of the study, as perceived by the doctoral graduates

6. To solicit suggestions from the doctoral graduates for strengthening the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education
7. To determine whether the graduates' perceptions of relevance and contribution are differentially related to (a) professional roles and responsibilities, (b) educational experiences, and (c) other professional factors
8. To present findings, analyze and interpret those findings, draw conclusions and offer suggestions for strengthening the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at MSU

Theory and Related Research

The curriculum theory of Charters (1923) and Tyler (1950) states that the educational program or curriculum is derived from the purposes and functions of the occupation or profession for which the student is being prepared. O'Banion (1969) applied this theory in his study to determine the core of educational experiences essential for college student personnel professionals. He surveyed 310 college student personnel leaders and a panel of experts in the field. From the findings of his

study he concluded that the core of educational experiences which should be common to all college student personnel professionals should include psychology, counseling principles and techniques, practicum in student personnel work, an overview of student personnel work in higher education, the study of the college student, sociology and anthropology and the study of higher education.

Sanderson (1974) cites three theories of doctoral programs in education identified by Knowles (1962).

Theory A is a curriculum that contains a basic core that has been defined by the institution and is common for all students. Theory B, with flexibility, combines a common core of content with an opportunity for the students to specialize in the area of his interests or career objectives. Theory C suggests that the program of graduate study should be unstructured and be dictated by the interests and career objectives of the student.

The theory of the doctorate in education advocated by Knowles is Theory B. It is based upon the assumption that all educators must possess certain abilities and qualities as educational generalists, but that some specialization of function takes place so that specialized sub-roles are provided within the role of educator. According to Knowles' theory of the doctorate, a graduate curriculum should be developed according to the following process:

- a. Analyzing the functions required in the role of (1) educational generalists and (2) each kind of educational specialists.
- b. Determining the competencies required to perform each function.
- c. Diagnosing the learning (knowledges, understandings, skills, attitudes, interests, and values) that make up each competency.
- d. Formulating objectives in terms of behavioral changes to be sought in these learnings.
- e. Planning a program of learning activities that will achieve these objectives according to a design that provides for continuity, sequence and integration of learning. (p. 137)

Sanderson (1977) developed a comprehensive list of learning objectives for doctoral study in adult and continuing education and used it as a standard with which to appraise the doctoral program in Adult and Continuing Education at Michigan State University. One hundred doctoral graduates of the program from 1956 to 1977 were surveyed in the study. Each graduate was requested to respond to the comprehensive list of learning objectives in two ways: (1) to rate the relevance of each learning objective to his or her current professional responsibilities and (2) to rate the extent to which the doctoral program at MSU contributed to his or her achievement of each learning objective. Using the findings of the study Sanderson made recommendations for strengthening the doctoral program in Adult and Continuing Education at Michigan State University. The present study used the basic design of the Sanderson study to appraise the doctoral preparation of college student personnel administrators at Michigan State University in the

Department of Administration and Higher Education during the period from fall 1965 through spring 1977.

Numerous individuals in the student personnel field have offered proposals describing model preparation programs which address both content and process (Anderson, 1948; Arner, T.D., Arner, C.A., Hawkins, Peterson, & Spooner, 1976; Brown, 1972; Cosby, 1965; Crookston, 1972; Dewey, 1975, 1977; Hedlund, 1971; Hoyt, 1968; Jones, 1948; Kelley, 1962; Miller, 1967; Miller & Prince, 1976; McDaniel, 1972; Newton, 1974; O'Banion, 1969; Ostroth, 1975; Sturtevant, 1928; Stripling, 1965; Trueblood, 1966; Williamson, 1952; and others). In addition various committee reports have been issued (American College Personnel Association [ACPA], 1965; American Council on Education, 1937, 1949 [ACE]; American Personnel and Guidance Association [APGA], 1966; Association for Counselor Education and Supervision [ACES], 1973; Council of Student Personnel Associations [COSPA], 1964, 1974). From a thorough review of the literature a comprehensive list of college student personnel learning objectives was developed and used as a standard upon which to appraise the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education.

Research Questions

The focus of this study was the preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University from the fall of 1965 through spring 1977. To assist in accomplishing the purposes of the study, the following research questions were developed:

Research Question 1:

Will the perceived relevance, by doctoral graduates, of comprehensive college student personnel learning goals and objectives vary with their professional roles and responsibilities, educational experiences, and other professional factors?

Research Question 2:

Will the perceived extent of achievement, by doctoral graduates, of comprehensive college student personnel learning goals and objectives through their MSU doctoral program vary with their professional roles and responsibilities, educational experiences, and other professional factors?

Significance of the Study

1. A review of studies of preparation programs for college student personnel professionals revealed the following: (a) most studies of college student personnel preparation programs have been general studies which did not distinguish between Masters and doctoral level programs, (b) few studies of college student personnel graduate preparation programs have focused specifically

on doctoral level preparation programs, (c) studies of college student personnel preparation programs have, in most cases, been based on surveys of existing practice. "This approach may tend to perpetuate the problem rather than solve it" (Dewey, 1972, p. 61). The present study was designed to avoid the above problems in that the study focuses specifically on the doctoral preparation of college student personnel administrators and a broad list of comprehensive learning objectives was used rather than a list of learning objectives stated specifically for the program at Michigan State University.

2. The study provided information about the effectiveness of doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University.
3. The study appraised and offered recommendations designed to strengthen the preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University.
4. As a systematic follow-up study of the doctoral program at Michigan State University, the study

provided information useful to appropriate faculty as they assess the effectiveness of the current program and make plans for the future.

5. If individual college student personnel graduate programs are to be evaluated and improved and if comparisons are to be made among them, then a common body of information needs to be collected and maintained. This study contributed to that end.
6. Dr. Kirk A. Nigro conducted a study of the doctoral graduates in the Educational Administration program; Mr. Thomas O'Shea is conducting a study of Higher Education Administration doctoral graduates and Dr. Richard L. Sanderson has completed a study of the doctoral graduates in Adult and Continuing Education in the Department. The combination of these studies with the present study enables the Department to gain a comprehensive view of its major program segments as perceived by its graduates.

Design of the Study

Population

The population of this study included doctoral graduates of the Department of Administration and Higher Education at Michigan State University from fall 1965

through spring 1977 who were currently employed in student personnel positions in higher education. Doctoral graduates from the Educational Administration area of the Department were not included in the population of this study. Doctoral graduates who were currently employed in student personnel positions in higher education were identified by utilizing several sources. Initially a comprehensive list of all doctoral graduates, excluding Educational Administration doctoral graduates, was developed from the records of the Graduate Student Affairs Office of the College of Education. Each faculty member was then consulted regarding the employment status of his doctoral graduate advisees to identify those employed in college student personnel positions. Also Tom O'Shea conducted a study of the doctoral graduates of the Department from fall 1965 through spring 1972. In his study he identified those doctoral graduates employed as college student personnel administrators. The records of the Alumni Office at Michigan State University and the mailing address file of the MSU Orient were also utilized to determine the doctoral graduates of the Department who were employed in college student personnel positions. Ninety-five doctoral graduates of the Department were identified as being currently employed in college student personnel positions. The decision was reached that the sample population should include

the entire population of 95 graduates since the size of the population was not unreasonably large and a number of valuable suggestions could be missed if only a sample of the population were used.

Survey Instrument

The design of the survey instrument addressed the problem of the study which was to appraise the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University during the period fall 1965 through spring 1977. A comprehensive list of college student personnel doctoral program learning objectives was used as a standard upon which to appraise the doctoral preparation of those graduates of the Department employed in college student personnel positions. The learning objectives were incorporated into a questionnaire which consisted of both fixed-alternative and open-ended questions.

The questionnaire was critiqued by personnel in the Office of Research Consultation, faculty of the Department of Administration and Higher Education, and student personnel administrators at Michigan State University. Two pilot tests were conducted among doctoral candidates in the Department who were not included in the study. On the basis of the above face validity was claimed for the survey instrument.

The questionnaire consisted of six parts. Part I gathered data on employment and career experiences of doctoral graduates in the study. Parts II and III asked doctoral graduates to respond to the list of comprehensive learning objectives by answering two questions: (part II) How relevant is each objective to your current professional responsibilities and (part III) To what extent did your doctoral preparation at MSU contribute to the achievement of each objective? Part IV of the questionnaire asked the doctoral graduates to rate the extent of contribution to their professional development of selected program components of their doctoral preparation program. In part V graduates were asked to list three of the major strengths and three of the major weaknesses of their doctoral program and to make suggestions for strengthening the doctoral program. In part VI general information was gathered regarding the graduates' professional employment and educational experiences.

Data Collection

The data required for this study were collected from (1) major advisors in the Department of Administration and Higher Education at MSU, (2) the records of the Graduate Student Affairs Office, (3) the Alumni Office, (4) the MSU Orient mailing address file, and (5) the survey questionnaire returned by doctoral graduates in the study.

A rather sizable amount of data were collected from a widely dispersed population; therefore, the mailed questionnaire was used. Consideration was given to the problems involved in the use of the questionnaire method and wherever possible steps were taken to avert them. :

Each study subject received: (1) a survey instrument, (2) an individually typed and addressed cover letter explaining the purposes and significance of the study, and (3) a stamped, pre-addressed envelope. Doctoral recipients who did not respond to the initial mailing were sent a reminder of the first mailing.

Data Analysis

Data Analysis Techniques of the Statistical Package for Social Sciences (SPSS) were used to analyze and summarize the data. Several SPSS statistical procedures were utilized on the CDC 6500 computer at Michigan State University. To ascertain basic descriptive information, the Condescriptive procedure was employed. This procedure provided measures of central tendency, mean scores, standard deviation, etc. Contingency tables which provided frequency and percentage scores were also acquired through the SPSS Condescriptive procedure. To determine if significant differences existed in the responses of sub-populations within the study, the Crosstabs and Breakdown procedures were

utilized. The Crosstabs procedure provided chi square scores and the Breakdown procedure provided an analysis of variance of sub-populations in the study. Differences of responses by sub-populations within the study on the relevance and contribution of college student personnel doctoral program learning goals and objectives were tested. The responses of sub-populations were compared according to doctoral program emphasis, dissertation topic, area of professional responsibility, years of experience in the college student personnel field, and area of the Masters degree.

Definition of Terms

College Student Personnel Doctoral Program Learning Goals and Objectives.--A broad list of learning goals and related objectives for graduate preparation in student personnel administration in higher education derived from a review of the literature and critiqued and refined by college student personnel educators and administrators.

Doctoral Graduates Employed in College Student Personnel Positions in Higher Education.--Those doctoral graduates of the Department of Administration and Higher Education at Michigan State University during the period fall 1965 through spring 1977 who were currently employed

as administrators/directors, counselors/advisors, faculty, consultants, or researchers in the college student personnel field.

Doctoral Program Emphasis in College Student Personnel Administration.--For the purposes of this study doctoral graduates were classified as having a doctoral program emphasis in College Student Personnel Administration if they had taken two or more doctorate level college student personnel seminars and at least three credits of a college student personnel internship.

Limitations of the Study

The major limitations of the study were:

1. The study was limited to doctoral graduates of the Department of Administration and Higher Education from the fall of 1965 through the spring of 1977 who were employed in student personnel administration positions in higher education.
2. The appraisal of the program was limited to selected areas and was not comprehensive of all possible curriculum areas in the Department.
3. The study represented one facet of an evaluation of the preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University,

graduates' perceptions of the value of their doctoral program experiences, and other inputs, such as from the faculty and comparisons with other universities will be needed to provide a more complete evaluation of the program.

4. It was assumed in the study that all answers to the survey instrument questions were sincere and forthright. Its validity depends on the extent to which graduates of the program were able to provide honest, impartial, and unbiased reactions to the survey instrument.
5. It was assumed in the study that the respondents would be able to accurately report information related to their doctoral program which for many was completed a number of years
6. During the twelve-year period of this study the doctoral program in the Department was modified to address the changing problems and competency needs of professionals in higher education. New seminars, workshops and special courses were provided. Therefore, the doctoral program was not static over the period of the study.

Organization of the Study

The report of the study was organized into five chapters. Chapter I consists of an introduction to the

study. It describes the problem, the purposes of the study, the significance of the study, research questions, theory and related research, definitions of terms used in the study, limitations of the study, and organization of the study.

Chapter II consists of a review of the literature and research related to the history, role and function of college student personnel professionals, emphasizes and suggested areas of study and criticisms and evaluations of college student personnel programs.

Chapter III discusses the design and methodology of the study.

Chapter IV is devoted to the presentation, analysis, and interpretation of the findings of the study.

Chapter V consists of a summary of the findings, major conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

Introduction

One of the basic issues in the field of college student personnel is whether or not college student personnel workers need specialized preparation. Kauffman (1964) surveyed institutions of higher education and found that many institutions require professional preparation for college student personnel workers while other institutions did not recognize formal college student personnel training as essential to the successful functioning of the college student personnel administrator. Upcraft (1971), in a study of chief student personnel administrators in universities over 10,000 students, found that less than half of them had been professionally trained in college student personnel work.

However, Bolman (1964) states that ". . . there appears to be a growing conviction that college and university administrators have unique functions to perform and they perform them best when specifically equipped with distinctive academic capabilities" (p. 276). Which

"unique functions" college student personnel administrators are to perform and which "distinctive academic capabilities" they should possess is frequently discussed in the literature of the field and there are a variety of positions taken on these issues.

This chapter reviews the college student personnel literature related to historical themes of the student personnel field, the present and future roles of college student personnel professionals, recommended preparation program emphases, suggested areas of study, criticisms of college student personnel preparation programs, and evaluation of college student personnel preparation programs.

Four Historical Themes of the Student Personnel Field in Higher Education

There is little agreement as to when student personnel work actually began in higher education, but Bathurst (1938) traced the roots of student personnel work back to Athenian education. After reviewing the college student personnel literature, Blackburn (1969) identifies four historical themes, beginning in the late 1800s, that have evolved in the development of the college student personnel field: (1) "the control of behavior theme" is marked by the appointment of the first student personnel dean, Le Barron Russel Briggs, at Harvard in 1890, "to take the burden of discipline

off the shoulders of the president" (p. 20); (2) "the vocational guidance theme" was spawned by the industrial revolution and placed an emphasis on individual counseling and the world of work; Frank Parsons who contributed greatly to this theme by developing a systematic vocational counseling approach later became known as the father of guidance in America; (3) "the personnel theme" began in the early 1900s and was marked by the first scientific study of students and the expansion of student personnel functions to include psychological measurement and testing of students; (4) "the mental health theme" was enhanced during the 1930s by the psychoanalysts who fled Europe in the face of the rise of Nazism" (p. 18). The emphasis on counseling became so strong during the mental health period that the terms student personnel and counseling became almost interchangeable.

It was during the mental health period that the American Council on Education published a statement entitled The Student Personnel Point of View (1937). The Council's statement brought together the four historical themes to form a construct in the college student personnel field. The statement outlined the philosophy and 23 services of the student personnel field in higher education. It represented a synthesis of earlier work done by Robert C. Clothier and L. B. Hopkins. It stated:

This philosophy imposes upon educational institutions the obligation to consider the student as a whole--his intellectual capacity and achievement, his emotional makeup, his physical condition, his social relationships, his 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. (American Council on Education, 1937)

Barry and Wolf (1957) wrote that the publication of The Student Personnel Point of View marked an end to a period of fluid development in student personnel work. It was their contention that since the publication of this document student personnel work has been organized around the student services concept.

Student Development: An Emerging Theme

Following the drafting of The Student Personnel Point of View and its revision in 1949, the college student personnel field maintained the student services function as higher education grew and prospered reaching its peak growth in the 1960s and 70s. More recently, however, some writers in the field of college student personnel have urged a shift in emphasis from student services to student development. Brown (1972) states that some of the traditional functions of student personnel such as discipline and out-of-class control are giving way to student development concepts as the "in loco parentis" role of universities wanes and students gain more voice in the governance of their lives. He states further that there is an increasing summons from

within the profession for student personnel professionals to view themselves as behavioral scientists and that there is a growing volume of research and thought on what promotes student development.

Crookston (1976) states "that student personnel work as historically defined is no longer a viable concept" (p. 26). He strongly supports the student development movement. He defines student development as:

. . . the application of the philosophy and principles of development in the educational setting.
 . . . education for human development is the creation of a humane learning environment within which learners, teachers, and social systems interact and utilize developmental tasks for personnel growth and societal betterment. (p. 27)

Minetti (1977) recognizes the value of the student development movement in the college student personnel field but states that it would be a mistake to abandon the student services concept in lieu of the student development movement:

To provide for a learning environment which allows and facilitates human/student development is the charge of the student personnel worker of this decade. However, since student affairs derives its legitimacy primarily from the services functions which student personnel workers perform (financial aids, housing, records, student discipline, admissions, activities, and counseling) the profession will most probably have to continue with its administrative or service tasks, while at the same time implement student development programs. (p. 3)

Cross (1972) states that "while few would deny the importance of the goals of student development, . . . , no one has formulated a specific program for

reaching the goals, and we find it very difficult indeed to determine whether or not student development has taken place" (p. 23). She predicts that the student personnel field will continue to derive its legitimacy primarily from the service functions, while at the same time attempt to increase the knowledge and understanding of student development.

The Role and Function of College Student Personnel in Higher Education--The Present

Studies of the current role and function of student personnel administrators have been done by Ayers, Tripp, and Russel, 1966; Dutton, 1969; Hoyt and Tripp, 1967; Lilley, 1974; and O'Banion, 1971. O'Banion surveyed counselor educators, student personnel educators, and deans of students to determine the purposes of student personnel work in higher education. According to his study, the twelve essential purposes of student personnel work in higher education are:

1. To promote the development of a climate conducive to the intellectual, personal, psychological, social, and physical growth of the student.
2. To assist the student in his search for identity and in his development of self-discipline, self-evaluation, and competence in decision making.
3. To administer the offices responsible for providing student services.
4. To insure optimum opportunities for the student to examine, fulfill, or change his educational and career objectives.
5. To provide opportunities for the student's development of a system of values.
6. To develop opportunities for students to learn and apply leadership and organizational skills throughout the areas of student life.

7. To serve as resource persons in interpreting student life to faculty and administrators and conversely in interpreting faculty and administrators to students.
8. To assure that the student's need for individual attention is met.
9. To provide students with opportunities for broad educational experiences through co-curricular activities.
10. To assist students in developing social and human relations skills.
11. To utilize available resources--student, administrators, faculty, alumni, parents, and representatives of the community government, and other educational institutions--to fulfill the objectives of higher education and of the particular institution.
12. To acquaint the student with and encourage him to use student personnel services and other resources available to him. (p. 210)

Lilley (1974) studied the functions of chief student personnel officers at small four-year institutions. From the findings of his study, he concluded that the functions receiving the greatest attention by chief student personnel officers are characterized by "order, organization and leadership" (p. 8). Ten functions were found to be of most direct concern to chief student personnel officers studied: "administrator, policy formulation effecting students, determining objectives, preparing the budget, recruiting staff, non-academic discipline, student government, student faculty liaison, interpreting policy to students, and advising faculty on students" (p. 9).

Hoyt and Trip (1976) in their research on the characteristics of American College Personnel Association

members found that administrative functions accounted for more of the time of the persons surveyed than any other function.

In a statement titled, "The Role and Preparation of Student Personnel Workers in Institutions of Higher Learning" (Fitzgerald, 1967), the Interdivisional Committee of the American Personnel and Guidance Association (APGA) in 1967 stated that the basic purpose of higher education had grown from the exploration, accumulation, and transmission of knowledge to more complex purposes where the desired outcomes are students who are well prepared in an academic discipline, broadly prepared in the sciences, arts, humanities, and social studies and who:

are beginning to achieve a sense of identity within the larger society,
 assume responsibility for making their fullest contribution to society,
 have a quality of openness which allows for change, creativity, and difference and yet are committed to a set of values,
 have begun to develop attitudes and mechanisms which will enable them to cope with reality as they experience it,
 are aware of and utilize resources and opportunities available to them for continuous development,
 have begun to find their place in the economic world and have fundamental knowledge and skills necessary for their vocational development,
 seek to deepen their sensitivity for a full appreciation of the arts and sciences,
 recognize and respect the concepts of freedom and opportunity for all people in the community, the nation and world. (p. 62)

The Committee stated that the role of the college student personnel professional is that of "a central

integrating function" in the achievement of the above outcomes with the student personnel professional specifically working to assist the student to understand himself, and his relationships with others; to supplement and increase his knowledge and skills; to change patterns of behavior; and to work in establishing the kind of environment where meaningful learning can take place.

Regarding the role of the student personnel professional, the APGA Interdivisional Committee also states that:

In fulfilling the responsibilities (of the diverse specialities within the profession) there are some functions unique to each area of student personnel work. But, there are also basic functions which must be performed by the majority of student personnel workers regardless of area of specialization. These include:

1. Understanding the college student as a learner;
2. Accurately and effectively interpreting the values, goals, objectives, and actions of the student to the institution and others;
3. Interpreting the goals, values, objectives and actions of the institution to the student;
4. Understanding the significant political, cultural, and social forces operating within the college community as they affect both the individual and groups of students;
5. Counseling on a one-to-one basis at some level ranging from the relatively perfunctory to psychotherapy;
6. Group work ranging from advising student interest organizations and influencing student attitudes and behavior to group counseling;
7. Programming of educative experiences which supplement classroom learning as well as the development of meaningful recreational opportunities;
8. The collection, organization and dissemination of information about students ranging from the simple descriptive to that needed for the study of student behavior;
9. The performance of administrative functions such as policy formulation and implementation, student development and budgetmaking;

10. Research ranging from the demographic and evaluative to basic studies of psychological, social, and cultural forces influencing student performance and behavior. (p. 68)

The functions and responsibilities described above are represented in a three-dimensional model (APGA, 1967). The three dimensions of the model are: (a) the process used, (b) the objects worked with, and (c) the population from which the objects come. The three processes are: (1) enabling, (2) managing, and (3) research. The primary characteristic of the enabling process is the focus on the facilitation of growth of the person or persons involved. Words which characterize the process are helping, counseling, and educating. Functions performed include giving, testing, diagnosing, advising, counseling, referring, and evaluating. The managing process is characterized by leading and controlling. Among the major components of the managing process are organizing, administering, planning, financing, interpreting, constructing, reviewing, delegating, training, selection, budgeting, promoting, and referring. The research process is characterized by the accumulation, analysis, and interpretation of information necessary to the continuous development of knowledge within the field.

In 1966 Robinson compared the documents of three professional organizations on the role and function of college student personnel professionals (Fitzgerald, 1967). The three organizations were the Council of Student

Personnel Associations Committee on Professional Development (COSPA, 1963); the American Personnel and Guidance Association, Committee on Professional Training (APGA, 1965); and the American College Personnel Association, Commission XII, Professional Education of the Student Personnel Worker (ACPA, 1965). Robinson compared the three statements relative to: (1) substantive areas of responsibility and authority, (2) purposes and goals, (3) proposed curriculum and training experiences, and (4) emphasis and unique characteristics. For the purposes of the present discussion on the present role and function of college student personnel professionals, the comparison of items (1) substantive areas of responsibility and authority and (2) purposes and goals will be reported.

In comparing item (1), substantive areas of responsibility and authority, Robinson states:

Although there are editorial differences, there seems to be, with minor exceptions, agreement as to areas of responsibility and authority which should be considered within the sphere of influence of college student personnel work. All statements agree explicitly on the following: admission, registration and records, orientation, college union programs, student activities, financial aids, housing and food services, health services, counseling services, international student programs fraternities and sororities, placement, alumni relations, social issues involving students and administration. (p. 255)

In comparing item (2), purposes and goals, Robinson found that:

Major points explicitly or implicitly mentioned in all documents include: interpreting the institution to students, counseling, advising student groups,

supplementary educational programming of various types, programming of meaningful recreational activities, administrative functions ranging from policy development and implementation through budget-making, research and program evaluation, recruitment of professional staff, collecting and disseminating information about students, the development of "climate" and facilities necessary for growth, and the integration of all relevant institutional resources contributing to the education of the student. (p. 256)

In conclusion Robinson states that the three documents point up that persons and groups within the profession do agree on the nature of the field, and with but minor variation what ought to be included in programs preparing individuals for college student personnel work.

Future Roles and Functions

Walter Johnson (1970) states that "the student personnel professional of the future will combine the roles of educator, provider of services and student development specialist" (p. 11). He also states that personnel workers "will be expected to serve as consultants of faculty and administration in interpreting students' behavioral and developmental needs which can be met through educational programs" (p. 11).

Miller (1976) explained that the future role of the student personnel professional will be as "an educator first and technical specialist or service-oriented specialist second" (p. 173). Cross (1972) states that student personnel workers must assert

themselves as "educators who are concerned with how well the needs of students are getting met throughout the university" (p. 49).

After reviewing the college student personnel literature, Rockey (1972) states that "most educators anticipate that the college student personnel worker of the future will be an educator first, but he will also be a provider of services, a student development specialist and a researcher" (p. 31).

Harvey (1974) states that the last five years have seen a major identity crisis develop in the field of student personnel, but that the crisis has been a healthy one because, out of it, new visions of appropriate personnel functions are emerging. Harvey states:

These new visions do not evolve out of a vacuum, . . . Student personnel administration has been and will continue to be a function of societal and institutional redefinitions. Many additional factors and imperatives will reshape and redirect the field.

In the first place the role of undergraduate education in preparing students for vocational roles in society is being questioned. . . . furthermore, achievement in college, as measured by grades, bears little significant relationship to achievement in postacademic situations. Factors such as motivation, socioeconomic background, and self-concept bear much stronger relationships to success. (p. 243)

Harvey predicts that over the next 20 years that there will be less of a distinction between educational administration and student personnel administration with the two concepts probably merging. He indicates that this has already happened in some places. Parker (1971)

and Hodinko (1973) offer proposals for combining the functions of academic and student personnel administration. Parker proposes a new organizational structure of institutions, which separates instructional and student personnel programs, might be an important factor contributing to the inability of the two programs to relate, and he proposes a new organizational structure similar to that of Parker.

Grant (1972) states that a role that seems particularly viable for the student personnel professional is that of "education process consultant" (p. 82). He suggested that a distinction be drawn between student personnel workers as "process agents" and faculty members as "content specialist" and that collaboration between these two groups has the potential for being highly effective in resolving educational problems and in creating innovative programs. However, Arner (1976) states that acceptance of student personnel workers as process consultants presupposes an academic credibility which many student personnel workers have not yet established with faculty colleagues.

Institutional effectiveness and organizational development as a function of the college student personnel professional are two areas that have been discussed recently by authors in the college student

personnel literature (Dewey, 1975, 1977; Lipsetz, 1973; McDaniel, 1972; Shaffer, 1973; and Silverman, 1971).

Shaffer suggests that an emerging role of college student personnel is that of "contributing to institutional effectiveness." He states that to remain a significant force in higher education, the student personnel field must contribute to the total organizational development of colleges and universities and not focus on the development of the individual student. McDaniel (1972) states that "the future success or failure of the college student personnel trainee will largely be a function of his ability to contribute to the effectiveness of the organization" (p. 101). Dewey (1975) states "student personnel workers must prove themselves so valuable in contributing toward significant survival of their institution that they not only assure their own survival, but in the process gain their long-sought and long-elusive educational recognition" (p. 79). Also, "the problems of the institution at large, not merely those of the student services division within the institution, should constitute the focus of attention--a very different frame of reference which may reorder student service priorities considerably" (p. 80).

Lipsetz (1973) proposed that there is a natural relationship between student personnel work and organizational development. Silverman (1971) states that

student personnel workers occupy a unique position within the structure of institutions that enables them to act as integrators of subsystems and factions within the institution.

In addition to their external orientation, student personnel workers hold, by training and inclination, the norms of faculty (with emphasis on intellectual development), of administrators (with their stress on efficiency), and of students (with attention placed on individual growth). In a sense, personnel workers are peripherally related to the goals and values of the campus' diverse elements. . . . The student personnel worker has an important role to play on the contemporary college scene. Organizationally he is in the right position. (pp. 3-5)

In discussing future trends in the field of college student personnel, Lilley (1974) says that "leaders in the field are calling for a new kind of professional, a human development facilitator who will be more concerned with the process of education than with providing services" (p. 10). However, he points out that such a change may be difficult because "the traditional personnel services model has achieved the status necessary to function well on a campus, and members of the campus community who have recently accepted the validity of student personnel services could be resistive to any proposed alteration in the present model" (p. 10).

Two recent works on student development which have received broad attention among educators and practitioners of college student personnel are Student Development in Tomorrow's Higher Education--A Return

to the Academy (Brown, 1972) and The Future of Student Affairs (Miller & Prince, 1976). Brown's work came as a result of the work of a task force organized by the American College Personnel Association for the purpose of "reconceptualizing and redefining the mission of college student personnel work" (p. 10). The work of the task force was published in a monograph and authored by Robert Brown in 1972. The task force studied the present state of higher education; the place of college student personnel in higher education; viewed the future of American society and its educational needs; and suggested alternative roles and functions for college student personnel professionals. Brown concludes that:

While student personnel workers have professed themselves to be educators and to be interested in the whole student, they have served higher education essentially as housekeepers, activities advisers, counselors, and have been viewed by many in the higher education area as petty administrators. (p. 37)

About the new student development emphasis, Brown states: "The most profound reason for the new emphasis on student development from student personnel workers is that they seek more fulfillment of their espoused goal of developing the whole student" (p. 37). Brown also states that the present focus in higher education is primarily on the academic development of the student and that more attention should be given to assessing and improving the status of the student on

human development dimensions. He proposes new student development roles for college student personnel professionals who would assist the student in mastering increasingly complex developmental tasks. Student development facilitators would assist the student in assessing his developmental status; establish personal developmental goals and objectives and prescribe strategies and alternative modes of behavior for accomplishing developmental goals and objectives.

The work of Miller and Prince (1976) in The Future of Student Affairs, was an outgrowth of the earlier work of the American College Personnel Association Task Force and Robert Brown in 1972. In their book Miller and Prince define student development as: "The application of human development concepts in postsecondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self direction, and become independent" (p. 3). The student development model described by Miller and Prince is based on life stages theory of human development and has the following principles as its foundation:

Human development is a continuous and cumulative process of physical, psychological, and social growth which can be divided into an orderly series of life stages. Each stage is characterized by certain developmental tasks that require the human to alter his or her present behavior and master new learning.

Development is most likely to occur in an environment where change is anticipated, where

individuals and groups work together to actively influence the future rather than just reacting to it after the fact.

Systematic integration of cognitive, affective, and psychomotor experiences produces the most effective development.

Several abilities and skills that facilitate growth in others have been identified; these can be learned, used, and taught by student development educators.

The individual's development can be advanced by exposure to an organized problem-solving process that enables him or her to complete increasingly complex developmental tasks.

Development is enhanced when students, faculty members, and student affairs practitioners work collaboratively to promote the continuous development of all. (pp. 5-6)

Miller and Prince describe specific strategies that can be used to implement the "student development model." Five key roles of student personnel professionals in the model are: "goal setting, assessment, instruction, consultation, milieu management and evaluation" (pp. 11-12).

Summary of the Literature on the Role and Function of College Student Personnel Professionals Present and Future

Various roles and functions for college student personnel professionals are described in the literature, educator, student development specialist, organizational developer, provider of student services, researcher, administrator, consultant, and others. Some of these roles and functions are truly new paradigms while others describe more traditional roles of college student personnel professionals. A significant number of authorities in the field believe that college student personnel

professionals should occupy a more central position in higher education; that they must work toward gaining equal status with faculty if the goals of higher education are to be realized; that significant progress has been made in understanding the psychology of human development to the extent that the student development model should be embraced by both faculty and student personnel professionals in a collaborative effort.

While some leaders in the field are expressing the view that the student development model is the challenge and direction of the future for student personnel in higher education, there is at present little evidence that this model has been implemented successfully in institutions of higher education; and there are those who have reservations about the adequacy of the student development model to answer the demands for accountability and cost effectiveness during the "steady state" in higher education. Cross (1972) states that:

There is talk in the profession today of casting student personnel workers as experts in student development or as creators of learning environments. Such vague goals will not stand up to accountability or even steady progress on our own terms. While few would deny the importance of the goals of student development, . . . , no one has formulated a specific program for reaching the goals and we find it very difficult indeed to determine whether or not student development has taken place. (p. 23)

While supporting the ideals of the student development model, Chandler (1973) points out some problems in implementing the student development model:

The title student development without proper groundwork may cause both faculty and students to react unfavorably. There are faculty members who are unaware, uncaring and sometimes unsympathetic to the work done by student affairs. The words student development imply only instructionally related development as viewed by some faculty members. A change in title to student development by student affairs may be seen by this type of faculty member as a real or implied threat to his real or assumed prerogative and may draw a hostile reaction which may infect others not ordinarily involved in such matters.

It appears clear that the full scale implementation of a student development program requires a nearly complete acceptance of the concept by the vast majority of the entire academic community. It involves more than a reshuffling of departments in student affairs; attitudinal changes by the staff of student affairs, key administrators and faculty leaders are necessary. . . . It appears that the student development concept will evolve on campuses in differing rates and by different means. There will be a transitional state of undetermined length and depth. (p. 393)

It appears that the student personnel field will continue to derive its legitimacy primarily from the service functions while at the same time attempting to increase knowledge and understanding of student development. As Cross (in Kubit, 1973) states, "it is not too early to begin training an elite cadre of future leaders who can build upon the present very weak foundation," but "it is too early to begin the training of applied behavioral scientists as practitioners of student development" (p. 79).

Professional Preparation of College Student
Personnel Administrators

Recommended Program Emphases

In discussing appropriate roles and functions of college student personnel in higher education, authorities in the field have suggested a variety of roles and functions that range from the traditional student services concept to the more recent student development model. To the extent that the role and function of college student personnel professionals changes so also must the professional preparation program change (O'Banion, 1969).

A variety of emphases, including counseling, behavioral sciences, administration, educational theory and practical experience, have been stressed in preparation programs. A counseling emphasis in college student personnel has been advocated by a number of authorities. Dressel (1957) recommended that counseling psychology be the basic discipline for student personnel administrators. Hodinko (1973) is critical of preparation programs because they have "emphasized regulatory procedures and application of 'in loco parentis' and the treatment of the personality deviate" (p. 55). He recommends that preparation programs emphasize study in personality theory, psychological testing, and clinical counseling.

Super (1962) states that student personnel educators "need to help graduate students decide early in

their preparation whether they are going to be counselors or administrators and then differentiate the programs" (p. 236). Cosby (1965) and Chandler (1973) discussed possible role conflicts between administrator and counselor roles within student personnel and suggested differing preparation programs for each.

Penny (1969) contends that counseling was an insufficient base for college student personnel administrators. Lloyd-Jones (1968) argued that student affairs staff members would not become qualified by concentrating exclusively on personality theory, psychological testing and clinical counseling. She foresaw college student personnel staff members working "with others using the resources and techniques of discussion symposia, exposition, colloquia, dialogue, clarifying questions, literature, art, history, religion, philosophy, social fellowship, and sustained search" (p. 28). Lloyd-Jones felt that student personnel workers must be qualified to help students learn to assess their environments and environmental changes in the direction of carefully determined values. Therefore, in her opinion, the student personnel worker cannot take refuge in narrow specializations.

Cosby (1965) states that the student personnel curriculum should be developed within the context of the study of higher education. The student personnel

professional should study the development of the American college as a sociocultural institution; understand the changing role concepts and relationships of students, faculty, administration, and of those forces which were causal to change. Cosby cites research by Jacob which indicates that the greatest student value change occurs on campuses where there is student, faculty, and administrator consensus on expectations for the undergraduate experience and that for such consensus to be achieved there must be open and free communication between all segments of the college community. "It is this kind of goal which may be reached when student personnel workers teach the university" (p. 16).

Several writers in the field propose "Systems Philosophy as a Professional Preparation Base" (Dewey, 1977),

By viewing itself in such a limiting role as student services, it (the college student personnel field) is now viewed, at worst, as an expensive luxury with insatiable appetite for funds and staff and at the best, as a difficult to evaluate function which needs to clarify its roles, inputs, processes and results.

Systems philosophy, . . . , is the vehicle that has the capacity for ordering the disparate knowledge, the complexities, the apparent incongruences, the interrelationships of individuals, groups, and organizations. . . . Systems philosophy would seem to constitute the appropriate philosophical base for any educator concerned with holistic education. This includes student personnel workers. (p. 9)

McDaniels (1972) makes specific suggestions about what should be included in preparation programs

to prepare college student personnel administrators. He states that college student personnel administrators should view higher education institutions as systems.

The student personnel worker needs analytical tools for recognizing and assessing changes in the organizational environment; . . . Training programs need to attend to the systems characteristics of institutions of higher education including the administrator's role as he relates within and across subsystems. (p. 104)

McDaniels states that some student personnel educators seem to have ignored the fact that the student personnel professional is part of an administrative structure and that the future success or failure of the trainees will be a function of their ability to contribute to the total effectiveness of the organization. He believes that the administrative aspects of the student personnel program should be given more attention in the development of the college student personnel curriculum. He cites the research of Hoyt and Tripp (1967) who studied American College Personnel Association members and found that administrative functions accounted for more of the time of the persons surveyed than any other function.

An emphasis in the behavioral sciences has been advocated by several authors. McConnel (1970) proposed that all student personnel workers, regardless of their particular interests, must have a broad and extensive background in the behavioral sciences. Hedlund (1971) states that the appropriate role for college student

personnel professionals is that of a "humanistic educator" and that it seems natural that the core of his graduate program should also be in the behavioral sciences with the development of skills in research (p. 325).

Trueblood (1966) recommended that on the doctoral level, the emphasis be "on deepening the understanding of the behavioral sciences, the content of higher education and on the philosophy and skill of counseling, research, and philosophy of inquiry" (p. 83).

Unseem (1964) observed that increasing attention had been paid to theoretical principles in the student personnel field. From her viewpoint, she reasoned that skilled performances should flow from theory. She suggests that professionalization of student personnel work depended upon student personnel workers becoming authorities in large bureaucratized institutions.

A number of authors and professional organizations are suggesting that college student personnel programs emphasize principles of human/student development and strategies for their implementation (APGA, 1967; Arner, T.D., Peterson, Arner, C.A., Hawkins, and Spooner, 1976; Chickering, 1969; Crookston, 1976; Grant, 1968; Miller, 1974; Miller & Prince, 1977; and others).

The Commission on Professional Development of the Council of Student Personnel Associations in Higher Education (COSPA, 1974) in a statement titled: "Student

Development Services in Higher Education" proposed that the student development process should be the basic means of professional education for college student personnel graduates.

The goal of the professional program should be the preparation of persons who, in addition to having attained a high level of self-development, have skills to collaborate with others in their self-development. They must be able to use competencies of assessment, goal setting, and change processes as appropriate in implementing the roles of consultant, administrator, and instructor in relationships with individuals, groups and organizations. (p. 78)

Arner et al. (1976) proposed a model preparation program based on student development principles. Working collaboratively with faculty, graduates would implement student development processes of assessment, goal setting, and change processes. Applying this model, doctoral graduates would assess their skills and abilities, establish career goals and objectives, and develop plans to improve areas of weaknesses, the change process. With Arner et al.'s student development model of student personnel education, special attention is focused on the personal development and integration of the student personnel graduate. This is viewed as one of the most important outcomes of the preparation program.

Summary of the Literature Relevant to Program Emphases

A wide variety of program emphases have been recommended including administration, organizational

development, student development theory and skills, higher education foundations, counseling skills, research skills, and practical experience. One author cites a national study of college student personnel professionals which indicates that the nature of their responsibilities is primarily administrative and concludes that preparation programs should emphasize principles of administration and management, analytical and conceptual tools for problem solving, and organizational development. At least three authors recognized different role models within student personnel and indicated that each role should have a different program emphasis of either counseling and behavioral sciences or principles of administration and management. More recently a number of authors and professional organizations view the most viable role of college student personnel professionals as that of student development facilitator or educator and suggest that student personnel preparation programs should emphasize theories, principles, and skills in student development.

Suggested Areas of Study

In 1966 the Council of Student Personnel Associations in Higher Education (COSPA) appointed a committee on Professional Development to study professional preparation programs and to make recommendations that would be representative of the position of COSPA member

organizations. In 1965, the American Personnel and Guidance Association (APGA) established an interdivisional committee to study the professional preparation of student personnel professionals in higher education. Then at the 1965 annual convention ACPA instructed Commission XII--Professional Education of Student Personnel Workers--to develop a position on training which might be a representative view of ACPA on the matter. Consequently three documents or statements were developed on the subject of professional preparation of college student personnel professionals. Robinson (1966) compared the three statements relative to: (1) substantive areas of responsibility and authority, (2) purposes and goals, (3) proposed curriculum and training experiences, and (4) emphasis and unique characteristics (Fitzgerald, 1966). Items 1, 2, and 4 have been reviewed elsewhere in this chapter and item 3, curriculum and preparation, will be reviewed here.

In reviewing the three statements on curriculum and preparation, Robinson states that all agree that the student personnel worker must have a grounding in the behavioral sciences with an emphasis on psychology and sociology; all agree that an understanding of higher education principles, philosophy, and administration is necessary; and all agree that preparation in "tool" subjects as counseling, testing, and research methodology is essential. Robinson states that there are

some minor points of difference between the three statements: the APGA and COSPA statements specify that there should be some work relative to the differing life patterns of men and women; the ACPA Commission XII statement stresses research training as being necessary for all to a greater extent than do the other two statements.

According to Robinson each statement does contain at least one unique contribution: the APGA statement stresses the role of the professional associations in strengthening training programs and explicitly stresses the need for a continual integration of knowledge and skills; the COSPA statement offers suggested extensions of the core for specialized fields within college student personnel work; and the ACPA Commission XII document suggests that a minimum preparation program involves at least an extended, possibly two-year, masters degree program. The latter statement also clearly recognized the necessity of training through the doctorate for individuals aspiring to positions of general administrative leadership, or headed for careers in specialized areas such as research or counseling. In conclusion, Robinson states that "the agreement between the three groups relative to desirable training for persons entering the field is remarkable" (p. 256).

Cosby (1965) states that college student personnel professionals should function in the role of

"teachers of the university." "This requires that the student personnel curriculum be developed within the context of the study of higher education" (p. 17).

Equally important, Cosby suggests, is the study of the sociology of student life; the study of group processes; the areas of jurisdictional responsibility of college student personnel; and supervised practice-viewed as a place for the practice of theory" (p. 17).

Trueblood (1966) proposed seven core areas that should be included in preparation programs for college student personnel professionals: psychology (specifically developmental); the study of culture and change (sociology and anthropology and other behavioral sciences); the philosophy, finance, planning, and curriculum in higher education; skill courses in counseling and measurement; supervised work experience; research; and ethical responsibilities.

Miller (1967) proposed ten fundamental subject matter areas of knowledge and practice needed by the student in college student personnel preparation.

1. To be introduced to the field in such a way as to obtain a meaningful orientation to, and overview of, student personnel work.
2. To obtain a clear understanding of the context and foundations of higher education in America and elsewhere.
3. To bridge the gaps between the academic disciplines, especially the behavioral sciences and practical application to work with students.
4. To learn the psychological and sociological bases of behavior and general characteristics of the college age student.

5. To develop the human helping relationship concepts and attitudes essential to individuals in a "helping" profession.
6. To obtain a comprehensive grasp of research and evaluation--their value and function for college student personnel.
7. To understand the basic principles and practices necessary to implement and coordinate student personnel programs.
8. To become skillful in methods and approaches used by counselors and educators in working with students in formal and informal, group and individual, situations.
9. To assimilate and integrate the theoretical with the practical by way of supervised practicum field work experiences.
10. To have ample opportunity to obtain a grasp of the specialized substantive areas of student personnel work. (pp. 174-175)

The Interdivisional Committee of the American Personnel and Guidance Association published a statement in 1976 entitled: "The Role and Preparation of Student Personnel Workers in Institutions of Higher Learning." The model preparation program proposed by the Committee included the following courses of study:

1. Professional Orientation to the Field--the history, philosophy, purposes, problems, and issues, and professional ethics and standards of student personnel work.
2. Multi-disciplinary Foundations for the Practice of Student Personnel Work--Continuing exposure to systematic philosophy, the social sciences, the biological and natural sciences and the humanities, and a continuing attempt must also be made to relate these fields to practice.
3. Human Development and the Nature and Needs of the College Student--An understanding of the nature, characteristics and the needs of the college student derived from knowledge in psychology, sociology, philosophy and anthropology.
4. Context and Setting--Higher Education--The history, setting and objectives of universities and colleges; the college as a social institution its organization and administration and curricula.

5. Methods and Techniques--Individual and group counseling techniques and practica in the counseling of college students. Principles of administration and decision making including theory and practice of organization and fiscal management, selection and inservice training of staff, communication and relationships with college departments and constituencies.
6. Substantive Knowledge--Training in the functioning specific jobs in the field.
7. Research and Evaluation--Theories and principles, and methods of social research and principles and procedures of educational evaluation.
8. Integration of Knowledge and Skills--Integration of the knowledge and skills derived from courses relating to substantive areas, methods and techniques, human development and theoretical foundations. Suggested means of integration are field work or supervised internship. (pp. 64-65)

Rhatigan (1968) conducted a study to establish training recommendations on the basis of consensual judgments of student personnel educators and chief personnel administrators in selected institutions of 5,000 or more students. Participants in the study were asked to recommend a training program for an individual who had applied for admission to the doctoral program hoping to prepare for an eventual position as chief personnel administrator at a large four-year institution. The survey instrument listed 17 courses under the following five broad areas: background in basic disciplines, courses in higher education, business management background, specialty courses in higher education and research courses. Also a sixth area, other, gave respondents an opportunity to list additional courses

they would recommend. Respondents were asked to specify the appropriate number of credits for each course in the doctorate program.

There was agreement among the educators and administrators that relatively little emphasis should be placed on principles of education or on courses about junior college. Most respondents suggested three to six credits in education theory and zero to three hours on the junior college. Courses on appraisal of the individual and counseling practicum courses merited somewhat more emphasis (8-12 credits) each. Slightly heavier emphases were recommended for research practice (10-15 credits). Rhatigan states that of the 11 courses remaining the two groups agreed that preparation should include at least one three-hour course in group processes, psychology of adjustment, higher education, the college student, counseling, administration, and research methodology. In his concluding remarks Rhatigan states that there is an urgent need for research that relates training experiences to professional effectiveness.

O'Banion (1969) applied the theory of Charters (1923) and Tyler (1950) in his study to answer the question: "What is the core of common experiences essential for college and university personnel workers?" (p. 249). Their theory states that "program is derived from purpose and function" (p. 249). O'Banion used the

COSPA report, "A Proposal for Professional Preparation in College Student Personnel Work" (1964) as a basic document to develop a survey form used on a selected sample of 310 leaders in the student personnel profession and an expert panel. The expert panel consisted of counselor educators and deans of students. From the findings of his study, O'Banion concluded that the core of experiences which should be common to all college student personnel professionals should include:

1. Psychology including social psychology, developmental psychology, personality theory, learning theory, and development and characteristics of young adults;
2. Counseling principles and techniques--theory and case studies;
3. Practicum in student personnel work--an opportunity to observe and obtain supervised practice in ongoing programs of student personnel work;
4. An overview of student personnel work in higher education--orientation, financial aids, placement, student activities, admissions, registration and records, etc.;
5. The study of the college student--nature, characteristics, needs, differing life patterns of men and women;
6. Sociology and anthropology including processes of social and cultural change, urban society, sociometrics, and social institutions, populations, uses of leisure, and assessment of cultural mores and folkways;
7. Higher education--history, setting, objectives, curriculum, objectives, organization and administration, finance, etc. (p. 255)

McDaniels (1972) makes five recommendations regarding the structure and content of college student preparation programs:

1. Because of the differing leadership roles played at different levels of student personnel leadership, a more explicit separation of master's

and doctoral training programs may be required. The cognitive and affective skill requirements of available positions for master's and doctoral graduates differ in ways which indicate that the nature of the programs should be fundamentally different.

2. Emphasis should be placed on the development and use of a wide variety of experiential components for the training of student personnel workers. In particular, case study materials, gaming exercises, and situational simulation models are required to supplement the internship and practicum components.
3. The nature of the decision making process in higher education should lead to internships and practicums outside of the traditional student personnel service areas.
4. Emphasis on philosophical and descriptive content needs to be reduced. Increased attention should be given to the development of analytical and conceptual tools which will be valuable in a wide variety of problem identification and problem solving activities.
5. Research in student personnel administration should become more concerned with identifying and operationalizing the cognitive and affective behaviors required for job success. There exists innumerable lists of functions, services, and definitions, but few indicators of skills required in organizationally relevant roles. (pp. 103-104)

Penn (1974) suggests that the "adequate" college student personnel curriculum should include the following:

. . . understanding postsecondary education; understanding student development theory and application; academic disciplines included in the behavioral sciences; the development of helping relationships, research and evaluation techniques; promotion of sound educational environments; the development, financing, and implementation of programs; business management and educational administration techniques, and social systems analyses. (pp. 258-259)

The "Student Personnel Education Process-Outcome Model" (SPedPOM) for the preparation of college student personnel professionals is based on student development principles (Arner, T.H., Peterson, Arner, C.A., Hawkins

& Spooner, 1976). The model is also a synthesis of elements of learner-centered and competency-based education. Students and faculty work closely together to assess the student's professional and personal development; establish career and personal development goals and appropriate change processes. In addition to the study of the college student, history of higher education, principles of administration, group dynamics and student personnel services the model emphasizes student development topics including:

. . . theories and principles of human learning, theories and principles of human development, including person-environment interaction, consulting principles and techniques, principles and techniques of milieu management and organizational change and development, and developmental and environmental assessment strategies. (p. 336)

Summary of Literature Related to Suggested Areas of Study

In 1968 Nygreen concluded that of the broad range of program emphases suggested there is generally basic agreement about the core of experiences necessary for most college student personnel professionals. Robinson (1966), in comparing the statements of COSPA (1966), APGA (1965), and ACPA (1965) on professional preparation for college student personnel professionals, concluded that there is basic agreement between the three groups relative to desirable training for persons entering the college student personnel field.

Although specific program emphases varied somewhat among the authors during the 1960s, there was general agreement that the philosophy and history of higher education, developmental psychology and counseling, leadership, management, decision-making, planning and financial management, sociology, and anthropology should be included in graduate preparation curriculums.

Beginning in the 1970s, several authors began to emphasize areas of study related to student development concepts and principles as defined by writers such as Arner, 1976; Brown, 1972; Crookston, 1976; and Miller and Prince, 1977 and professional organizations such as COSPA, 1974. Specific areas of study suggested included: theories and principles of human learning, theories and principles of human development, consulting principles and techniques, principles of milieu management and organizational change and development, and developmental and environmental assessment strategies (Arner, 1976).

Other authors during this period, Chandler (1973) and Cross (1972) felt that there would be problems in implementing the student development model. Cross (Kubit, 1973) stated that:

The problem in founding a profession on a science of student development, . . . is that we are not ready for it, and I predict that we won't be for at least 10 to 20 years. . . . We just don't know enough about it. Until we can measure the existence of personal maturity in an individual, we are in an untenable position to know how to bring such maturity about. (p. 79)

Chandler stated that "a change in title to student development by student affairs may be seen by . . . faculty . . . as a real or implied threat . . ." and that "full scale implementation of student development program requires nearly complete acceptance of the concept by the vast majority of the entire academic community."

Finally, McDaniels (1972) recommended that there should be more explicit separation of the master's and doctoral training programs because of the differing leadership roles played at different levels of responsibility in the student personnel field; that there should be a wide use of a variety of experiential components including case study materials, gaming exercises, and situational simulation models to supplement internship and practicum components.

Criticisms of College Student Personnel Preparation Programs

Barry and Wolf (1963) criticized student personnel course work asserting that it consisted of a mixture of courses from various disciplines. They also contended that the field had not examined the competencies required in various student personnel positions or determined whether or not a common core of training was needed by all student personnel workers.

Penny (1969) was critical of the emphases in college student personnel preparation programs. He observed three approaches to the education of student personnel professionals--guidance based, human relations, and counseling. The guidance based approach appeared to Penny as the most common emphasis and that emphasis provided a generalist orientation. Penny was also critical of the COSPA (1966) document which suggested guidelines for the preparation of student personnel workers. He commented that the recommendations represented current thinking and that the proposal had not established new directions.

Dewey (1972) criticized student personnel preparation programs as having similarity of approach and focusing too much on the specificity of student services.

Examination of typical programs reveals just that "typical" programs, involving human relations skills, some counseling, some overview of practice, some internship experience. . . . Within these programs one does not typically see much emphasis on organizational theory, dynamics of institutional and social change, American studies, sociology of student life and culture, futuristics, heavy research components. . . . The focus is too much on the specificity of student services and too little on the institution as a whole, an organism, a system. (p. 48)

The second major criticism that Dewey makes is in the selection of candidates for graduate study. She states that "self-selection has been the primary mode for entry into the field" (p. 48).

Wallenfeldt and Bigelow (1971) suggested that college student personnel preparation programs needed to be revised. They suggested that national recommendations on program content be drafted, but that recommendations were only a beginning and considerably more was needed in the form of quality control. They urged the profession to establish a national committee on standards and accreditation.

Penn (1974) noted that while progress had been made in the development of models for the preparation of student personnel workers, little progress has been made in the implementation of recognized standards of excellence for professional preparation. He suggested that the field needs to develop curriculum guidelines and implement a national accreditation body to evaluate preparation programs in the field.

Rockey (1972) studied 20 doctoral preparation programs for college student personnel professionals. In discussing preparation program shortcomings, she indicated that many of the preparation programs had: inadequate student-faculty ratios; high percentage of the faculty that were part-time faculty; very few women were faculty in the programs; only one-third of the faculty were trained in college student personnel at the doctorate level; program objectives were vague and obscure; program emphases were poorly defined with

little agreement among faculty members as to the focus of the program; very limited course offerings in college student personnel; practical work experiences were inclined to be poorly defined, loosely organized, and haphazardly supervised.

Discussion of Literature Related to
Criticisms of College Student Per-
sonnel Preparation Programs

Rockey (1972) investigated a representative sample of 20 doctoral CSP preparation programs. The findings of her study address some of the criticisms of college student personnel preparation programs found in the literature.

Her study revealed that the typical doctoral program included courses in college student personnel, higher education, counseling and educational psychology, administrative theory, applied administration, historical and philosophical foundations, and research. Based on these findings she concludes that just as Barry and Wolf (1963) contend, college student personnel preparation programs do consist of a mixture of courses from various disciplines.

Penny was critical of the emphases in preparation programs in college student personnel. From his observations, he pointed out three approaches to the education of student personnel professionals--guidance based, human relations, and counseling. However, Rocky's

study revealed that the current preparation program emphases are administration, counseling, research, and student development.

Contrary to Dewey's statement (1972) that preparation programs were limited in design, repetitive, unimaginative, and reluctant to question themselves, Rockey found that while preparation programs were similar in design, many appeared to be staffed by innovative faculty and coordinators who were seriously questioning their programs.

Barry and Wolf (1963) criticized the college student personnel field for not having determined a common core of training for all student personnel workers.

However, Robinson (1966) compared the proposals for professional training of ACPA (1965), COSPA (1966), and APGA (1965) and concluded that they were in basic agreement as to the common core of training experiences needed by college student personnel professionals. APGA (1967) published a statement on professional preparation which listed the basic functions performed by student personnel workers regardless of their area of specialization. Inferences regarding a common core of training needed for all college student personnel professionals were made by APGA. Finally, O'Banion (1969) conducted a study among student personnel professionals and an

expert panel and developed a list of core training experiences which should be common to all college student personnel professionals.

Evaluation of College Student Personnel Preparation Programs

Several doctoral dissertations have dealt with preparation program evaluation, including those by Wright (1958), Keller (1962), Montgomery (1971), and Rockey (1972).

Wright sought to identify the status of doctoral training programs for counselors and other personnel workers in colleges and universities holding membership in the North Central Association. His sample included 100 graduates of 16 institutions and the chief preparation program trainer in each of the institutions. His findings indicated that nearly all of the basic training experiences were highly rated by the graduates of the programs.

Keller investigated the doctoral preparation program at Indiana University through a survey of its trainees. The alumni and trainees perceived their course work in college student personnel to be helpful in preparing them for student personnel work. The interest shown by the staff members in the trainees was found to be the major strength of the program. The most negative aspect of the program was reported

to be the limited opportunity for supervised internships. A recommendation that facilities for extended services in supervised practice be made available was suggested by many trainees. The following conclusions were drawn from the study:

1. Most of the trainees were holding positions in college student personnel work.
2. The acquisition of the doctor's degree in student personnel work was financially beneficial to trainees.
3. Characteristics and skills which trainers thought to be of value in practicing student personnel work were similar to those expressed in the responses of the trainees.
4. Course work in student personnel training was believed to be useful in helping trainees perform what was required of them as student personnel workers. (p. 120)

Montgomery was concerned about the types of training that would best prepare personnel workers for the roles and functions demanded by higher education. She sought to evaluate the contributions of the course work and the practical work experiences (practicum, internships, etc.) in the master's college student personnel preparation program at Indiana University. Two hundred and eight alumni of the program who had graduated between 1959 and 1969 participated in the study. In the opinion of the graduates, the practical experience preparation surpassed the academic preparation in the program. In summary, the research recommended that courses in psychology, counseling, the sociology of the university, group dynamics and human

relations skills, and practicum experiences in several student personnel service areas be emphasized in the future.

Rockey investigated 20 college student personnel doctoral preparation programs and developed a profile of college student personnel preparation faculty. The structured interview technique was utilized to elicit information from preparation program coordinators. In developing a profile of the faculty members, a survey questionnaire was employed.

The findings based on interviews with the preparation program coordinators included the following:

1. Many of the college student personnel preparation programs were recently established. Nearly two-thirds of the 20 preparation programs had been in existence less than 10 years.
2. The emphasis in preparation programs has shifted over the years from counseling to administration.
3. More of the programs had a pragmatic emphasis than a theoretical orientation.
4. Program strengths were identified by the coordinators as flexibility, individuality, campus resources, opportunities for meaningful work experiences, and preparation program faculty members.

5. The average number of doctoral students enrolled in each of the 20 preparation programs during the 1971-72 academic year was approximately 23, and the average number of master's students was 46.
6. The average number of full-time faculty involved in the programs was 1.4, and the average number of part-time faculty was 3.2.
7. Most college student personnel doctoral programs required an average of 20 courses past the master's degree. The typical doctoral program consisted of courses in college student personnel, higher education, counseling and educational psychology, administrative theory, applied administration, historical and philosophical foundations, and research.
8. On the average, nearly 90% of the students enrolled in the doctoral college student personnel preparation programs graduated. The average completion time was slightly over three years.
9. Graduate follow-up was an informal activity in nearly all of the programs. Formal follow-up of graduates had been conducted in less than one-fourth of the programs.

10. The components of a quality college student personnel preparation program were identified by the coordinators as quality faculty, quality students, sufficient elaboration of the program, strong supporting departments, institutional resources, a well-conceived curriculum, and opportunities for practical work experiences.
11. The coordinators identified the leading doctoral personnel programs in college student personnel in rank order as Michigan State University, Indiana University, Florida State University, Columbia Teachers College, and the University of Minnesota. The coordinators based their selections of the leading programs on quality of the faculty, quality of the graduates, visible leadership in the field by the faculty and graduates, and on the literature and research published and reported by the leading programs.
12. Coordinators forecast a number of changes anticipated in their programs in the next five years. One-half of the coordinators predicted a leveling off or drop in the number of students being admitted to the preparation programs because of a reduced demand for college student personnel workers. Most foresaw the composition of the programs changing to include more women and

minority students. Several coordinators previewed new administrative structure with college student personnel joining with other education specialties. A review of curriculum, content, and quality of the college student personnel preparation programs was recommended to make them relevant to changes that occur in higher education in general. The need for administrative theory and a broader curriculum were to be important requirements for the programs. Future oriented classes and open kinds of programs without courses and grades were forecast. A "new" kind of faculty member with expertise in research, analysis, and interpretation of personality theory literature was anticipated. New roles for college student personnel administrators were previewed including consultative and student development roles and a combination student development and political administration role.

13. The study revealed the following inadequacies in college student personnel preparation programs: (1) student faculty ratios were inadequate; (2) there were too many part-time faculty; (3) too few women faculty members; (4) only one-third of the faculty were trained in the college

student personnel field at the doctorate level; (5) program objectives were vague and obscure; (6) program emphases were poorly defined with little agreement among faculty members as to the focus of their program; (7) practical work experiences such as internships tended to be loosely organized and haphazardly supervised.

In discussing the findings of her study and in making recommendations, Rockey stated it appears that college student personnel faculty are attempting to train far more students than their time would allow; and she recommended that either more faculty should be hired or fewer students admitted. Rockey also questioned whether the large number of part-time faculty, in the college student personnel programs she studied, could provide adequate time for student advising and program leadership. She recommended that more full-time faculty be hired.

Summary

The purpose of this chapter was to review the available literature concerning the past, present, and future roles and functions of college student personnel professionals, recommended program emphases, suggested areas of study, criticism, and evaluations of college student personnel preparation programs. From the

literature on program emphases and suggested areas of study, a comprehensive list of college student personnel program learning goals and objectives was developed and used as a standard to appraise the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University from 1965 through 1977.

The review of the literature established the basic framework of the present study. The purposes of the study were:

1. To investigate certain aspects of the doctoral graduates' employment, education, and professional activities
2. To determine the relevance of comprehensive college student personnel doctoral program learning objectives, as perceived by the doctoral graduates, to their current professional responsibilities
3. To determine the extent to which their doctoral program at Michigan State University contributed, as perceived by doctoral degree recipients, to their achievement of comprehensive college student personnel learning objectives
4. To determine the extent to which program components in their doctoral program at Michigan

State University are perceived as having contributed to their professional development

5. To determine whether perceptions of relevance and contribution are differentially related to:
(a) area of professional employment, (b) current professional responsibilities, (c) number of years experience in college student personnel prior to completion of doctorate, (d) area of master's degree, (e) Michigan State University doctoral program emphasis, and (f) areas of dissertation study
6. To present findings, analyze and interpret those findings, draw conclusions, and offer suggestions for strengthening the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University

CHAPTER III

RESEARCH METHODOLOGY AND THE DESIGN OF THE STUDY

The general problem of this study was to appraise the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University from fall 1965 through spring 1977. As a standard with which to appraise the preparation program, a comprehensive list of college student personnel doctoral program learning goals and objectives was developed from the theoretical propositions and empirical studies reported in the review of the literature.

Research Questions

To assist in accomplishing the purposes of the study the following operational research questions were developed:

Research Question 1:

Will the perceived relevance, by doctoral graduates, of comprehensive college student personnel learning objectives vary with their professional roles and responsibilities, educational experiences, and other professional factors?

Research Question 2:

Will the perceived extent of achievement, by doctoral graduates, of comprehensive college student personnel learning objectives through their M.S.U. doctoral program vary with their professional roles and responsibilities, educational experiences, and other professional factors?

Primary Tasks of the Study

The primary tasks of the study were: (1) to develop a comprehensive list of college student personnel doctoral program learning objectives; (2) to obtain the appropriate evaluative data; (3) to process and analyze the data; (4) to summarize the findings; and (5) to present the major conclusions and recommendations.

Development of College Student Personnel Doctoral Program Learning Objectives

From a thorough review of the literature, a comprehensive list of college student personnel doctoral program learning goals and objectives was developed. The many goals and objectives obtained from the review of the literature were grouped into related aggregations or program goals. Eventually six broad program goals were identified. The comprehensive list of learning objectives was reviewed and critiqued by faculty and doctoral students of the Department and by college student personnel administrators at Michigan State University. Several drafts of the learning objectives were revised based on the review by faculty, doctoral

students, and administrators. Finally, two pilot studies with college student personnel doctoral candidates in the Department were conducted. The final list of comprehensive learning objectives was incorporated into the survey instrument used in the study.

The comprehensive list of college student personnel doctoral program learning goals and objectives that was developed is as follows.

Comprehensive Learning Objectives for College Student
Personnel Doctoral Program Learning
Goals and Objectives

The following six goals and related learning objectives for graduate study in college student personnel administration were developed from a thorough review of the literature.

Goal Number One: To provide a professional orientation to the field of college student personnel including the history, philosophy, purposes, problems, issues, and professional ethics and standards.

Related Learning Objectives:

1. To understand the philosophy, purposes, and problems of college student personnel administration
2. To understand the role and function of each of the offices in a college student personnel program

3. To understand the role and function of college student personnel work as it relates to values, goals, purposes, and objectives of Higher Education
4. To develop an understanding of the legal aspects of college student personnel administration such as due process of law and institutional liability

Goal Number Two: To understand the psychology of human development and the nature and needs of the college student.

Related Learning Objectives:

1. To develop an understanding of human development derived from knowledge in psychology, sociology, philosophy, and anthropology

Goal Number Three: To develop knowledge and understanding of the history, setting, and objectives of postsecondary education.

Related Learning Objectives:

1. To understand the significant political, cultural, and social forces operating in university and college environments
2. To be able to accurately interpret the values, goals, and objectives of institutions of higher education to students, parents, and alumni
3. To understand the financing and planning of higher education

4. To understand curriculum development in higher education
5. To understand the history, setting, and objectives of colleges and universities as social institutions
6. To develop defensible positions on the major philosophical issues in higher education

Goal Number Four: To develop knowledge and understanding of the principles and theories of learning, counseling, and education.

Related Learning Objectives:

1. To understand the process and outcome components of teaching and learning in designing student development programs
2. To develop a basic understanding of the theories and principles of learning
3. To understand the principles, concepts, and methods of counseling used in facilitating the personal development of students
4. To understand the principles, concepts, and techniques used in testing and measurement
5. To understand the human development concepts and theories implied in student development models

Goal Number Five: To understand administrative theories, principles, concepts and methods and to develop skills in organizing, administering, planning, financing,

interpreting, constructing, reviewing, delegating, training, staff selection, budgeting, promoting, and referring.

Related Learning Objectives:

1. To understand principles of administration and decision making
2. To identify your personal management and administration philosophy; one that is compatible with your personal values and life style
3. To know the principles and techniques of conflict management and be able to effectively apply them in personnel matters
4. To understand and be able to apply the principles of management by objectives in administering functional units of a college student personnel program
5. To understand the principles and techniques of organizational change and development
6. To acquire a thorough understanding of student personnel services, administration, issues, ethics, standards, and basic principles
7. To understand and be able to apply principles of evaluation to student personnel programs and services
8. To be able to communicate effectively on a professional level both in writing and speaking

9. To develop skills in budget making and fiscal management
10. To develop a basic understanding of effective and ineffective administrator behaviors as they relate to the role and functioning of college student personnel administrators
11. To understand principles of policy formulation and implementation
12. To be able to develop and maintain job descriptions stated in terms of behavioral objectives
13. To develop an understanding of principles of personnel management including staff selection, performance, evaluation, promotion, and discipline
14. To understand and be able to apply principles of accountability and program planning to the administration of college student personnel services

Goal Number Six: To understand research applicable to the field of college student personnel administration and be able to conduct basic research projects.

Related Learning Objectives:

1. To understand the theories, principles, and methods used in social research
2. To be able to apply the theories, principles, and methods of social research to phenomena in college student personnel work

3. To understand the principles and procedures of educational evaluation
4. To understand data processing components and their application to the administration of college student personnel administration

The Sample

The study population consisted of 95 doctoral graduates of the Department of Administration and Higher Education who were currently employed in college student personnel positions. Doctoral graduates from fall 1965 through spring 1977 were included in the study. The decision was reached that the sample population should include the entire population of 95 graduates since the size of the population was not unreasonably large and a number of valuable suggestions could be missed if only a sample of the population were used.

Each study subject received: (1) an offset press survey instrument, (2) an individually typed and addressed cover letter explaining the purposes and significance of the study, and (3) a stamped, pre-addressed return envelope. Doctoral recipients who did not respond to the initial mailing were sent a reminder of the first mailing. Eighty-seven graduates responded to the study providing a 91.5% return rate. Of the questionnaires returned, two were not usable because large

portions of information were not completed by two graduates who were not currently employed in a college student personnel position.

The Survey Instrument

The comprehensive list of college student personnel doctoral program learning objectives was used as a standard with which to appraise the doctoral preparation program of those graduates employed in college student personnel positions. The learning objectives were incorporated into a questionnaire which consisted of both fixed-alternative and open-ended questions. Since the data to be collected were from a widely dispersed population, the mailed questionnaire was used. Consideration was given to the problems involved in the use of the questionnaire method, and wherever possible steps were taken to avert them.

The questionnaire was critiqued by personnel in the Office of Research Consultation, faculty of the Department of Administration and Higher Education, and student personnel administrators at Michigan State University. Two pilot tests were conducted among doctoral candidates in the Department of Administration and Higher Education. As a result of the pilot tests and extensive evaluation and critique by members of the faculty, face validity was claimed for the instrument.

The questionnaire consisted of six parts. Part I gathered data on employment and career experiences of doctoral graduates in the study. Parts II and III asked doctoral graduates to respond to the list of comprehensive learning objectives by answering two questions: (part II) How relevant is each objective to your current professional responsibilities and (part III) to what extent did your doctoral preparation at Michigan State University contribute to the achievement of each objective? Part IV of the questionnaire asked the doctoral graduates to rate the extent of contribution to their professional development of selected program components of their doctoral preparation program. In part V graduates were asked to list three of the major strengths and three of the major weaknesses of their doctoral program and to make suggestions for strengthening the doctoral program. In part VI general information was gathered regarding the graduates' professional employment and educational experiences.

Collecting the Data

Four primary sources were used to collect the data required for the study: (1) the records of the Graduate Student Affairs Office of the College of Education at Michigan State University, (2) faculty of the Department of Administration and Higher Education at Michigan State University, (3) data from a study of

graduates of the Department done by Tom O'Shea in 1972, and the survey instrument returned by the respondents.

The records of the Graduate Student Affairs Office provided a list of all doctoral graduates of the Department of Administration and Higher Education for the period of fall 1965 through spring 1977. The term and year of each doctoral graduates program completion and his major adviser were also ascertained from the Graduate Student Affairs Office. The particular doctoral graduates of interest in the study were those graduates of the Department during the period fall 1965 through spring 1977 who were currently employed in college student personnel positions.

Tom O'Shea's study of graduates of the Department for the period fall 1965 through spring 1972 and faculty of the Department were the two sources utilized to identify the current and recent employment positions of graduates in the study. Also the mailing address file of the MSU Orient was used to identify the current addresses and employment status of doctoral graduates of the Department.

Data Analysis

Techniques of the Statistical Package for Social Sciences (SPSS) were used to analyze and summarize the data. Several SPSS statistical procedures were utilized on the CDC 6500 in the Computing Center at Michigan

State University. To ascertain basic descriptive information, the Condescriptive procedure was employed. This procedure provided measures of central tendency (mean scores, standard deviation). Contingency tables which provided frequency and percentage scores were also acquired through the SPSS Condescriptive procedure. To determine if significant differences existed in the responses of sub-populations within the study, the Crosstabs and Breakdowns procedures were utilized. The Crosstabs procedure provided chi square scores and the Breakdowns procedure provided an analysis of variance of sub-populations in the study. Differences of responses by sub-populations within the study to the learning objectives were tested. The sub-population compared consisted of doctoral program emphasis, dissertation topic, area of professional responsibility, years of experience in the college student personnel field, and area of masters degree.

The responses of graduates were transposed to data processing cards to accommodate analysis on the CDC G500 computer.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The data presented in this chapter are the results of survey research undertaken with doctoral graduates of the Department of Administration and Higher Education at Michigan State University from fall 1965 through spring 1977 who were employed in college student personnel positions.

Purposes of the Study

The focus of this study was the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education during the period fall 1965 through spring 1977. The purposes of the study were:

1. To investigate certain aspects of the doctoral graduates' employment, education, and professional activities
2. To determine the relevance as perceived by the doctoral graduates, of comprehensive college

student personnel doctoral program learning objectives to their current professional responsibilities

3. To determine the extent to which their doctoral program at M.S.U. contributed, as perceived by doctoral degree recipients, to their achievement of comprehensive college student personnel learning objectives
4. To determine the extent to which program components in their doctoral program at M.S.U. are perceived by graduates as having contributed to their professional development
5. To determine the strongest and weakest aspects of the preparation of college student personnel administrators in the Department of Administration and Higher Education, as perceived by the doctoral graduates in the study
6. To solicit suggestions from the doctoral graduates in the study for strengthening the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University
7. To determine whether the graduates' perceptions of relevance and contribution are differently

related to their professional roles and responsibilities, educational experiences, and other professional factors

8. To present findings, analyze and interpret those findings, draw conclusions and offer suggestions for strengthening the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University

From a thorough review of relevant and related research, a comprehensive list of college student personnel learning goals and related objectives was developed which was used as a standard with which to appraise the doctoral preparation of college student personnel administrators at Michigan State University in the Department of Administration and Higher Education. A survey questionnaire was developed which incorporated the college student personnel doctoral program learning objectives.

In the survey instrument graduates were asked to respond to the learning objectives by giving their judgment as to (1) the relevance of each of the objectives to their current professional responsibilities and (2) the extent to which their doctoral program at MSU contributed to their achievement of each objective.

Graduates were also asked to rate the extent of contribution to their professional development of

selected doctoral program components, to list what they perceived to be the major strengths and weaknesses of their doctoral program, and to make suggestions for strengthening the preparation of college student personnel administrators in the Department of Administration and Higher Education at MSU.

The following is a report of the findings of the study.

Number of Graduates Returning the Survey Questionnaire

Of the 95 doctoral graduates in the study, 87 returned the survey questionnaire yielding a 91.5% rate of return. Two questionnaires were not usable since major portions had not been completed by the respondents.

Characteristics of the Graduates

The first stated purpose of the study was to investigate certain aspects of the doctoral graduates' employment, educational and professional activities. In conjunction with this purpose, data were gathered from the graduates regarding the following employment and professional activities: present employment position; type of employing institution; state residence; primary type of employment responsibility; percentage of time spent in administrative, counseling, teaching, research, consulting and other types of duties; area of the institution, either student affairs division or academic unit,

in which the graduate is employed; number of graduates employed in key college student personnel administrative positions of vice president of student affairs or deans of students; compatibility of graduate's present position with employment objectives held while working toward the doctorate; job satisfaction with present position; average salary of graduates; and number of years of experience in college student personnel prior to completion of the doctorate and number of years of experience in college student personnel since completing the doctorate.

The following section of Chapter IV reports the data gathered on the graduates' employment and professional activities related to the first stated purpose of the study.

Present Employment Position of Graduates

The largest number of graduates, 33 or 39%, held the position of vice president of student affairs, dean, associate, or assistant dean of students. The next most frequent type of position held by graduates were those graduates who were functioning in academic units of institutions performing various student personnel duties such as coordinators of academic advising, educational consultants, and other similar types of functions. Five graduates in this latter group were performing

student personnel functions in medical colleges. Twelve graduates were employed as vice presidents of student affairs divisions and 10 were employed as college student personnel faculty. Eight graduates were employed as directors or associate directors of residence halls or residence hall programs and the remaining 19 graduates held positions as follows: director or associate director of admissions 3, assistant director of career planning 1, director or associate director of student activities 3, director or associate director of counseling centers 4, assistant director of placement services 1, directors of minority support programs 3, director or associate director of financial aids 2, and unemployed 2. Of the two unemployed graduates, one had recently graduated and was in the interviewing process for employment and the other had recently given birth to her second child and was devoting her energies full time to her family (see Table 4.1).

Type of Employing Institution and
State Residence of Graduates

Of the graduates in the study, 80 were employed by four-year colleges and universities, 5 by medical colleges, 5 by community colleges, 4 by educational institutes, and 1 by an educational consulting firm.

Graduates resided in 28 states, Canada, and Washington D.C. (see Table 4.2).

Table 4.1
Present Employment Position of Graduates

Position	Number	Percentage
Vice President for Student Affairs	12	14
Dean or Assistant Dean of Students	21	24.7
Director or Associate Director of Residence Halls	8	9
Director or Associate Director of Admissions	3	3.5
Assistant Director of Career Planning	1	1
Student Personnel Functions in Academic Units of Institutions	17	20
Director or Associate Director of Student Activities	3	3.5
Director or Associate Director of Counseling Centers	4	4.6
Assistant Director of Placement Services	1	1
College Student Personnel Faculty	10	11.7
Director of Minority Support Programs	3	3.5
Director or Associate Director of Student Financial Aids	2	2
Unemployed	2	2
Total	85	100

Table 4.2
Residence of Graduates

Residence	Number	Residence	Number
Alabama	1	Minnesota	2
California	8	North Carolina	6
Canada	2	New York	1
Colorado	2	Ohio	3
Florida	1	Oklahoma	1
Georgia	1	Oregon	1
Idaho	1	Pennsylvania	5
Illinois	5	South Carolina	1
Indiana	5	Texas	3
Iowa	2	Utah	1
Kentucky	4	Virginia	2
Louisiana	1	Washington	11
Maryland	1	Washington D.C.	1
Michigan	31	Wisconsin	1

Primary Type of Employment Responsibility of Graduates

Among administrative, teaching, research, counseling, consulting and other types of employment responsibilities, the majority of graduates indicated that administrative duties were their primary type of professional responsibility. The second most frequent primary type of professional responsibility reported by graduates was that of teaching. The number and percentage of graduates in each type of primary professional responsibility is indicated in Table 4.3.

Table 4.3

Primary Type of Professional Responsibility
of Graduates

Primary Type of Responsibility	Number	Percentage
Administrative	70	82
Teaching/Research	10	12
Counseling	4	5
Other	1	1
Total	85	100

Mean Percentage of Time Spent by Graduates in
Administrative, Teaching, Counseling,
Research, Consulting, and Other Duties

Graduates were asked to indicate the percentage of time that they spent in their present position in administration, counseling, research, teaching,

consulting, and other types of duties. Graduates reported activity in all categories of duties with the greatest percentage being devoted to administration and counseling functions. See Table 4.4 for specific percentages.

Table 4.4

Mean Percentage of Time Spent by Graduates^a
in Six Different Types of Duties

Type of Duty	Mean Percentage Time
Administration	68
Counseling	13
Teaching/Research	12
Consulting	4
Other	3
Total	100

^aN = 85

Area of the Institution in Which
Graduates Are Employed

An investigation of the employment positions of graduates revealed that 67% were employed in institutional divisions of student affairs and 33% were employed in academic units of colleges and universities. See Table 4.5 for specific numbers of graduates in each category.

Table 4.5

Area of the Institution in Which
Graduates Are Employed

Area of Professional Responsibility	Number	Percentage
Divisions of Student Affairs	57	67
Academic Units	28	33
Total	85	100

Number of Graduates Employed in Key
College Student Personnel Admin-
istrator Positions

For the purposes of this study key college student personnel administrators were defined as those graduates holding the position of vice president for student affairs or dean, associate or assistant dean of students. When these three positions are combined into one employment position category, this one category contains the largest portion of graduates than any of the other employment position categories (see Table 4.6).

Compatibility of Present Employment
Position and Primary Employment
Objectives Held While Working
Toward the Doctorate

Graduates in the study were asked, "Are you now employed in a position which is compatible with the primary employment objectives you held while working toward your doctorate?" The largest portion, 87%, answered yes and 13% answered no (see Table 4.7).

Table 4.6

Number of Graduates Employed in Key College Student
Personnel Administrator Positions

Employment Position	Number	Percentage
Vice President for Student Affairs	12	14
Deans, Associate and Assistant Deans of Students	21	25
<u>Key College Student Personnel Admin- istrators (above two categories combined)</u>	33	39
Other Positions	52	61

Table 4.7

Responses of Graduates to the Question, "Are You Now
Employed in a Position Which Is Compatible with the
Employment Objectives You Held While Working
Toward Your Doctorate?"

Is Current Position Compatible	Number	Percentage
Yes	75	87
No	10	13
Total	85	100

Job Satisfaction of Graduates with
Their Present Employment Positions

When asked, "How satisfied are you with your current employment position," 83% of the graduates reported that they were either very or fairly satisfied, 4% were undecided, and 13% of the graduates were either fairly dissatisfied or very dissatisfied (see Table 4.8).

Table 4.8

Job Satisfaction of Graduates

How Satisfied Are You with Your Current Employment Position?	Number	Percentage
Very Satisfied	44	52
Fairly Satisfied	24	31
Undecided	4	4
Fairly Dissatisfied	9	11
Very Dissatisfied	2	2
Total	85	100

Average Annual Salary of Graduates

The average annual salary of graduates responding to the survey questionnaire was in the category of \$22,000 to \$24,999. The frequency of graduates with salaries in the other categories along with percentages are given in Table 4.9.

Table 4.9
Annual Salary of Graduates

Salary Category	Number	Percentage
\$13,000 to 15,999	4	4.7
\$16,000 to 18,999	13	15.3
\$19,000 to 21,999	13	15.3
\$22,000 to 24,999--Mean Salary	20	23.5
\$25,000 to 27,999	16	18.8
\$28,000 to 30,999	9	10.6
\$31,000 & Over	10	11.8
Total	85	100

Number of Years of Experience of Graduates
in College Student Personnel Prior to the
Completion of Their Doctoral Degree

The mean number of years of experience in college student personnel of graduates prior to the completion of their doctoral studies was 6.05 with a standard deviation of 5.038 and a range of from less than one year to 26 years of experience (see Table 4.10).

Number of Years of Experience of Graduates
in College Student Personnel Since Com-
pleting Their Doctoral Degree

The mean number of years of experience in college student personnel of graduates since completing their doctoral studies was 4.05 with a standard deviation of 3.02 years and a range of from less than one year to 11 years of experience (see Table 4.11).

Table 4.10

Graduates' Number of Years of Experience in College
Student Personnel Prior to Completing Their
Doctoral Studies

Category-Years of Experience Prior to Completing Doctorate	Number	Percentage
Less than One Year of Experience	7	9
One to Five Years of Experience	29	37
Six or More Years of Experience	49	54
Total	85	100

Note: Mean years of experience pre-Ph.D. = 6.05

Table 4.11

Number of Years of Experience of Graduates in College
Student Personnel Since Completing Their
Doctoral Degree

Category-Years of Experience Since Completing the Doctorate	Number	Percentage
Less than One Year of Experience	13	14
One to Five Years of Experience	36	43
Six Years or More of Experience	36	43
Total	85	100

Total Number of Years of Experience in College Student Personnel

Doctoral graduates in the study had an average of 10.1 years of experience in college student personnel at the time of the study.

This completes the reporting of summary data on the graduates' employment and professional activities related to the first stated purpose of the study, ". . . to investigate certain aspects of the doctoral graduates' employment, educational and professional activities."

Educational Experiences and Activities of Graduates

The following section of this chapter reports the data gathered on the graduates' educational experiences and activities primarily while in the doctoral program of study at Michigan State University. Of interest was the doctoral program emphasis of graduates in the study, the area in which graduates conducted their dissertation studies, whether the student pursued his course work and dissertation writing as a full-time or part-time student, and the area of the graduates' Masters degree.

Doctoral Program Emphasis of Graduates in the Study

An investigation of College Student Personnel Administration class rosters for the period fall 1965 through spring 1977 revealed that doctoral graduates in the study had taken a range of college student

personnel courses, seminars, practicums, and internships ranging from none to more than 21 credits. Departmental faculty indicated that doctoral candidates emphasizing college student personnel administration had generally been required to enroll in a college student personnel internship. For the purposes of this study, doctoral graduates were classified as having a doctoral program emphasis in college student personnel administration if they had taken two or more doctoral level college student personnel seminars and at least three credits of a college student personnel administration internship.

The investigation of class rosters mentioned earlier revealed that 34% (29 graduates) had taken at least two doctoral level seminars and three or more credits of college student personnel administration internship. It is noteworthy that while 34% of the doctoral graduates had a doctoral program emphasis in college student personnel administration, 73% of the graduates conducted a dissertation study in the college student personnel field and 77% of the doctoral graduates in the study either had a doctoral program emphasis in college student personnel administration or conducted a dissertation study in the college student personnel field (see Tables 4.12 and 4.13).

Sixty-seven percent of the graduates in the study had doctoral program emphases in a wide range of areas

which included general administration, community college administration, adult and continuing education, college-university teaching, and others.

Table 4.12

Doctoral Graduates with Program Emphasis in College
Student Personnel Administration

Doctoral Program Emphasis	Number	Percentage
College Student Personnel Administration	29	34
Other	56	66
Total	85	100

Doctoral Graduates Conducting Dissertation
Studies in College Student Personnel

Using the card catalog located in the Instructional Resources Center of the College of Education, an investigation was made of the dissertation studies conducted by doctoral graduates in the study. Of particular interest were the number of dissertation studies conducted in the college student personnel field. The investigation revealed that 73% of the graduates had conducted dissertation studies in the college student personnel field (see Table 4.13).

Table 4.13

Number of Graduates Conducting Dissertation Studies
in the Field of College Student Personnel

Dissertation Study	Number	Percentage
College Student Personnel	62	73
Other Areas	23	27
Total	85	100

Number of Graduates Studying Full-Time
and Part-Time while Completing Their
Doctoral Program Course Work

The merits of requiring students to pursue graduate programs full time have been debated by faculties for some time. Advantages of more contact with faculty and other students in the discipline, the many and varied resources such as the library and other facilities on campus, and a more intimate contact with the intellectual community were discussed. However, others have discussed the advantages of combining the class room with the real work situation as a laboratory. While it was not a purpose of this study, it was thought that it would be significant to determine the number of students who pursued their doctoral studies full time and those that pursued them part time and determine if one group rated their doctoral program experiences more highly than the other. It was later determined that much more detailed information would be required to make a valid comparison between

these two groups; for example, how much time did part-time and full-time students actually spend on campus; did the student work full time or part time; was his employment, while pursuing his doctorate, related to higher education; how many credits per term for how many terms defines a full-time student; and how long did it take for the graduates to complete their doctorates? Therefore, these data are reported only as descriptive information and no comparisons were made between graduates who classified themselves as full time and those that classified themselves as part time.

Table 4.14

Number of Graduates Studying Full-Time and Part-Time
While Completing Their Doctoral Program Course Work

Student Status While Completing Doctoral Program Course Work	Number	Percentage
Primarily Full-Time Student	42	49
Primarily Part-Time Student	43	51
Total	85	100

Number of Graduates Writing Their
Dissertations While Holding
Full-Time Employment

Seventy-two percent indicated that they were holding full-time employment while writing their dissertation, and 27% indicated that they had not held full-time employment while writing their dissertation (see Table 4.15).

Table 4.15

Number of Graduates Writing Their Dissertations
While Holding Full-Time Employment

Employment Status While Writing Dissertation	Number	Percentage
Primarily Full-Time	62	72
Primarily Part-Time	23	27
Total	85	100

Mean Age of Graduates

Graduates were asked to give the date of their birth on the survey questionnaire. From this information a mean age for all graduates at the time of the study was computed to be 37.16 years with a standard deviation of 6.8 years.

This concludes the report of the findings on the graduates' employment, educational and professional activities. The next section of this chapter reports the findings of the study on the relevance of college student doctoral program learning objectives as perceived by the graduates.

Relevance of College Student Personnel Doctoral Program
Learning Goals and Objectives to Graduates' Current
Professional Responsibilities

The second stated purpose of this study was, "To determine the relevance as perceived by the doctoral graduates, of comprehensive college student personnel

doctoral program learning objectives to their current professional responsibilities." In the survey instrument doctoral graduates were asked to respond to college student personnel doctoral program learning objectives in the following manner: "Please give your judgment about the relevance of each of these objectives of graduate study in college student personnel." "Using the scale below, please circle the number which best represents the relevance of each objective to your current professional responsibilities."

4-Very Relevant	3-Rele- vant	2-Somewhat Relevant	1-Not Particularly Relevant	0-Not At All Relevant
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The graduates' responses to the relevance of the learning goals and objectives are reported in this section of Chapter IV. Responses to the learning goals and objectives are reported (with an N of 85) giving the percentage of graduates rating each objective and each learning goal; and the rank of each objective within its respective goal and the rank of each goal among the six goals.

College Student Personnel Doctoral Program Goal I

College student personnel doctoral program goal I read as follows: To provide the graduate student with a professional orientation to the field of college student personnel administration including the history, philosophy,

purposes, problems, issues, and professional ethics and standards of the college student personnel field. Four program objectives were considered representative of program goal I. They were:

1. To understand the philosophy, purposes, and problems of college student personnel administration
2. To understand the role and function of each of the offices in a college student personnel program
3. To understand the role and function of college student personnel work as it relates to the values, goals, purposes and objectives of higher education
4. To develop an understanding of the legal aspects of college student personnel administration, such as due process of law and institutional liability

The combined responses (see Table 4.16) to all four program objectives of program goal I indicated that 45.3% of the graduates considered program goal I to be very relevant to their primary professional responsibility, 35.9% to be relevant, 14.7% to be somewhat relevant, and 3% not particularly relevant, and 1% not at all relevant. The graduates' weighted mean response to the four program objectives of program goal I was 3.202 which ranked third among the relevance mean ranking assigned to the six

program goals. The weighted relevance mean rankings of the four program objectives of program goal I varied from 3.325, objective number 3, to 3.036, objective number 2.

College Student Personnel Doctoral
Program Goal II

College student personnel doctoral goal II was as follows: To understand the psychology of human development and the nature and needs of the college student. The following program objective was considered representative of program goal II:

1. To develop an understanding of human development derived from knowledge in psychology, sociology, philosophy, and anthropology

Responses to program goal II (see Table 4.16) indicated that 50.6% of the graduates considered program goal II to be very relevant, 31.8% to be relevant, 15.3% somewhat relevant, 1% not particularly relevant, and 1% not at all relevant. Program goal II had a mean weighted ranking of 3.265 and ranked second among the other program goals.

College Student Personnel Doctoral
Program Goal III

College student personnel doctoral program goal III read as follows: To develop knowledge and understand the history, setting, philosophy, and objectives of

higher education. The following six program objectives were considered representative of program goal III:

1. To understand the significant political, cultural, and social forces operating in university and college environments
2. To be able to accurately interpret the values, goals, and objectives of institutions of higher education to students, parents, and alumni
3. To understand the financing and planning of higher education
4. To understand curriculum development in higher education
5. To understand the history, setting, and objectives of colleges and universities as social institutions
6. To develop defensible positions on the major philosophical issues in higher education

The combined responses (see Table 4.16) indicated that 36.3% of the graduates considered program goal III to be very relevant, 38.3% to be relevant, 19.6% somewhat relevant, 4% not particularly relevant, and 2% not at all relevant. The graduates' mean weighted mean responses to the six program objectives of program goal III was 3.014 which ranked fourth among the six program goals. The

weighted relevance mean rankings of the six program objectives of program goal III ranged from 3.410, objective one, to 2.675, objective six.

College Student Personnel Doctoral
Program Goal IV

College student personnel doctoral program goal IV read as follows: To develop knowledge and understanding of the principles and theories of learning, counseling, and education. The following five program objectives were considered representative of program goal IV:

1. To understand the process and outcome components of teaching and learning in designing student development programs
2. To develop a basic understanding of the theories and principles of learning
3. To understand the principles, concepts, and methods of counseling used in facilitating the personal development of students
4. To understand the principles, concepts, and techniques used in testing and measurement
5. To understand the human development concepts and theories implied in student development models

The combined responses (see Table 4.16) to all five program objectives of program goal IV indicated that 30% of the graduates considered program goal IV to be

very relevant to their primary professional professional responsibility, 38% to be relevant, 23.1% somewhat relevant, 5.9% not particularly relevant, and 2.8% not at all relevant. The graduates' weighted mean response to the five program objectives of program goal IV was 2.858 which was fifth among the relevance mean ranking assigned to the six program goals. The weighted relevance mean rankings of the five program objectives of program goal IV varied from 3.084, objective five, to 2.470, objective four.

College Student Personnel Doctoral
Program Goal V

College student personnel doctoral program goal V read as follows: To understand administrative theories, principles, concepts and methods, and to develop skills in organizing, administering, planning, financing, interpreting, constructing, reviewing, delegating, training, staff selection, budgeting, promoting, and referring. The fourteen program objectives considered to be representative of program goal V were as follows:

1. To understand principles of administration and decision making
2. To identify your personal management and administration philosophy; one that is compatible with your personal values and life style

3. To know the principles and techniques of conflict management and be able to effectively apply them in personnel matters
4. To understand and be able to apply the principles of management by objectives in administering functional units of a college student personnel program
5. To understand the principles and techniques of organization change and development
6. To acquire a thorough understanding of student personnel services, administration, issues, ethics, standards, and basic principles
7. To understand and be able to apply principles of accountability and program planning to the administration of college student personnel services
8. To understand and be able to apply principles of evaluation to student personnel programs and services
9. To be able to communicate effectively on a professional level both in writing and speaking
10. To develop skills in budget making and fiscal management

11. To develop a basic understanding of effective and ineffective administrator behaviors as they relate to the role and functioning of college student personnel administrators
12. To understand principles of policy formulation and implementation
13. To be able to develop and maintain job descriptions stated in terms of behavioral objectives
14. To develop an understanding of principles of personnel management including staff selection, performance evaluation, promotion, and discipline

The combined responses (see Table 4.16) to all fourteen program objectives of program goal V indicated that 49.7% of the graduates considered program goal V to be very relevant to their primary professional responsibilities, 33% to be relevant, 12.7% somewhat relevant, 3.2% not particularly relevant, and 1.3% not at all relevant. The graduates weighted mean response to the fourteen program objectives of program goal V was 3.280 which was first among the relevance mean ranking assigned the other program goals. The weighted relevance mean rankings of the fourteen program objectives of program goal V varied from 3.747, objective number one, to 2.817, objective number thirteen.

College Student Personnel Doctoral
Program Goal VI

College student personnel doctoral program goal VI read as follows: To understand research applicable to the field of college student personnel administration and be able to conduct basic research projects. The following four program objectives were considered representative of program goal VI:

1. To understand the theories, principles, and methods used in social research
2. To be able to apply the theories, principles, and methods of social research to phenomena in college student personnel work
3. To understand the principles and procedures of educational evaluation
4. To understand data processing components and their application to the administration of college student personnel administration

The combined responses (see Table 4.16) to all four program objectives of program goal VI indicated that 19.7% of the graduates considered program VI to be very relevant to their primary professional responsibility, 38.8% to be relevant, 34.7% somewhat relevant, 6% not particularly relevant, and 1% not at all relevant. The graduates' weighted response to the four program objectives of program goal VI was 2.714 which ranked sixth

Table 4.16

Relevance of College Student Personnel Doctoral Program Learning Goals and Objectives
to Graduates' Current Professional Responsibilities

Perception by Graduates of the Relevance of College Student Personnel Doctoral Program
Learning Objectives of Program Goal I to Their Primary Professional Responsibility

Program Goal I: To provide the graduate student with a professional orientation to the
field of college student personnel administration including the history, philosophy,
purposes, problems, and issues, and professional ethics and standards of the college
student personnel field.

Program Objective	Relevance						Mean	Rank (Within Goal)	Rank Among the 34 Objectives
	Very Relevant	Rele- vant	Somewhat Relevant	Not Particularly Relevant	Not At All Relevant				
1	38	25	19	3	0	3.157	3	13	
2	29	37	15	2	2	3.036	4	19	
3	40	36	7	1	1	3.325	1	6	
4	47	24	9	3	2	3.289	2	8	
Total	N 154	122	50	9	5	3.202	3		
Program Goal I	% 45.3	35.9	14.7	3	1				

Table 4.16--Continued

Perception by Graduates of the Relevance of College Student Personnel Doctoral Program Learning Objectives of Program Goal II to Their Primary Professional Responsibility

Program Goal II: To understand the psychology of human development and the nature and needs of the college student.

Program Objective	Relevance						Mean	Rank (Within Goal)	Rank Among the 34 Objectives
	Very Relevant	Relevant	Somewhat Relevant	Not Particularly Relevant	Not At All Relevant				
1	43	27	13	1	1	3.265	1	9	
Total	N 43	27	13	1	1				
Program Goal II	% 50.6	31.8	15.3	1	1	3.265	2		

Perception by Graduates of the Relevance of College Student Personnel Doctoral Program Learning Objectives of Program Goal III to Their Primary Professional Responsibility

Program Goal III: To develop knowledge and understanding of the history, setting, philosophy, and objectives of higher education.

Table 4.16--Continued

Program Objective	Relevance						Rank (Within Goal)	Rank Among the 34 Objectives
	Very Relevant	Rele- vant	Somewhat Relevant	Not Particularly Relevant	Not At All Relevant	Mean		
1	49	25	9	1	1	3.410	1	4
2	33	37	11	3	1	3.145	3	14
3	40	27	15	2	1	3.193	2	12
4	18	33	25	7	2	2.675	6	28
5	20	36	24	2	3	2.783	5	25
6	25	36	16	6	2	2.880	4	21
Total	N	185	194	100	21	10	3.014	4
Program Goal III	%	36.3	38.3	19.6	4	2		

Perception by Graduates of the Relevance of College Student Personnel Doctoral Program Learning Objectives of Program Goal IV to Their Primary Professional Responsibility

Program Goal IV: To develop knowledge and understanding in the principles and theories of learning, counseling, and education, and to develop helping and enabling skills in counseling and educating.

Table 4.16--Continued

Program Objective	Relevance							
	Very Relevant	Rele- vant	Somewhat Relevant	Not Particularly Relevant	Not At All Relevant	Mean	Rank (Within Goal)	Rank Among the 34 Objectives
1	28	29	21	3	4	2.904	3	20
2	19	39	21	3	3	2.795	4	23
3	31	33	16	5	0	3.036	2	19
4	17	29	23	13	3	2.470	5	30
5	33	32	17	1	2	3.084	1	16
Total	N 128	162	98	25	12	2.858	5	
Program Goal IV	% 30	38	23.1	5.9	2.8			

Perception by Graduates of the Relevance of College Student Personnel Doctoral Program Learning Objectives of Program Goal V to Their Primary Professional Responsibility

Program Goal V: To understand administrative theories, principles, concepts and methods, and to develop skills in organizing, administering, planning, financing, budgeting, promoting, and referring.

Table 4.16--Continued

Program Objective	Relevance							
	Very Relevant	Relevant	Somewhat Relevant	Not Particularly Relevant	Not At All Relevant	Mean	Rank (Within Goal)	Rank Among the 34 Objectives
1	65	18	1	1	0	3.747	1	1
2	57	20	6	1	1	3.542	3	3
3	47	25	10	2	1	3.386	4	5
4	31	32	16	6	0	3.072	11	17
5	39	29	15	1	1	3.253	7	10
6	34	32	13	4	2	3.108	10	15
7	34	31	12	6	2	3.060	12	18
8	45	25	10	4	1	3.301	5	7
9	63	18	3	1	0	3.711	2	2
10	47	20	14	2	2	3.289	6	8
11	36	35	9	3	2	3.157	9	13
12	37	38	9	1	0	3.289	6	8
13	19	39	21	4	2	2.817	13	22
14	38	31	12	2	2	3.195	8	11
Total	N	592	393	151	38	16	3.280	1
Program Goal V	%	49.7	33	12.7	3.2	1.3		

Perception by Graduates of the Relevance of College Student Personnel Doctoral Program Learning Objectives of Program Goal VI to Their Primary Professional Responsibility

Program Goal VI: To understand research applicable to the field of college student personnel administration and to be able to conduct basic research projects.

Table 4.16--Continued

Program Objective	Relevance						Rank (Within Goal)	Rank Among the 34 Objectives
	Very Relevant	Rele- vant	Somewhat Relevant	Not Particularly Relevant	Not At All Relevant	Mean		
1	14	35	31	4	1	2.683	3	27
2	17	27	30	9	1	2.598	4	29
3	17	35	31	2	0	2.780	2	26
4	19	35	26	4	1	2.793	1	24
Total	N 67	132	118	19	3	2.714	6	
Program Goal VI	% 19.7	38.8	34.7	6	1	2.714	6	

among the program goals. The weighted relevance mean rankings of the four program objectives of program goal VI varied from 2.793, objective number four, to 2.598, objective number two.

This concludes the section on the relevance of college student personnel doctoral program learning goals and objectives. The next section discusses the contribution of the doctoral program to the achievement of college student personnel learning goals and objectives.

Contribution of Doctoral Program to the Achievement
of College Student Personnel Learning
Goals and Objectives

The third stated purpose of the study was, "To determine the extent to which their doctoral program at M.S.U. contributed, as perceived by doctoral degree recipients, to their achievement of comprehensive college student personnel learning objectives." In the survey instrument graduates were asked to, "Please give your judgment of the extent to which your doctoral program at M.S.U. contributed to your achievement of each objective."

4-To a	3-To a	2-To a	1-To	0-Not
Great	Considerable	Moderate	Some	At All
Extent	Extent	Extent	Extent	

The graduates' responses to the contribution of their doctoral program to the achievement of college student personnel learning goals and objectives are reported in this section of Chapter IV.

College Student Personnel Doctoral
Program Goal I

The statement of program goals I through VI and their related learning objectives were stated on pages - and are not repeated here. The graduates' combined responses (see Table 4.17) to program goal I revealed that 33.2% considered that their doctoral program contributed to a great extent to their achievement of the four program objectives of program goal I, 43.2% to a considerable extent, 15% to a moderate extent, and 4.4% to some extent, and 4.1% not at all. The graduates' weighted mean response of the contribution of their doctoral program to their achievement of the four program objectives of program goal I was 2.940 which was first among the contribution mean rankings assigned each program goal. The weighted contribution mean rankings of the four program objectives of program goal I ranged from 3.171, objective number one, to 2.747, objective number four.

College Student Personnel Doctoral
Program Goal II

The graduates' combined responses (see Table 4.17) to program goal II revealed that 22.4% considered that their doctoral program contributed to a great extent to their achievement of the program objective of program goal II, 34.1% to a considerable extent, 32.9% to a moderate extent, 9.4% to some extent, and 1.1% not at all. The graduates' weighted mean response of the contribution

of their doctoral program to their achievement of the program objectives of program goal II was 2.646 which was second among the program goals.

College Student Personnel Doctoral
Program Goal III

The graduates' combined responses (see Table 4.17) to program goal III revealed that 14.9% considered that their doctoral program contributed to a great extent to their achievement of the six program objectives of program goal III, 35.5% to a considerable extent, 30.6% to a moderate extent, 13.7% to some extent, and 5.3% not at all. The graduates' mean weighted mean response of the contribution of their doctoral program to their achievement of the program objectives of program III was 2.380 which was third among the program goals. The contribution mean rankings of the six program objectives of program goal III ranged from 2.892, objective number five, to 1.902, objective number three.

College Student Personnel Doctoral
Program Goal IV

The graduates' combined responses (see Table 4.17) to program goal IV revealed that 12.2% considered that their doctoral program contributed to a great extent to their achievement of the five program objectives of program goal IV, 36.5% to a considerable extent, 28.7% to a moderate extent, 14.4% to some extent, and 8.2% not at all. The graduates' weighted mean response of the

contribution of their doctoral program to their achievement of the five program objectives of program goal IV was 2.303 which was fifth among the program goals. The weighted contribution mean rankings of the five program objectives of program goal IV ranged from 2.566, objective number five, to 1.964, objective number one.

College Student Personnel Doctoral
Program Goal V

The graduates' combined responses (see Table 4.17) to program goal V revealed that 17.7% considered that their doctoral program contributed to a great extent to their achievement of the program objectives of program goal V, 28.6% to a considerable extent, 28.6% to a moderate extent, 15% to some extent, and 10.3% not at all. The graduates' weighted mean response of the contribution of their doctoral program to their achievement of the 14 program objectives of program goal V was 2.263 which ranked sixth among the program goals. The weighted contribution mean rankings of the 14 program objectives of program goal V ranged from 2.854, objective number six, to 1.402, objective number ten.

College Student Personnel Doctoral
Program Goal VI

The graduates' combined responses to program goal VI (see Table 4.17) revealed that 17.6% considered that their doctoral program had contributed to a great

Table 4.17

Contribution of Doctoral Program to the Achievement of College Student
Personnel Learning Goals and Objectives

Perception by Graduates of the Contribution of Their Doctoral Program to the Achievement of College Student Personnel Learning Objectives of Program Goal I

Program Goal I: To provide the graduate student with a professional orientation to the field of college student personnel administration including the history, philosophy, purposes, problems, and issues, and professional ethics and standards of the college student personnel field.

Program Objective	Contribution						Rank (Within Goal)	Rank Among the 34 Objectives
	To a Great Extent	To a Considerable Extent	To a Moderate Extent	To Some Extent	Not at All	Mean		
1	36	37	6	4	2	3.171	1	1
2	28	38	13	0	6	2.939	2	2
3	26	38	13	5	3	2.902	3	3
4	23	34	19	6	3	2.747	4	7
Total	N 113	147	51	15	14	2.940	1	
Program Goal I	% 33.2	43.2	15	4.4	4.1			

Table 4.17--Continued

Perception by Graduates of the Contribution of Their Doctoral Program to the Achievement of College Student Personnel Learning Objectives of Program Goal II

Program Goal II: To understand the psychology of human development and the nature and needs of the college student.

Program Objective	Contribution					Mean	Rank (Within Goal)	Rank Among the 34 Objectives
	To a Great Extent	To a Considerable Extent	To a Moderate Extent	To Some Extent	Not at All			
1	19	29	28	8	1	2.646	1	9
Total	N 19	29	28	8	1	2.646	2	
Program Goal II	% 22.4	34.1	32.9	9.4	1.1			

Perception by Graduates of the Contribution of Their Doctoral Program to the Achievement of College Student Personnel Learning Objectives of Program Goal III

Program Goal III: To develop knowledge and understanding of the history, setting, philosophy, and objectives of higher education

Table 4.17--Continued

Program Objective	Contribution					Mean	Rank (Within Goal)	Rank Among the 34 Objectives
	To a Great Extent	To a Considerable Extent	To a Moderate Extent	To Some Extent	Not at All			
1	13	33	32	6	1	2.573	2	12
2	9	32	30	8	6	2.317	3	19
3	8	20	24	25	8	1.902	5	27
4	7	24	28	17	9	2.000	4	25
5	24	38	18	3	2	2.892	1	4
6	15	34	24	11	1	2.573	2	12
Total	N 76	181	156	70	27	2.380	3	
Program Goal III	% 14.9	35.5	30.6	13.7	5.3			

Perception by Graduates of the Contribution of Their Doctoral Program to the Achievement of College Student Personnel Learning Objectives of Program Goal IV

Program Goal IV: To develop knowledge and understanding in the principles and theories of learning, counseling and education, and to develop helping and enabling skills in counseling and educating.

Table 4.17--Continued

Program Objective	Contribution						Rank (Within Goal)	Rank Among the 34 Objectives
	To a Great Extent	To a Considerable Extent	To a Moderate Extent	To Some Extent	Not at All	Mean		
1	7	19	32	17	10	1.964	5	26
2	6	37	19	15	8	2.217	4	21
3	13	39	17	10	6	2.446	2	15
4	12	28	26	11	8	2.325	3	18
5	14	32	28	8	3	2.566	1	
Total	N 52	155	122	61	35	2.303		
Program Goal IV	% 12.2	36.5	28.7	14.4	8.2		5	

Perception by Graduates of the Contribution of Their Doctoral Program to the Achievement of College Student Personnel Learning Objectives of Program Goal V

Program Goal V: To understand administrative theories, principles, concepts, and methods, and to develop skills in organizing, administering, planning, financing, budgeting, promoting, and referring.

Table 4.17--Continued

Program Objective	Contribution						Mean	Rank (Within Goal)	Rank Among the 34 Objectives
	To a Great Extent	To a Considerable Extent	To a Moderate Extent	To Some Extent	Not at All				
1	22	33	23	5	2		2.795	2	6
2	25	25	20	9	6		2.663	3	8
3	17	16	29	13	10		2.195	9	22
4	12	15	24	18	16		1.841	12	29
5	16	27	22	15	5		2.390	6	17
6	27	31	20	3	4		2.854	1	5
7	10	22	31	16	6		2.122	10	23
8	12	25	32	12	4		2.305	8	20
9	19	34	19	9	4		2.622	4	11
10	6	12	22	20	25		1.402	14	31
11	15	30	21	14	5		2.402	5	16
12	9	32	30	8	6		2.317	7	19
13	11	14	24	16	20		1.720	13	30
14	10	24	23	18	10		2.049	11	24
Total	N	211	340	340	179	123	2.263	6	
Program Goal V	%	17.7	28.6	28.6	15	10.3			

Table 4.17--Continued

Perception by Graduates of the Contribution of Their Doctoral Program to the Achievement of College Student Personnel Learning Objectives of Program Goal VI

Program Goal VI: To understand research applicable to the field of college student personnel administration and to be able to conduct basic research projects

Program Objective	Contribution						Mean	Rank (Within Goal)	Rank Among the 34 Objectives
	To a Great Extent	To a Considerable Extent	To a Moderate Extent	To Some Extent	Not at All				
1	17	33	24	11	0		2.627	1	10
2	13	29	30	11	2		2.463	2	14
3	14	30	27	11	3		2.463	2	14
4	16	16	17	16	20		1.892	3	28
Total	N 60	108	98	49	25		2.361	4	
Program Goal VI	% 17.6	31.8	28.8	14.4	7.4				

extent to their achievement of the four program objectives of goal VI, 31.1% to a considerable extent, 28.8% to a moderate extent, 14.4% to some extent, and 7.4% not at all. The graduates' weighted response to the four program objectives of program goal VI was 2.361 which ranked fourth among the program goals. Rankings of the four program objectives of program goal VI ranged from 2.627, objective number one, to 1.892, objective number four.

This concludes the reporting of data on the perceived contribution of the doctoral program to the achievement of college student personnel doctoral program learning goals and objectives. The next section of this chapter reports the data on the graduates' evaluation of components of their doctoral program.

Graduates' Evaluation of Components of Their Doctoral Program

The fourth stated objective of the study was, "To determine the extent to which program components in their doctoral program at M.S.U. are perceived by doctoral graduates as having contributed to their professional development. In conjunction with this purpose, in part four of the survey questionnaire graduates were asked to rate ". . . the extent of contribution of each component to your professional development." Graduates were provided with the following scale to rate each program component.

4-To A Great Extent	2-To A Moderate Extent	0-Not At All
3-To A Considerable Extent	1-To Some Extent	NA-Did Not Participate

Twenty-two doctoral program components were listed for the graduates to evaluate. The 22 program components were grouped into eight categories for the purpose of analyzing and reporting the findings related to graduates' evaluation of their doctoral program components (see Table 4.18). The eight categories were as follows:

(1) Courses, Seminars, Independent Study, and Practical Experiences, (2) Comprehensive Exams, (3) Dissertation, (4) Residency, (5) Informal Study Groups, (6) Association with Participants in the Doctoral Program, (7) Specific Course and Seminar Areas, and (8) Doctoral Program Cognates.

In Table 4.18 the combined percentage of graduates rating each category on each point of the scale, the mean weighted rank of each category, and each component within the category are given.

Courses, Seminars, Independent Study, and
Practical Experiences--Category I

Components included in category I were course work, seminars and colloquiums, independent study, and practical experiences. The graduates' combined ratings of components in category I revealed that 29.1% considered these components to have contributed to their professional development to a great extent, 40.9% to a considerable

extent, 21.4% to a moderate extent, 8% to some extent, and less than 1% not at all. Weighted mean ratings of components in category I ranged from 3.205, practical experiences, to 2.675, independent study. The mean weighted ratings of components in category I was 2.899 which ranked second among the eight categories of program components.

Comprehensive Exams--Category II

Components included in category II were preparation for comprehensive exams and completion of comprehensive exams. The graduates' combined ratings of components in category II revealed that 17.1% considered these components to have contributed to their professional development to a great extent, 30.6% to a considerable extent, 27.6% to a moderate extent, 14.1% to some extent, and 10.6% not at all. Weighted mean ratings of components in category II ranged from 2.537, preparation for comprehensive exams, to 2.036, completion of comprehensive exams. The mean weighted ratings of components in category II was 2.287 which ranked sixth among the eight categories of program components.

Dissertation--Category III

Components in category III were development of the dissertation proposal, conducting research for the dissertation, writing the dissertation, and defense of

the dissertation. The graduates' combined ratings of components in category III revealed that 36.2% considered components in category II to have contributed to their professional development to a great extent, 30.9% to a considerable extent, 20% to a moderate extent, 9.4% to some extent, and 3.5% not at all. The weighted mean ratings of components in category III ranged from 3.205, conducting research for the dissertation, to 2.496, development of the dissertation proposal. The mean weighted ratings of components in category III was 2.496 which was fifth among the eight program component categories.

Residency--Category IV

Category IV of the program components consisted solely of residency. The graduates' ratings of this component revealed that 18% considered this component contributed to their professional development to a great extent, 13% to a considerable extent, 14% to a moderate extent, 13% to some extent, and 19% not at all. The mean weighted rating for residency was 1.974 which ranked eighth among the eight program component categories.

Informal Study Groups--Category V

Category V of the program components consisted solely of informal study groups. The graduates' (N=66) ratings of this component revealed that 7% considered informal study groups contributed to their professional

development to a great extent, 19% to a considerable extent, 21% to a moderate extent, 11% to some extent, and 8% not at all. The mean weighted rating for informal study groups was 2.091 which ranked seventh among the eight program component categories.

Association with Participants in the
Doctoral Program--Category VI

Components included in category VI included association with major professor, association with other committee members, association with other department faculty, and association with other graduate students. The graduates' combined ratings of components in category VI revealed that 25.6% considered components in category VI contributed to their professional development to a great extent, 38.5% to a considerable extent, 22.4% to a moderate extent, 8.5% to some extent, 5% not at all. The weighted mean ratings of components in category VI ranged from 3.108, association with major professor to 2.265, association with other departmental faculty. The mean weighted ratings of components in category VI was 2.710 which ranked third among the eight program component categories.

Specific Course and Seminar
Areas--Category VII

Components in category VII were college student personnel administration courses, higher education

administration courses, adult and continuing education courses, community college courses, philosophy courses, history of higher education courses, crucial issues in education courses, and educational research methodology and design courses. The graduates' combined ratings of components in category VII revealed that 23.7% considered components in category VII contributed to their professional development to a great extent, 36.8% to a considerable extent, 24.4% to a moderate extent, 10.1% to some extent, and 5% not at all. The weighted mean ratings of components in category VII ranged from 3.012, higher education administration courses, to 2.029, adult and continuing education courses. The mean weighted ratings of components in category VII was 2.594 which ranked fourth among the eight program component categories.

Doctoral Program Cognates--
Category VIII

Thirteen graduates had management cognates, 14 interdisciplinary cognates, 30 sociology cognates, 7 psychology cognates, 4 computer science or data processing, 4 communication cognates, 1 labor and industrial relations cognate, and 12 other cognates. The combined rating of all cognates by graduates revealed that 40% considered their cognate contributed to their professional development to a great extent, 30.6% to a considerable extent, 23.5% to a moderate extent, and

Table 4.18

Extent of Contribution of Program Components to Graduates' Professional Development

Program Component	Contribution								Rank (Within Category)
	N	To a Great Extent	To a Consider- able Extent	To a Moderate Extent	To Some Extent	Not At All	Mean		
I. <u>Courses, Seminars, Independent Study and Practical Experiences</u>	Total N & %	323	29.1	40.9	21.4	8	.006	2.899	2
Course Work	85	17	46	18	4	0	2.880	2	
Seminars and Colloquims	85	20	33	19	12	1	2.675	4	
Independent Study	80	22	30	22	5	1	2.837	3	
Practical Experiences	73	35	23	10	5	0	3.205	1	
II. <u>Comprehensive Exams</u>	Total N & %	170	17.1	30.6	27.6	14.1	10.6	2.287	6
Preparation for Comprehensive Exam	85	19	31	20	9	6	2.537	1	
Completion of Comprehensive Exam	85	10	21	27	15	12	2.036	2	
III. <u>Dissertation</u>	Total N & %	340	36.2	30.9	20	9.4	3.5	2.496	5
Development of Dissertation Proposal	85	24	36	16	6	3	2.289	2	
Conducting Research for Dissertation	85	41	27	11	4	2	3.205	1	
Writing Dissertation	85	43	24	11	6	1	2.232	4	
Defense of Dissertation	85	15	18	30	16	6	2.256	3	
IV. <u>Residency</u>	Total N & %	77	18	13	14	13	19	1.974	8
V. <u>Informal Study Groups</u>	Total N & %	66	7	19	21	11	8	2.091	7

Table 4.18--Continued

Program Component			Contribution						Rank (Within Category)	
			N	To a Great Extent	To a Consider- able Extent	To a Moderate Extent	To Some Extent	Not At All		Mean
VI.	<u>Association with Partic- ipants in Program</u>	Total N & %	340	25.6	38.5	22.4	8.5	5	2.710	3
	Association with Major Professor		85	41	25	11	3	5	3.108	1
	Association with Other Committee Members		85	19	36	20	7	3	2.723	3
	Association with Other Department Faculty		85	8	33	25	13	6	2.265	4
	Association with Other Graduate Students		85	19	37	20	6	3	2.980	2
VII.	<u>Specific Course and Seminar Areas</u>	Total N & %	562	23.7	36.8	24.4	10.1	5	2.594	4
	College Student Personnel Administration		82	20	31	18	9	4	2.637	4
	Higher Education Admin- istration		85	28	38	14	3	2	3.012	1
	Adult and Continuing Education		34	1	11	13	6	3	2.029	8
	Community College		45	8	13	17	5	2	2.444	6
	Philosophy of Education		79	13	25	24	12	5	2.367	7
	History of Higher Education		79	26	27	13	9	4	2.785	2
	Crucial Issues in Education		76	15	28	23	6	4	2.579	5
	Educational Research Method- ology and Design		82	22	34	15	7	4	2.750	3

Table 4.18--Continued

Program Component			Contribution							
			N	To a Great Extent	To a Consider- able Extent	To a Moderate Extent	To Some Extent	Not At All	Mean	Rank (Within Category)
VIII.	<u>Doctoral Program</u> <u>Cognates</u>	Total N & %	85	40	30.6	23.5	5.9	0	3.016	1
	Management	13	10	3	0	0	0	3.791	1	
	Sociology	30	4	12	11	3	0	2.427	6	
	Computer Science (Data Processing)	4	1	1	1	1	0	2.500	5	
	Communication	4	0	0	4	0	0	2.000	7	
	Labor and Industrial Relations ^a	1	1	0	0	0	0	4.000	a	
	Psychology	7	1	2	3	1	0	2.563	4	
	Indisciplinary	14	8	5	1	0	0	3.222	3	
	Other	12	9	3	0	0	6	3.623	2	

^aOnly one participant in LIR cognate.

5.9% to some extent. None of the graduates indicated that their doctoral program cognate had not contributed at all to their professional development. The cognate receiving the highest rating by graduates was management which had a weighted mean rating of 3.791. Management was also the cognate to which most graduates indicated that they would change. The mean weighted ratings of doctoral program cognates in category VIII was 3.016 which was the highest rating given any of the eight program component categories.

This concludes the reporting of data on the contribution of components of the doctoral program to professional development as perceived by the graduates. The next section of Chapter IV summarizes the written responses of graduates to the open-ended questions about their doctoral program experiences and their suggestions for strengthening the preparation of college student personnel administrators in the Department of Administration and Higher Education.

Graduates' Responses to Open-ended Questions About
Their Doctoral Program Experiences at
Michigan State University

Findings of the study relative to the first four stated purposes of the study have been reported thus far. This next section reports the graduates' responses to open-ended questions about their doctoral program experiences at Michigan State University. This includes

findings of the study related to the fifth and sixth stated purposes of the study; namely, the graduates' perceptions of the strongest and weakest aspects of their doctoral preparation and their suggestions for strengthening the preparation of college student personnel administrators in the Department of Administration and Higher Education.

Would the Graduate Return to
Michigan State University?

Doctoral graduates were asked, "If you were to begin your doctoral program again, would you attend Michigan State University?" Eighty-eight percent of the graduates responded that they would return to MSU (see Table 4.19). Of the 10 students (12%) who indicated that they would not return to MSU, one graduate indicated that his career plans had changed and he would not pursue a doctoral degree at any institution; one female graduate indicated that she would attend an institution where women were encouraged to achieve; another female graduate indicated that she had earned her Masters degree at MSU and would attend Stanford University or the University of California; one graduate indicated that he felt the doctoral program lacked viable content; one graduate indicated that the doctoral program was not comparable to his Masters degree course work; two graduates stated that they would attend other institutions, the Universities

of Indiana and Illinois, respectively; one graduate responded that advising loads were too heavy.

Table 4.19

Responses of Graduates to the Question, "If You Were to Begin Your Doctoral Program Again, Would You Attend Michigan State University?"

Would You Attend MSU Again?	Graduates	
	Number	Percentage
Yes	75	88
No	10	12
Total	85	100

Of the 11 students who indicated that they would not return to MSU, three had a doctoral program emphasis in College Student Personnel Administration and seven had doctoral program emphases in other areas.

Changes Graduates Would Make in Their Doctoral Program

Doctoral graduates were asked, "What changes would you make in your doctoral program if you were to begin it again?" The options to which the graduates could reply were: (1) none, (2) change major, (3) change cognate, (4) other changes. Graduates were asked to explain any changes, if any, they would make. Thirty-six percent of the graduates indicated that they would make no changes, 13% would change their major, 32% would

change their cognate, and 19% of the graduates indicated that they would make other changes (see Table 4.20).

Table 4.20

Responses of Graduates to the Question, "What Changes Would You Make in Your Doctoral Program if You Were To Begin It Again?"

Program Change	Graduates	
	Number	Percentage
None	31	36
Change Major	11	13
Change Cognate	27	32
Other Changes	16	19
Total	85	100

Of the 13% (11 graduates) who indicated that they would change their majors, 4 would major in psychology or counseling, 3 in business administration, 1 each in educational psychology, labor and industrial relations, and law.

Of the 32% (27 graduates) who indicated that they would change their doctoral program cognate, 10 would change their cognate to management, 6 to business administration, 5 to interdisciplinary emphasizing labor and industrial relations, management and communication, data processing and educational law, or communication and research; and 1 each to research, labor and industrial relations, law, public administration, psychology and counseling psychology.

Of the 19% (16 graduates) indicating they would make other changes, 2 indicated that they would get more practical experiences through internships and the remaining 14 indicated that they would take additional course work in either a cognate or Departmental area as follows: budget and finance 3, statistics and research 3, computer usage 3, personnel management 2, educational evaluation 2, and psychology and sociology 1 each.

Of the 29 graduates who had a doctoral program emphasis in College Student Personnel Administration, 13 (45%) indicated that they would make no changes in their doctoral program, 2 (7%) would change their major, 7 (24%) would change their cognate, and 7 (24%) would make other changes.

Most Valuable Learning Experiences in the Doctoral Program

In the survey questionnaire, graduates were asked to list what they considered to be the most valuable learning experiences of their doctoral program. There were 168 responses by graduates which were placed in the following categories: relationship with major professor 39, the dissertation experience in general 26, association with faculty in the Department 21, employment in student affairs at MSU while pursuing the doctorate, including residence hall staff positions 15, association with other graduate students in the Department 14, college

student personnel courses and seminars 12, preparation for comprehensive exams 12, study in cognate area 11, higher education administration courses and seminars 10, work in academic units at MSU while pursuing the doctorate 9, writing the dissertation 8, research for the dissertation 8, educational research, methodology, and design courses 6, course work in general 4, graduate assistantships 4, NDEA institute 3, community college courses 3, philosophy of education courses 1, and history of education courses 1.

Major Strengths of Doctoral
Preparation Program at MSU

Doctoral graduates were asked, "In your opinion what were two or three of the major strengths of the preparation program in College Student Personnel Administration at the time you pursued your doctoral degree at MSU?

A total of 146 responses were obtained. Responses were categorized as follows: the flexibility of the program 28, the quality of the faculty 25, specific faculty members 22, major professor or advisor 14, positive and helpful attitude of faculty toward students in the program 13, opportunity to work in student personnel field at MSU while pursuing doctorate 13, the quality and diversity of students in the doctoral program 10, internship and practicum experiences 10, the reputation

of the faculty and graduates 8, college student personnel courses and seminars 8, higher education administration courses and seminars 8, the campus as a learning laboratory 6, educational research, methodology, and design courses 5, comprehensive exams 4, informational atmosphere in the Department 2, student-to-student relationships in the Department 2, Departmental assistance in securing a professional position 1, courses in educational evaluation 1, and the Student Personnel Services Library 1.

Major Weaknesses of the Doctoral Preparation Program at MSU

Doctoral graduates were asked what were two or three of the major weaknesses of their doctoral preparation at MSU.

A total of 107 responses was obtained. Twenty-seven graduates did not indicate any program weaknesses and six graduates specifically stated that in their opinion the program had no major weaknesses.

There were 42 comments made about the lack of or inadequate course content in the following areas: budgeting 7, finance of higher education 6, computer usage or data processing 5, fiscal management 3, administration and management theory 3, educational law 3, administrative skill development 3, organizational development and behavior 2, program evaluation 2, and human development theory, research design, counseling,

case studies, problem solving, decision making, the politics of higher education, labor and industrial relations, and the medieval university one each.

There was a total of 11 comments about the size of the Department and faculty advising loads. Typical of these comments was that "the size of the Department is too large for adequate individual attention and that faculty advisors are greatly overloaded."

Five graduates had comments about the process of career goal setting, self-assessment, or program planning. Typical of these comments were the following: There is a "lack of emphasis by faculty on assisting students in self-assessment and program planning to improve deficiencies"; or there is "not enough career planning for candidates"; and there is "insufficient information regarding the possible career paths and alternatives especially for women."

Four graduates had comments about the quality of instruction as follows: ". . . poor teaching outside of college student personnel courses"; "one or two poor instructors in the Department"; "the quality of some of the seminars was often poor--perhaps too much student teaching without faculty leadership, in a few cases"; and finally one graduate commented that "there is an inappropriate balance between theory and practice." This student did not specify in which direction the imbalance occurred.

There was a total of four comments about faculty in the Department. Comments were as follows: "Faculty are not actively engaged in research"; "more full-time faculty should be hired"; there is a "lack of current knowledge of the field by some faculty"; and "there is a lack of adequate assistance from major professors on dissertations."

There were three comments about financial assistance as follows: There is "too much dependence on residence hall system for assistantships"; there is a "lack of assistantships available for graduates in the Department"; and there is a "lack of financial assistance for blacks."

There were two miscellaneous comments as follows: there is a "lack of coherent student development philosophy in the Department"; and the "dissertation was a useless hurdle."

Areas of Inadequate Preparation

Doctoral graduates were asked if they had professional responsibilities for which their doctoral program at MSU provided inadequate preparation. Forty-nine percent of the graduates responded "yes," and 51% responded "no" (see Table 4.21). Of the 42 graduates who mentioned inadequacies in their doctoral program, 22 mentioned fiscal management including budgeting, accounting, and finance. Three mentioned financial aid

administration, 3 counseling, 3 data processing, 3 higher education planning, 3 conflict management, 3 staff selection and evaluation, 2 the politics of higher education, 2 management information systems, 2 career planning, 2 the administration of residence halls, 2 learning theory, 1 student development administration, 1 adolescent development, 1 personnel management, 1 legal issues in higher education, 1 working with secretarial staff.

Table 4.21

Responses of Graduates to the Question, "Do You Have Professional Responsibilities in Your Present Position for Which Your Doctoral Program at MSU Provided Inadequate Preparation?"

	Graduates	
	Number	Percentage
Yes	42	49
No	43	51
Total	85	100

Suggestions for Improving the Doctoral Preparation of College Student Personnel Administrators

Doctoral graduates were asked, "What suggestions do you have for improving the doctoral program in College Student Personnel Administration at Michigan State University?" There was a total of 70 responses obtained. The largest number of responses (45) was related to providing course content in the following areas: fiscal

management including budgeting, accounting, and finance 22, data processing 6, legal aspects of college student personnel administration 4, the politics of higher education 3, more internship and practicum experiences 2, more labor and industrial relations 2, higher education planning 2, organizational behavior 1, conflict management 1, principles of accountability, administrative theory 1, and student development administration 1.

There were 25 other miscellaneous comments as follows: hire more full-time faculty 3, recruit quality students 4, encourage more student interaction 1, reward the faculty for outstanding teaching 2, reduce the size of the program to improve student advising 2, provide supervised field work experience for students such as assisting professor on consulting projects 1, be tougher in requiring quality dissertations 1, provide more assistantships for women 1, rotate faculty every 3 years between practice in the field and teaching in the Department 1, retain the practice of comprehensive exams 1, put more emphasis on research and faculty-student interaction 2, place greater emphasis on management skills 1, provide more skill building experiences 1, and provide more assistantships so students can participate in the program full time.

Differences in the Perceptions of Graduates within Sub-
populations as to the Relevance and Contribution
of College Student Personnel Doctoral Program
Learning Goals and Objectives

The seventh stated purpose of this study was, "To determine whether the graduates' perceptions of relevance and contribution (of college student personnel learning goals and objectives) are differently related to their professional roles and responsibilities, educational experiences, and other professional factors." To determine if significant differences existed in the responses of sub-populations within the study as to the relevance and contribution of college student personnel doctoral program learning goals and objectives, the Crosstabs statistical procedure which yielded chi square scores and the Breakdowns statistical procedure which provided an analysis of variance were utilized.

Tests of significant differences between the following sub-populations were analyzed: (1) doctoral program emphasis, (2) area of dissertation study, (3) area of professional responsibility, (4) primary type of professional responsibility, (5) years of experience in the college student personnel field prior to completion of the doctorate, (6) key college student personnel administrators, and (7) area of the graduate's Masters degree.

Differences in the responses of sub-populations to relevance and contribution were stated to exist if

chi square scores were significant at the .01 level. This level was chosen to minimize the error rate involved in making a considerable number of chi square analogies and to prevent a type II error of accepting a false hypothesis.

Hypotheses

For the purposes of this study, the following hypotheses were developed.

Hypothesis 1a:

Doctoral graduates who had a doctoral program emphasis in College Student Personnel Administration and doctoral graduates who had doctoral program emphases in other areas will perceive no significant differences in the relevance of college student personnel doctoral program learning goals and objectives.

Hypothesis 1b:

Doctoral graduates who had a doctoral program emphasis in College Student Personnel Administration and doctoral graduates who had doctoral program emphases in other areas will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives.

Hypothesis 2a:

Doctoral graduates who conducted dissertation studies in the area of college student personnel and doctoral graduates who conducted dissertation studies in other areas will perceive no significant differences in the relevance of college student personnel doctoral program learning goals and objectives.

Hypothesis 2b:

Doctoral graduates who conducted dissertation studies in the area of college student personnel and doctoral graduates who conducted dissertation studies in other areas will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives.

Hypothesis 3a:

Doctoral graduates employed in college student personnel positions in divisions of student affairs and doctoral graduates employed in college student personnel positions in academic units of institutions will perceive no significant differences in the relevance of college student personnel doctoral program learning goals and objectives to their professional responsibilities.

Hypothesis 3b:

Doctoral graduates employed in college student personnel positions in divisions of student affairs and doctoral graduates employed in college student personnel positions in academic units of institutions will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives.

Hypothesis 4a:

Doctoral graduates employed primarily as administrators and doctoral graduates employed in other types of primary responsibility (teaching, counseling, consulting, research, and other) will perceive no significant differences in the relevance of college student personnel doctoral program learning goals and objective to their primarily professional responsibilities.

Hypothesis 4b:

Doctoral graduates employed primarily as administrators and doctoral graduates employed in other types of primary responsibility (teaching, counseling, consulting, research, and other) will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives.

Hypothesis 5a:

Doctoral graduates employed as vice presidents of student affairs, deans, associate and assistant deans of students, and doctoral graduates employed in other college student personnel positions will perceive no significant differences in the relevance of college student personnel doctoral program learning goals and objectives to their professional responsibilities.

Hypothesis 5b:

Doctoral graduates employed as vice presidents of student affairs, deans, associate and assistant deans of students, and doctoral graduates employed in other college student personnel positions will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives.

Hypothesis 6a:

Doctoral graduates who have less than one year of experience in the college student personnel field, from one to five years of experience in the college student personnel field or six or more years of experience in the college student personnel field will perceive no significant differences in the relevance of college student personnel learning goals and objectives to their professional responsibilities.

Hypothesis 6b:

Doctoral graduates who have less than one year of experience in the college student personnel field, from one to five years of experience in the college student personnel field or six or more years of experience in the college student personnel field will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives.

Hypothesis 7a:

Doctoral graduates who earned a Masters degree in College Student Personnel or Counseling and doctoral graduates who earned a Masters degree in other areas will perceive no significant differences in the relevance of college student personnel doctoral program learning goals and objectives.

Hypothesis 7b:

Doctoral graduates who earned a Masters degree in College Student Personnel or counseling and doctoral graduates who earned a Masters degree in other areas will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives.

Differences on Ratings
of Relevance

Using the Crosstabs statistical procedure on the CDC 6500 chi square tests for significant differences were computed between the seven sub-populations. Significant differences at the .01 level between sub-populations on ratings of the relevance of six program goals and 34 related learning objectives for doctoral study in the college student personnel field were found to exist as follows.

Hypothesis 4a:

It was hypothesized that "Doctoral graduates employed primarily as administrators and doctoral graduates employed in other types of primary responsibility (teaching, counseling, consulting, and research) will perceive no significant differences in the relevance of college student personnel doctoral program learning goals and objectives to their primary professional responsibility."

No significant differences on ratings of relevance were found and the null hypothesis was not rejected with the following exceptions:

Objective I-1. To understand the philosophy, purposes, and problems of college student personnel administration. Doctoral graduates employed as administrators tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed in other types of primary responsibilities.

Objective IV-1. To understand the process and outcome components of teaching and learning in designing student development programs. Doctoral graduates employed as administrators tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed in other types of primary professional responsibilities.

Objective IV-3. To understand the principles, concepts, and methods of counseling used in facilitating the personal development of students. Doctoral graduates employed in the positions of teaching and counseling as

their primary professional responsibility tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed as administrators.

Objective V-5. To understand the principles and techniques of organizational change and development. Doctoral graduates employed as administrators tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed in other types of primary responsibilities.

Objective V-14. To develop an understanding of principles of personnel management including staff selection, performance evaluation, promotion, and discipline. Doctoral graduates employed in administrative positions tended to rate this objective as more relevant to their current professional responsibilities than doctoral graduates employed in other types of primary responsibilities.

Hypothesis 3a:

It was hypothesized that "Doctoral graduates employed in college student personnel positions in divisions of student affairs and doctoral graduates employed in college student personnel positions in academic units of institutions will perceive no significant differences in the relevance of college student personnel doctoral program learning goals and objectives to their current professional responsibilities."

No significant differences were found and the null hypothesis was not rejected with the following exceptions:

Objective I-1. To understand the philosophy, purposes, and problems of college student personnel administration. Doctoral graduates employed in divisions of student affairs tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed in academic units of institutions.

Objective I-4. To develop an understanding of the legal aspects of college student personnel administration such as due process of law and institutional liability. Doctoral graduates employed in divisions of student affairs tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed in academic units of institutions.

Objective III-4. To understand curriculum development in higher education. Doctoral graduates employed in positions in academic units of institutions tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed in divisions of student affairs.

Hypothesis 5a:

It was hypothesized that "Doctoral graduates employed as vice presidents of student affairs, deans, associate or assistant deans of students and doctoral graduates employed in other college student personnel positions will perceive no significant differences in the relevance of college student personnel doctoral program learning goals and objectives to their current professional responsibilities."

No significant differences were found and the null hypothesis was not rejected with the following exceptions:

Objective IV-1. To understand the process and outcome components of teaching and learning in designing student development programs. Doctoral graduates employed as vice presidents for student affairs, deans, associate, or assistant deans of students tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed in other college student personnel positions.

Learning Goal V. To understand administrative theories, principles, concepts, and methods and to develop skills in organizing, administering, planning, financing, interpreting, constructing, reviewing, delegating, training, staff selection, budgeting, promoting, and referring. Doctoral graduates employed as vice presidents for student affairs, deans, associate or assistant deans of students tended to rate this learning goal as more relevant to

their current professional responsibilities than doctoral graduates employed in other college student personnel positions.

Objective V-6. To acquire a thorough understanding of student personnel services, administration and issues, ethics and standards, and basic principles. Doctoral graduates employed as vice presidents for student affairs, deans, associate or assistant deans tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed in other college student personnel positions.

Objective V-7. To understand and be able to apply principles of accountability and program planning to the administration of college student personnel services. Doctoral graduates employed as vice presidents of student affairs, deans, associate or assistant deans of students tended to rate this learning objective as more relevant to their current professional responsibilities than doctoral graduates employed in other college student personnel positions.

Hypothesis 7a:

It was hypothesized that "Doctoral graduates who earned a Masters degree in college student personnel or counseling and doctoral graduates who received a Masters degree in other areas will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives."

No significant differences were found and the null hypothesis was not rejected with the following exceptions:

Objective I-2. To understand the role and function of each of the offices in a college student personnel program. Doctoral graduates who had earned Masters degrees in areas other than college student personnel and counseling tended to rate the relevance of this learning objective to their current professional responsibilities higher than doctoral graduates who had earned their Masters degrees in college student personnel or counseling.

Objective II-1. To develop an understanding of human development derived from knowledge in psychology, sociology, philosophy, and anthropology. Doctoral graduates who had earned Masters degrees in areas other than college student personnel and counseling tended to rate the relevance of this learning objective to their current professional responsibilities than doctoral graduates who had earned their Masters degree in college student personnel or counseling.

Objective III-3. To understand the financing and planning of higher education. Doctoral graduates who had earned Masters degrees in areas other than college student personnel and counseling tended to rate the relevance of this learning objective to their current

Table 4.22

Differences on Ratings of Relevance of College Student Personnel Learning Goals and Objectives to Respondents' Current Professional Responsibilities--Means, Standard Deviations, Significant Chi Square, and Variable Effects of All College Student Personnel Doctoral Program Learning Goals and Objectives

Learning Goals and Objectives		Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
Goal I	To provide a professional orientation to the field of college student personnel including the history, philosophy, purposes, problems and issues	3.202	III	.714	No	
<u>Learning Objectives Related to Goal Number I</u>						
1.	To understand the philosophy, purposes, and problems of college student personnel administration	3.157	3	.890	Yes	Primary Type Resp.-Adm. Area of Responsibility CSPS
2.	To understand the role and function of each of the offices in a college student personnel program	3.036	4	.917	Yes	Area of Masters Degree Other
3.	To understand the role and function of college student personnel work as it relates to the values, goals, purposes and objectives of higher education	3.325	1	.783	No	
4.	To develop an understanding of the legal aspects of college student personnel administration, such as due process of law and institutional liability	3.289	2	.969	Yes	Area of Responsibility CSPS
Goal II	To understand the psychology of human development and the nature and needs of the college student	3.265	II	.857	No	

Table 4.22--Continued

Learning Goals and Objectives		Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
<u>Learning Objectives Related to Goal Number II</u>						
1.	To develop an understanding of human development derived from knowledge in psychology, sociology, philosophy, and anthropology	3.265	1	.857	Yes	Area of Masters Degree Other
Goal III	To develop knowledge and understanding of the history, setting, and objectives of postsecondary education	3.014	IV	.649	No	
<u>Learning Objectives Related to Goal Number III</u>						
1.	To understand the significant political, cultural, and social forces operating in university and college environments	3.410	1	.827	No	
2.	To be able to accurately interpret the values, goals, and objectives of institutions of higher education to students, parents, and alumni	3.145	3	.871	No	
3.	To understand the financing and planning of higher education	3.193	2	.903	Yes	Area of Masters Degree Other
4.	To understand curriculum development in higher education	2.675	6	.977	Yes	Area of Responsibility Academic
5.	To understand the history, setting, and objectives of colleges and universities as social institutions	2.783	5	.951	No	
6.	To develop defensible positions on the major philosophical issues in higher education	2.880	4	.993	No	

Table 4.22--Continued

Learning Goals and Objectives		Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
Goal IV	To develop knowledge and understanding of the principles and theories of learning, counseling and education	2.858	V	.651	No	
<u>Learning Objectives Related to Goal Number IV</u>						
1.	To understand the process and outcome components of teaching and learning in designing student development programs	2.904	3	1.043	Yes	Primary Type Resp.-Adm. Vice Pres.-Deans of Stu.
2.	To develop a basic understanding of the theories and principles of learning	2.795	4	.947	No	
3.	To understand the principles, concepts, and methods of counseling used in facilitating the personal development of students	3.036	2	.890	Yes	Primary Type Resp.-Other
4.	To understand the principles, concepts, and techniques used in testing and measurement	2.470	5	1.063	No	
5.	To understand the human development concepts and theories implied in student development models	3.084	1	.927	No	
Goal V	To understand administrative theories, principles, concepts and methods and to develop skills in organizing, administering, planning, financing, interpreting, constructing, reviewing, delegating, training, staff selection, budgeting, promoting and referring	3.280	I	.611	Yes	Vice Presidents & Deans of Students

Table 4.22--Continued

Learning Goals and Objectives	Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
<u>Learning Objectives Related to Goal Number V</u>					
1. To understand principles of administration and decision making	3.747	1	.560	No	
2. To identify your personal management and administration philosophy; one that is compatible with your personal values and life style	3.542	3	.786	No	
3. To know the principles and techniques of conflict management and be able to effectively apply them in personnel matters	3.386	4	.881	No	
4. To understand and be able to apply the principles of management by objectives in administering functional units of a college student personnel program	3.072	11	.947	No	
5. To understand the principles and techniques of organizational change and development	3.253	7	.881	Yes	Primary Type Resp.-Adm.
6. To acquire a thorough understanding of student personnel services, administration, issues, ethics, standards, and basic principles	3.108	10	1.00	Yes	Vice Presidents & Deans of Students
7. To understand and be able to apply principles of accountability and program planning to the administration of college student personnel services	3.060	12	1.052	Yes	Vice Presidents & Deans of Students

Table 4.22--Continued

Learning Goals and Objectives		Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
8.	To understand and be able to apply principles of evaluation to student personnel programs and services	3.301	5	.959	No	
9.	To be able to communicate effectively on a professional level both in writing and speaking	3.711	2	.654	No	
10.	To develop skills in budget making and fiscal management	3.289	6	.982	Yes	Area of Masters Degree-Other
11.	To develop a basic understanding of effective and ineffective administrator behaviors as they relate to the role and functioning of college student personnel administrators	3.157	9	.943	No	
12.	To understand principles of policy formulation and implementation	3.289	6	.758	No	
13.	To be able to develop and maintain job descriptions stated in terms of behavioral objectives	2.817	13	.918	No	
14.	To develop an understanding of principles of personnel management including staff selection, performance evaluation, promotion, and discipline	3.195	8	.935	Yes	Primary Type Resp.-Adm.
Goal VI	To understand research applicable to the field of college student personnel administration and be able to conduct basic research projects	2.714	VI	.761	No	

Table 4.22--Continued

Learning Goals and Objectives	Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
<u>Learning Objectives Related to Goal Number VI</u>					
1. To understand the theories, principles and methods used in social research	2.683	3	.859	No	
2. To be able to apply the theories, principles, and methods of social research to phenomena in college student personnel work	2.598	4	.980	No	
3. To understand the principles and procedures of educational evaluation	2.780	2	.861	No	
4. To understand data processing components and their application to the administration of college student personnel administration	2.793	1	.899	No	

professional responsibilities higher than doctoral graduates who had earned their Masters degrees in college student personnel or counseling.

Objective V-10. To develop skills in budget making and fiscal management. Doctoral graduates who had earned a Masters degree in areas other than college student personnel or counseling tended to rate the relevance of this learning objective to their current professional responsibilities higher than graduates who had earned a Masters degree in college student personnel or counseling.

Differences on Ratings of Contribution

Hypothesis 1b:

It was hypothesized that "Doctoral graduates who had a doctoral program emphasis in college student personnel administration and doctoral graduates who had a doctoral program emphasis in other areas will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives."

No significant differences were found and the null hypothesis was not rejected with the following exceptions:

Objective V-1. To understand the principles of administration and decision making. Doctoral graduates who had a doctoral program emphasis in college student personnel administration perceived that their doctoral

program contributed to a greater extent to the achievement of this learning objective than did doctoral graduates with other doctoral program emphases.

Objective V-6. To acquire a thorough understanding of student personnel services, administration, issues, ethics, standards, and basic principles. Doctoral graduates who had a doctoral program emphasis in college student personnel administration perceived that their doctoral program contributed to a greater extent to the achievement of this learning objective than did doctoral graduates with other doctoral program emphases.

Hypothesis 4b:

It was hypothesized that "Doctoral graduates employed primarily as administrators and doctoral graduates employed in other types of primary responsibility (teaching, counseling, consulting, and research) will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives."

No significant differences were found and the null hypothesis was not rejected with the following exception:

Objective V-13. To be able to develop and maintain job descriptions stated in terms of behavioral objectives. Doctoral graduates employed as administrators tended to rate the contribution of their doctoral program to the achievement of this learning objective

Table 4.23

Differences on Ratings of Contribution of Doctoral Program to the Achievement of College Student Personnel Learning Goals and Objectives--Means, Standard Deviations, Significant Chi Square, and Variable Effects of All College Student Personnel Doctoral Program Learning Goals and Objectives

Learning Goals and Objectives		Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
Goal I	To provide a professional orientation to the field of college student personnel including the history, philosophy, purposes, problems and issues	2.939	I	.936	No	
<u>Learning Objectives Related to Goal Number I</u>						
1.	To understand the philosophy, purposes, and problems of college student personnel administration	3.171	1	.940	No	
2.	To understand the role and function of each of the offices in a college student personnel program	2.939	2	1.070	No	
3.	To understand the role and function of college student personnel work as it relates to the values, goals, purposes and objectives of higher education	2.902	3	1.014	No	
4.	To develop an understanding of the legal aspects of college student personnel administration, such as due process of law and institutional liability	2.747	4	1.046	No	
Goal II	To understand the psychology of human development and the nature and needs of the college student	2.646	II	.973	No	

Table 4.23--Continued

Learning Goals and Objectives	Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
<u>Learning Objectives Related to Goal Number II</u>					
1. To develop an understanding of human development derived from knowledge in psychology, sociology, philosophy, and anthropology	2.646	1	.973	No	
Goal III To develop knowledge and understanding of the history, setting, and objectives of postsecondary education	2.380	III	.702	No	
<u>Learning Objectives Related to Goal Number III</u>					
1. To understand the significant political, cultural, and social forces operating in university and college environments	2.573	2	.861	No	
2. To be able to accurately interpret the values, goals, and objectives of institutions of higher education to students, parents, and alumni	2.317	3	1.017	No	
3. To understand the financing and planning of higher education	1.902	5	1.017	No	
4. To understand curriculum development in higher education	2.000	4	1.104	No	
5. To understand the history, setting, and objectives of colleges and universities as social institutions	2.892	1	.924	No	
6. To develop defensible positions on the major philosophical issues in higher education	2.573	2	.956	No	

Table 4.23--Continued

Learning Goals and Objectives		Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
Goal IV	To develop knowledge and understanding of the principles and theories of learning, counseling and education	2.303	IV	.735	No	
<u>Learning Objectives Related to Goal Number IV</u>						
1.	To understand the process and outcome components of teaching and learning in designing student development programs	1.964	5	1.120	No	
2.	To develop a basic understanding of the theories and principles of learning	2.217	4	1.105	No	
3.	To understand the principles, concepts, and methods of counseling used in facilitating the personal development of students	2.446	2	1.140	No	
4.	To understand the principles, concepts, and techniques used in testing and measurement	2.325	3	1.221	No	
5.	To understand the human development concepts and theories implied in student development models	2.566	1	1.095	No	
Goal V	To understand administrative theories, principles, concepts and methods and to develop skills in organizing, administering, planning, financing, interpreting, constructing, reviewing, delegating, training, staff selection, budgeting, promoting and referring	2.263	VI	.833	No	

Table 4.23--Continued

Learning Goals and Objectives	Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
<u>Learning Objectives Related to Goal Number V</u>					
1. To understand principles of administration and decision making	2.795	2	.947	Yes	Doctoral Program Emphasis CSPA
2. To identify your personal management and administration philosophy; one that is compatible with your personal values and life style	2.663	3	1.202	No	
3. To know the principles and techniques of conflict management and be able to effectively apply them in personnel matters	2.195	9	1.242	No	
4. To understand and be able to apply the principles of management by objectives in administering functional units of a college student personnel program	1.841	12	1.152	No	
5. To understand the principles and techniques of organizational change and development	2.390	6	1.152	No	
6. To acquire a thorough understanding of student personnel services, administration, issues, ethics, standards, and basic principles	2.854	1	1.202	Yes	Doctoral Program Emphasis CSPA
7. To understand and be able to apply principles of accountability and program planning to the administration of college student personnel services	2.122	10	1.070	No	

Table 4.23--Continued

Learning Goals and Objectives		Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
8.	To understand and be able to apply principles of evaluation to student personnel programs and services	2.305	8	1.027	No	
9.	To be able to communicate effectively on a professional level both in writing and speaking	2.622	4	1.085	No	
10.	To develop skills in budget making and fiscal management	1.402	14	1.206	No	
11.	To develop a basic understanding of effective and ineffective administrator behaviors as they relate to the role and functioning of college student personnel administrators	2.402	5	1.142	No	
12.	To understand principles of policy formulation and implementation	2.317	7	1.017	Yes	Area of Masters Degree Other
13.	To be able to develop and maintain job descriptions stated in terms of behavioral objectives	1.720	13	1.308	Yes	Primary Type Responsibility-Adm.
14.	To develop an understanding of principles of personnel management including staff selection, performance evaluation, promotion, and discipline	2.049	11	1.164	No	
Goal VI	To understand research applicable to the field of college student personnel administration and be able to conduct basic research projects	2.361	V	.861	No	

Table 4.23--Continued

Learning Goals and Objectives	Mean	Rank	S.D.	Chi Square Significance Found at .01 Level	Significant Variables
<u>Learning Objectives Related to Goal Number VI</u>					
1. To understand the theories, principles and methods used in social research	2.627	1	.933	No	
2. To be able to apply the theories, principles, and methods of social research to phenomena in college student personnel work	2.463	2	1.097	No	
3. To understand the principles and procedures of educational evaluation	2.463	2	1.119	No	
4. To understand data processing components and their application to the administration of college student personnel administration	1.892	3	1.414	No	

higher than doctoral graduates employed in other types of primary responsibility.

Hypothesis 7b:

It was hypothesized that "Doctoral graduates who earned a Masters degree in college student personnel or counseling and doctoral graduates who earned a Masters degree in other areas will perceive no significant differences in the contribution of their doctoral program to the achievement of college student personnel doctoral program learning goals and objectives."

No significant differences were found and the null hypothesis was not rejected with the following exception:

Objective V-12: To understand principles of policy formulation and implementation. Doctoral graduates who had earned Masters degrees in areas other than college student personnel and counseling tended to rate the contribution of their doctoral program to the achievement of this learning objective higher than doctoral graduates who earned a Masters degree in college student personnel or counseling.

Summary

The central focus of this study was the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University during the period fall 1965 through spring 1977. The following section is a summary of the findings of the study.

Characteristics of the Graduates

Employment and Professional Activities

1. Present Employment Position--The largest number of graduates, 39%, held the position of vice president for student affairs, dean, associate or assistant dean of students.

2. Type of Employing Institution and State of Residence--Eighty-two percent of the graduates were employed by four-year colleges and universities and resided in 28 states, Canada, and the District of Columbia.

3. Primary Type of Employment Responsibility--Among administrative, teaching, research, counseling, consulting, and other types of employment responsibilities, the majority of graduates, 82%, indicated that administrative duties were their primary type of professional responsibility.

4. Area of the Institution in which Graduates Are Employed--Sixty-seven percent of the graduates were employed in institutional divisions of student affairs while 33% were employed in academic units of colleges and universities.

5. Compatibility of Present Employment and Primary Employment Objective--Eighty-seven percent of the graduates indicated that their present position was compatible with the primary employment objectives they held while working toward the doctorate.

6. Job Satisfaction--Eighty-three percent of the graduates indicated that they were either very or fairly satisfied with their present employment position.

7. Average Annual Salary--The average annual salary of graduates was in the category of \$22,000 to \$24,999.

8. Number of Years of Experience--Graduates had an average of 10.1 years of experience in the college student personnel field.

Educational Experiences and Activities of Graduates

1. Doctoral Program Emphasis--Thirty-four percent of the graduates had a doctoral program emphasis in College Student Personnel Administration.

2. Dissertation Studies Conducted in College Student Personnel--Seventy-three percent of the graduates conducted dissertation studies in the College Student Personnel field.

Other Characteristics of Graduates

1. Mean Age at the Time of the Study--The mean age of graduates at the time of the study was 37.16 years.

Relevance of Program Learning Goals and Objectives to Graduates' Current Professional Responsibilities

The combined mean weighted score for all of the 34 college student personnel doctoral program learning

objectives was 2.966 which fell just below relevant on the rating scale. Program Goal V, understanding administrative theories, principles, concepts and methods and development of administrative skills in organizing, administering, planning, financing, budgeting, promoting, and referring, was rated as the most relevant to graduates' current professional responsibilities. The combined mean weighted score by graduates for objectives in program goal V was 3.280 which fell between very relevant and relevant on the rating scale.

Contribution of the Doctoral Program to the
Achievement of Doctoral Program Learning
Goals and Objectives

Doctoral graduates rated the contribution of their doctoral program toward the achievement of each learning objective on a scale which extended from 4.0 to 0.0. The mean possible score, 2.0, was designated as the low, acceptable score. However, the total mean score on the contribution of the doctoral program toward the achievement of the learning objectives was 2.482. Doctoral graduates perceived that their doctoral program had contributed most toward the achievement of program goal I, to provide the graduate student with a professional orientation to the field of college student personnel administration. The combined mean weighted score for objectives in program goal I was 2.940 which fell just below to a considerable extent on the contribution rating scale.

Graduates' Evaluation of Components of
Their Doctoral Program

Another criteria used to appraise the doctoral preparation of college student personnel administrators was the graduates' evaluation of the components of their doctoral program. Graduates rated the contribution of each program component toward their professional development on a scale which extended from 4.0 to 0.0. The mean possible score, 2.0, was designated as the low, acceptable score. However, the total mean score on the contribution of program components toward the professional development of graduates was 2.51. Doctoral program cognates ranked highest with a combined mean score of 3.108 which fell just above to a considerable extent on the contribution to professional development scale.

Differences in the Perceptions of Graduates within
Sub-Populations as to the Relevance and Contri-
bution of College Student Personnel Doctoral
Program Learning Goals and Objectives

The analysis of variance and the chi square test of independence statistical procedures were computed on the six college student personnel doctoral program learning goals and 34 related learning objectives. The sub-populations compared consisted of doctoral program emphasis, dissertation topic, area of professional responsibility, years of experience in college student personnel, and area of the Masters degree. Of 560 chi square tests of independence that were conducted, 20 significant

differences at the .01 level were found between subpopulations on their ratings of the relevance and contribution of college student personnel doctoral program learning goals and objectives. Most significant differences found were that graduates who had a doctoral program emphasis in college student personnel administration perceived that their doctoral program contributed to a greater extent to the achievement of some of the learning objectives than did graduates with other doctoral program emphases.

Graduates' Responses to Open-ended Questions
about Their Doctoral Program Experiences

A third criteria used to appraise the doctoral preparation of college student personnel administrators were open-ended questions which asked graduates to evaluate aspects of their doctoral preparation and to make suggestions for improvement. Graduates' responses to their doctoral program experiences were most complimentary with 88% indicating that they would return to Michigan State University if they were to repeat their doctoral program and only two graduates who had a doctoral program emphasis in College Student Personnel Administration indicating they would change their major.

The questions regarding weakness and suggestions indicated that some students felt that more preparation in the area of fiscal management, budgeting, and finance

should be provided for doctoral students either by course work in the Department or through their doctoral program cognate. Suggestions generally were offered to enhance certain phases of the program.

Therefore, Chapter IV indicates general support of the program by graduates during the period from fall 1965 through spring 1977. However, there are some areas which can be improved upon, as noted in the following chapter.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

A large portion of doctoral graduates of the Department of Administration and Higher Education at Michigan State University have pursued careers in the college student personnel field. The doctoral preparation of college student personnel professionals in the Department has been recognized as one of the outstanding programs in the country (Rockey, 1972). Graduates of the program have made valuable contributions in broad areas of higher education and they practice their profession in all parts of the country and world. However, excellence in graduate education is essential and as a society evolves, so must educational process.

Historically, the preparation of college student personnel professionals has been controversial and presently some of the traditional college student personnel service functions are being challenged by professionals in the field as well as by others in the higher education

community. It is said that college student personnel professionals face new challenges that require new competencies.

It is possible that traditional college student personnel preparation programs are not completely consistent with the problems and competency needs of today's practitioner of college student personnel. To date, doctoral graduates of the Department of Administration and Higher Education who have pursued careers in the college student personnel field have not formally appraised their doctoral preparation at Michigan State University. Therefore, the purpose of this study was to examine the doctoral preparation of college student personnel professionals at Michigan State University as viewed by the graduates of the program during the period between fall 1965 and 1977.

Chapter V presents a summary of the development of the study, its conclusions, and recommendations.

Summary of the Development of the Study

Chapter I

The purpose of this study was to appraise the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University during the period from fall 1965 to spring 1977. The specific purposes of

the study were to investigate aspects of doctoral graduates' educational and professional activities; to determine the relevance, as perceived by graduates, of college student personnel doctoral program learning goals and objectives to the graduates' current professional responsibilities; to determine the extent of contribution, as perceived by graduates, of their doctoral program toward the achievement of college student personnel doctoral program learning goals and objectives; to determine the extent that graduates perceive that program components of their doctoral program contributed to their professional development; to determine the strongest and weakest aspects of the doctoral program, as perceived by doctoral graduates; to solicit suggestions from graduates for strengthening the preparation of college student personnel administrators; to determine whether graduates' perceptions of relevance and contribution are differently related to graduates' professional roles and responsibilities and educational experiences; and to analyze the findings, draw conclusions, and offer suggestions for strengthening the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University.

Chapter II

Chapter II provided a review of the college student personnel literature related to the preparation of

college student personnel administrators and included material relating to historical themes of student personnel work, the present and future roles of college student personnel professionals; recommended preparation program emphases, suggested areas of study, criticisms of college student personnel preparation programs, and evaluation of college student personnel preparation programs.

The review of literature revealed several trends in the college student field. First, many writers in the field are calling for more emphasis on planning, budgeting, evaluation, and accountability. Secondly, many writers believe that the challenge and direction of the future for the college student personnel field is the student development movement.

Chapter III

Chapter III presented the research methodology and design of the study. From a thorough review of the literature, a comprehensive list of college student personnel learning goals and objectives were developed and used as one standard with which to appraise the doctoral preparation of college student personnel administrators at MSU. The many goals and objectives obtained from the review of the literature were grouped into related aggregations or program goals. Eventually, six broad program goals were identified. The comprehensive list

of college student personnel doctoral program learning goals and objectives that were developed is as follows:

College Student Personnel Doctoral Program
Learning Goals and Objectives

Goal Number One: To provide a professional orientation to the field of college student personnel including the history, philosophy, purposes, problems, and issues, and professional ethics and standards.

Related Learning Objectives:

1. To understand the philosophy, purposes, and problems of college student personnel administration
2. To understand the role and function of each of the offices in a college student personnel program
3. To understand the role and function of college student personnel work as it relates to values, goals, purposes, and objectives of higher education
4. To develop an understanding of the legal aspects of college student personnel administration such as due process of law and institutional liability

Goal Number Two: To understand the psychology of human development and the nature and needs of the college student.

Related Learning Objective:

1. To develop an understanding of human development derived from knowledge in psychology, sociology, philosophy, and anthropology

Goal Number Three: To develop knowledge and understanding of the history, setting, and objectives of postsecondary education.

Related Learning Objectives

1. To understand the significant political, cultural, and social forces operating in university and college environments
2. To be able to accurately interpret the values, goals, and objectives of institutions of higher education to students, parents, and alumni
3. To understand the financing and planning of higher education
4. To understand curriculum development in higher education
5. To understand the history, setting, and objectives of colleges and universities as social institutions
6. To develop defensible positions on the major philosophical issues in higher education

Goal Number Four: To develop knowledge and understanding of the principles and theories of learning, counseling, and education.

Related Learning Objectives:

1. To understand the process and outcome components of teaching and learning in designing student development programs

2. To develop a basic understanding of the theories and principles of learning
3. To understand the principles, concepts, and methods of counseling used in facilitating the personal development of students
4. To understand the principles, concepts, and techniques used in testing and measurement
5. To understand the human development concepts and theories implied in student development models

Goal Number Five: To understand administrative theories, principles, concepts and methods and to develop skills in organizing, administering, planning, financing, interpreting, constructing, reviewing, delegating, training, staff selection, budgeting, promoting, and referring.

Related Learning Objectives:

1. To understand principles of administration and decision making
2. To identify your personal management and administration philosophy; one that is compatible with your personal values and life style
3. To know the principles and techniques of conflict management and be able to effectively apply them in personnel matters
4. To understand and be able to apply the principles of management by objectives in administering functional units of a college student personnel program

5. To understand the principles and techniques of organizational change and development
6. To acquire a thorough understanding of student personnel services, administration, issues, ethics, standards, and basic principles
7. To understand and be able to apply principles of evaluation to student personnel programs and services
8. To be able to communicate effectively on a professional level both in writing and speaking
9. To develop skills in budget making and fiscal management
10. To develop basic understanding of effective and ineffective administrator behaviors as they relate to the role and functioning of college student personnel administrators
11. To understand principles of policy formulation and implementation
12. To be able to develop and maintain job descriptions stated in terms of behavioral objectives
13. To develop an understanding of principles of personnel management including staff selection, performance evaluation, promotion, and discipline
14. To understand and be able to apply principles of accountability and program planning to the administration of college student personnel services

Goal Number Six: To understand research applicable to the field of college student personnel administration and be able to conduct basic research projects.

Related Learning Objectives:

1. To understand the theories, principles, and methods used in social research
2. To be able to apply the theories, principles, and methods of social research to phenomena in college student personnel work
3. To understand the principles and procedures of educational evaluation
4. To understand data processing components and their application to the administration of college student personnel administration

Chapter IV--Summary of the Findings of the Study

Characteristics of the Graduates.--A series of questions in the survey instrument provided information about the graduates' employment, professional, and educational experiences and activities. Graduates in the study were functioning primarily in key student personnel positions as administrators within divisions of student affairs in institutions of higher education. The largest number of graduates, 39%, held the position of vice president for student affairs, dean, associate or assistant dean of students. Eighty-two percent of the

graduates were employed by four-year colleges and universities. The graduates resided in 28 states, Canada, and the District of Columbia. Among administrative, teaching, research, counseling, and consulting types of employment responsibilities, the largest percentage of graduates, 82%, indicated that administrative duties were their primary type of responsibility. Eighty-seven percent of the graduates were employed in positions that were compatible with the primary employment objectives they held while working toward their doctorate and 83% of the graduates were either very satisfied or satisfied with their present employment positions. Graduates in the study had an average of six years of experience in the college student personnel field prior to completing their doctorate and an average overall number of years of experience in the college student personnel field of 10 years. Graduates' annual salary fell between \$22,000 and \$24,000.

Education Experiences and Activities.--Graduates were also asked about their educational experiences and activities at Michigan State University. Thirty-four percent of the graduates had a doctoral program emphasis in College Student Personnel Administration while 73% of the graduates conducted dissertation studies in the area of college student personnel.

Mean Age of Graduates.--The mean age of graduates at the time of the study was 37.16 years.

Relevance of CSP Doctoral Program Learning Objectives to Graduates' Current Professional Responsibilities.--Graduates were asked to rate the relevance of college student personnel doctoral program learning objectives to their current professional responsibilities. Ninety-four percent of the graduates rated the relevance of college student personnel learning objectives to their current professional responsibilities at or above the mean possible score of 2.0, established as the low acceptable score. The mean ratings for the relevance of all 34 learning objectives was 2.966 which fell just below relevant on the rating scale. Program goal V-- understanding administrative theory, principles and methods and development of administrative skills in organizing, administering, planning, financing, and budgeting, promoting and referring--was rated as the most relevant to the graduates' current professional responsibilities. The combined mean weighted score by graduates for objectives in program goal V was 3.280 which fell between very relevant and relevant on the relevance rating scale.

Contribution of the Doctoral Program to the Achievement of CSP Doctoral Program Learning Goals and Objectives.--A concern in evaluating educational programs

is whether to assess a program against its stated learning objectives or against a total range of possibilities in the program area--knowing that the program will probably fail to be effective in meeting some of them. The latter approach was used for this study. Six college student personnel doctoral program learning goals and 34 related learning objectives were developed from a review of college student personnel literature and related research and used as one criteria upon which to appraise the doctoral preparation of college student administrators in the Department of Administration and Higher Education during the period of fall 1965 through spring 1977.

Doctoral graduates rated the contribution of their doctoral program the achievement of each learning objective on a scale which extended from 4.0 to 1.0 (from to a great extent to not at all). The mean possible score, 2.0, was designated as the low acceptable score. However, the total mean score on the contribution of the doctoral program toward the achievement of the learning objectives was 2.482. Doctoral graduates perceived that their doctoral program had contributed most toward the achievement of program goal I, to provide the graduate student with a professional orientation to the field of college student personnel administration. The combined mean weighted score for objectives in program

goal I was 2.940 which fell just below to a considerable extent on the contribution rating scale.

The highest ratings for contribution of the doctoral program were given to the following 10 learning objectives: (highest to lowest mean score)

1. To understand the philosophy, purposes, and problems of college student personnel administration (Goal I, Objective 1)
2. To understand the role and function of each of the offices in a college student personnel program (Goal I, Objective 2)
3. To understand the role and function of college student personnel work as it relates to values, goals, purposes, and objectives of higher education (Goal I, Objective 3)
4. To understand the history, setting, and objectives of colleges and universities as social institutions (Goal III, Objective 5)
5. To acquire a thorough understanding of student personnel services, administration, issues, ethics, standards, and basic principles (Goal V, Objective 1)
6. To understand the principles of administration and decision making (Goal V, Objective 1)

7. To develop an understanding of the legal aspects of college student personnel administration such as due process of law and institutional liability (Goal I, Objective 4)
8. To identify your personal management and administration philosophy; one that is compatible with your personal values and life style (Goal V, Objective 2)
9. To develop an understanding of human development derived from knowledge in psychology, sociology, philosophy, and anthropology (Goal II, Objective 1)
10. To understand the theories, principles, and methods used in social research (Goal VI, Objective 1)

Graduates rated the contribution of their doctoral program to the achievement of all six learning goals highly. However, there were six learning objectives that received ratings below the 2.0 minimum acceptable score and these should be reviewed by faculty in the department and program adjustments made, if deemed necessary. There are six learning objectives receiving mean scores below 2.0 as follows:

1. To understand the process and outcome components of teaching and learning in designing student development programs (Goal IV, Objective 1)

2. To understand the financing and planning of higher education (Goal III, Objective 3)
3. To understand data processing components and their application to the administration of college student personnel administration (Goal VI, Objective 4)
4. To understand the principles and techniques of organizational change and development (Goal V, Objective 5)
5. To develop and understanding of principles of personnel management including staff selection, performance evaluation, promotion, and discipline (Goal V, Objective 13)
6. To develop a basic understanding of effective and ineffective administrator behaviors as they relate to the role and functioning of college student personnel administrators (Goal V, Objective 10)

Contribution of Doctoral Program Components to Professional Development.--Doctoral graduates rated the contribution of 22 doctoral program components toward their professional development. The total mean score on the contribution of program components to the professional development of graduates was 2.51, considerably higher than the mean possible score of 2.0 designated as the low acceptable score. The doctoral program cognate

ranked the highest among the 22 doctoral program cognates with a combined mean score of 3.108 which fell just above to a considerable extent on the contribution to professional development scale.

Differences in the Perceptions of Graduates within Sub-populations as to the Relevance and Contribution of College Student Personnel Doctoral Program Learning Goals and Objectives.--The analysis of variance and the chi square test of independence statistical procedures were computed on the six college student personnel doctoral program learning goals and 34 related learning objectives. Using the CDC 6500 computer at MSU, these statistical procedures were conducted to determine if significant differences in perceptions of graduates within sub-populations existed as to the relevance and contribution of college student personnel doctoral program learning goals and objectives. The sub-populations compared consisted of doctoral program emphasis (College Student Personnel Administration and other), dissertation topic (College Student Personnel and other), area of professional responsibility (divisions of student affairs and academic units of the institution), years of experience in the college student personnel field and area of Masters degree (college student personnel or counseling and other). Of 560 chi square tests of independence that were conducted, 20 significant differences at the

.01 level were found between sub-populations on their ratings of the relevance and contribution of college student personnel doctoral program learning goals and objectives. Most significant among differences found were that graduates who had a doctoral program emphasis in College Student Personnel Administration perceived that their doctoral program contributed to a greater extent to the achievement of several of the learning objectives.

Graduates' Responses to Open-ended Questions about Their Doctoral Program Experiences.--A third criteria used to appraise the doctoral preparation of college student personnel administrators were open-ended questions which asked graduates to evaluate aspects of their doctoral preparation and to make suggestions for improvement.

Eighty-eight percent of the graduates responded that they would return to MSU if they had to begin their doctoral program over again, and 11 graduates indicated that they would change their major. Of the 11 graduates who would change their major, only two had a doctoral program emphasis in College Student Personnel Administration.

When asked what changes graduates would make in their doctoral program if they were to begin their doctoral program again, most graduates (32%) indicated that

they would change their cognate. Most changes of cognate indicated by graduates would be to management then business administration and then interdisciplinary emphasizing, in many cases, labor and industrial relations. Also, in responding to open-ended questions about suggestions for improving the doctoral preparation of college student personnel administrators and weaknesses of the program as well as areas of inadequate preparation, one of the most frequently mentioned areas was fiscal management, budgeting, and finance.

When asked what they considered to be the most valuable learning experiences in their doctoral program, graduates most frequently responded that their relationship with their major professor was the most valuable learning experience. The next most frequently mentioned responses were the dissertation experience, association with faculty in the department, employment in student affairs while pursuing the doctorate, association with other graduate students in the Department, college student personnel courses and seminars, preparation for comprehensive exams, study in the cognate area, higher education administration courses and seminars, work in academic units at MSU while pursuing the doctorate, writing the dissertation, research for the dissertation, educational research, methodology and design courses, and other responses.

When asked, "In your opinion what were two or three of the major strengths of the preparation program in College Student Personnel Administration at the time you pursued your doctoral degree at MSU," graduates most frequently responded that the flexibility of the program was a major strength of the program. The next most frequent responses were the quality of the faculty, specific faculty members, major professor, positive and helpful attitude of faculty toward students in the program, opportunity to work in student affairs at MSU while pursuing the doctorate, the quality and diversity of students in the doctoral program, the reputation of faculty and graduates, college student personnel courses and seminars, higher education administration courses and seminars, the campus as a learning laboratory, and other responses.

Doctoral graduates were asked what were two or three of the major weaknesses of the doctoral program. Thirty-two percent of the graduates indicated that in their opinion the program had no major weaknesses. The most frequently mentioned weakness was cited by 44 graduates as the lack of or inadequate course content in several areas. The most frequently mentioned course area was finance and budgeting (16 graduates). The second most frequently mentioned weakness of the doctoral program was related to the size of the Department

(11 graduates). Graduates commented that doctoral advisors were overloaded or that the Department was too large for adequate individual attention.

Doctoral graduates were asked if they had professional responsibilities for which their MSU doctoral program provided inadequate experiences. Forty-nine percent (42 graduates) responded yes. Twenty-two graduates who mentioned inadequate preparation in the area of fiscal management (budgeting and finance).

Doctoral graduates were asked for suggestions for improving the doctoral preparation program. Of 70 suggestions, the largest number were related to improving course content with 22 graduates indicating a need to improve course offerings in the area of fiscal management including budgeting, accounting, and finance.

Conclusions

The following are the major conclusions of the study:

Ninety-eight percent of the respondents were employed in college student personnel administrator or educator positions, and 39% of the respondents were employed as key college student personnel administrators as vice presidents of student affairs, deans, associate or assistant deans of students. Of those graduates who had a doctoral program emphasis in College Student Personnel Administration, 93% were employed as college

student personnel administrators or educators. It is reasonable to conclude that the reputation of the Department of Administration and Higher Education at Michigan State University and the image that the graduates portray was favorable enough to assist them in securing college student personnel positions as administrators or educators, a significantly large portion of which were key college student personnel administrator positions.

If the Department of Administration and Higher Education at Michigan State University had not been effectively preparing college student personnel professionals, it is difficult to conceive that 98% of the respondents would have been able to secure positions as college student personnel administrators or educators. Even if it was assumed that none of the nonrespondents were employed as college student personnel administrators or educators, the total number of college student personnel administrators or educators in the population would have equaled 89%.

It is significant that the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University was appraised by doctoral graduates who are actively engaged as college student personnel practitioners and educators.

Eighty-seven percent of the respondents indicated that they were presently employed in positions which are

compatible with the employment objectives that they held while working toward the doctorate and 83% of the graduates indicated that they were very satisfied or satisfied with their current college student personnel position. It was concluded that the major thrust of the doctoral preparation of college student personnel professionals in the Department coincides with the career objectives, professional interests, and preparation needs of college student personnel administrators and educators.

This conclusion is further supported by the fact that 88% of the respondents indicated that they would return to Michigan State University if they were to begin their doctorate program again; that 87% indicated that they would not change their major if they were to begin their doctoral program again; and that 98% of the respondents who had a doctoral program emphasis in College Student Personnel Administration indicated that they would not change their major if they were to begin their doctoral program again.

The highest ratings by graduates of the contribution of the doctoral program to the achievement of college student personnel learning objectives were given to those objectives taught in the college student personnel seminars. Thus, it was concluded that graduates perceived that their doctoral preparation in college student personnel administration seminars was excellent.

Doctoral graduates in the study were functioning primarily as college student personnel administrators. Their responses as to the relevance of college student personnel doctoral program learning objectives to their current professional responsibilities indicated relevance to a broad range of college student personnel learning goals and objectives particularly those learning goals and objectives related to administrative theories, principles, concepts and methods, and the development of administrative skills in organizing, administering, planning, financing, interpreting, constructing, reviewing, delegating, training, staff selection, budgeting, promoting, and referring.

The highest ratings on the contribution of the doctoral program to the achievement of college student personnel learning objectives were given to those objectives related to "providing a professional orientation to the field of college student personnel including the history, philosophy, purposes, problems, and issues. Chi square tests of significant differences among the sub-populations on their ratings of the contribution of their doctoral program to the achievement of college student personnel doctoral program learning objectives revealed that graduates who had a doctoral program emphasis in College Student Personnel Administration tended to rate the contribution of their doctoral

program to the achievement of the above learning objectives higher than doctoral students who had other doctoral program emphases.

There were six learning objectives that received contribution ratings below the 2.00 minimum acceptable score. Some of these objectives do not necessarily fit into the goals and objectives of the Department while some clearly do. These six objectives are presented below so that faculty may review them and make any curriculum changes they deem necessary.

1. To understand the process and outcome components of teaching and learning in designing student development programs (Goal IV, Objective 1)
2. To understand the finance and planning of higher education (Goal VI, Objective 4)
3. To understand data processing components and their application to college student personnel administration (Goal VI, Objective 4)
4. To understand the principles and techniques of organizational change and development (Goal V, Objective 5)
5. To develop an understanding of principles of personnel management including staff selection, performance evaluation, promotion, and discipline (Goal V, Objective 13)

6. To develop a basic understanding of effective and ineffective administrator behaviors as they relate to the role and functioning of college student personnel administrators (Goal V, Objective 10)

The lack of or inadequate course content in the area of fiscal management including budgeting, accounting, and finance was the most frequently mentioned item on the following parts of the survey questionnaire: (1) areas of inadequate preparation, (2) major weaknesses of the program, and (3) suggestions for improving the doctoral preparation of college student personnel administrators in the Department. It was concluded that more course content or other doctoral program learning experiences should be provided for doctoral students either through courses in the Department or through doctoral program cognates in business administration which would provide learning experiences in budgeting, accounting, and finance.

In rating the contribution of 22 doctoral program components to their professional development, graduates gave high ratings to all program components with highest ratings going to the doctoral program cognate, association with their major professor, and conducting research for the dissertation. The management cognate received the highest rating by graduates and it was the most

frequently mentioned cognate to which graduates indicated they would change. Therefore, it was concluded that the graduates considered doctoral program components to be a valuable part of their doctoral program experiences.

Doctoral graduates perceived that faculty advising loads in the Department are too great to allow faculty to provide adequate individual guidance to their advisees.

Doctoral program weaknesses in the area of fiscal management could be improved by (1) providing more course work and other doctoral program learning experiences in the area of fiscal management including budgeting, accounting, and finance, or (2) encouraging doctoral students who are preparing to become college student personnel administrators to take their doctoral program cognate in business administration with an emphasis in fiscal management including budgeting, accounting, and finance.

While doctoral graduates rated the relevance of student development learning goals and objectives highly, the overall responses of graduates on all sections of the questionnaire support the conclusion that graduates view their primary role and function as that of administrators of college student personnel services.

Doctoral graduates view the major strengths of their doctoral program as (1) the flexibility in program planning to meet individual career interest and preparation

needs, (2) the quality of the faculty, (3) specific faculty members, (4) their major professor, (5) positive and helpful attitude of faculty toward students in the program, (6) opportunity to work in student personnel field at Michigan State University while pursuing the doctorate, (7) the quality and diversity of students in the doctoral program, (8) internship and practicum experiences, (9) the reputation of the faculty and graduates, (10) college student personnel courses and seminars, (11) higher education administration courses and seminars and the campus as a learning laboratory.

Recommendations

The findings and conclusions of the study suggest that the doctoral preparation of college student personnel administrators in the Department of Administration and Higher Education at Michigan State University is generally perceived by the doctoral graduates as effectively preparing them for administrative positions in the college student personnel field. Several recommendations for continuing the success of the program were gleaned from the study and are presented as follows:

1. The present college student personnel doctoral program which provides a broad-based, flexible program with a core of courses in administrative theory and practice should be continued.

2. Departmental faculty and/or the appropriate committee should review the learning experiences provided for doctoral students in the area of fiscal management and give consideration to providing additional learning experiences in the fiscal management of college student personnel programs including budgeting, accounting, and finance. These learning experiences could be provided through administrative internships and courses in the Department and/or through doctoral cognates in business administration or management.
3. The comprehensiveness and flexibility provided in the preparation of college student personnel administrators in the Department are viewed as major strengths of the doctoral program by graduates. However, more faculty advising may be required in assisting students in exercising the most appropriate program options and in conducting dissertation studies in a wide range of areas. Some graduates indicated that faculty advising loads may be too great and that additional faculty are needed to provide adequate individual attention in advising students. Departmental faculty advising loads should be reviewed and steps taken to improve the situation if necessary.

4. Each doctoral student's program of study should address his career objectives, competency strengths and weaknesses, and the necessary learning experiences needed to strengthen weak competency areas. Varied learning experiences which match the candidate's learning style and preparation needs should be incorporated into his doctoral program.
5. Doctoral graduates rated practical learning experiences in their doctoral program such as internships, practicums, and related part-time employment as a valuable part of their doctoral program experiences. These types of experiences should be continued and efforts made to expand administrative internships at Michigan State University and other colleges and universities in the area.
6. The Department's Curriculum Committee should review the six learning objectives receiving doctoral program contribution scores below 2.00 and make program adjustment if they are deemed necessary.
7. Faculty of the Department should review the findings of this study. The implications of the respondents' appraisals may encourage suggestions for improvements from faculty in the Department.

8. The program is not in need of radical alterations. The commentary offered by respondents indicates areas where improvements may be undertaken, but major changes are not needed.
9. This study should be periodically updated via periodic follow-up studies of graduates of the program.
10. Comparisons should be made between the findings of this study and the findings of other studies of college student personnel doctoral preparation programs before generalizations regarding the entire college student personnel field are made.

APPENDICES

APPENDIX A

LETTERS

APPENDIX A

LETTERS

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

July 27, 1977


Dear Dr.

The enclosed questionnaire, as the last part of my Ph.D. program, is an attempt to assess the value of doctoral preparation in the Department of Administration and Higher Education at Michigan State University as it relates to College Student Personnel Administration.


As a doctoral-level graduate of the Department currently or recently employed in a College Student Personnel/related position, you have an excellent vantage point from which to assist the Department in evaluating its doctoral preparation program.

By participating in this study, you will be making a valuable contribution to your profession and the Department of Administration and Higher Education at Michigan State University. Your comments and suggestions for strengthening the doctoral program will be treated anonymously.

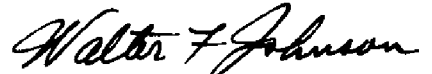
We urge you to take the 20 to 25 minutes necessary to complete the enclosed questionnaire. A summary of the results will be sent to you upon your request. Thank you for your assistance in this project.


John D. Marler, Jr.

John D. Marler, Jr.
Doctoral Candidate
Department of
Administration and
Higher Education


Van C. Johnson

Van C. Johnson
Chairman
Department of
Administration and
Higher Education


Walter F. Johnson

Walter F. Johnson
Professor
Department of
Administration and
Higher Education

JDM:RAM

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

August 19, 1977

Dr. David Marler
Curriculum Consultant
College of Veterinary Medicine
Michigan State University
East Lansing, Michigan 48824

Dear David:

I am sorry I haven't heard from you! I know you meant to mail your questionnaire but didn't get a chance because of work, vacation trips or other activities.

I would appreciate it if you could fill out the enclosed questionnaire and return it to me by August 30. I need your responses to complete this area of my research. All information will be treated professionally and confidentially.

Thank you for your assistance in this project.

Sincerely,

John D. Marler, Jr.
Doctoral Candidate
Department of Administration and
Higher Education

APPENDIX B

QUESTIONNAIRE

APPENDIX B

QUESTIONNAIRE

DOCTORAL RECIPIENT SURVEY

INSTRUCTIONS: THIS INSTRUMENT WILL BE USED FOR AN APPRAISAL BY GRADUATES OF THE DOCTORAL PROGRAM IN COLLEGE STUDENT PERSONNEL ADMINISTRATION AT MICHIGAN STATE UNIVERSITY, 1965-77. RESPONSES WILL BE TREATED AS STRICTLY CONFIDENTIAL. PLEASE RESPOND TO EACH ITEM. MOST ITEMS REQUIRE ONLY A CHECK (X) OR SHORT PHRASE. THANK YOU FOR YOUR ASSISTANCE.

I. EMPLOYMENT AND CAREER INFORMATION

- 1.1 PRESENT EMPLOYMENT: TITLE _____
- 1.2 EMPLOYER (ORGANIZATION OR INSTITUTION) _____
- 1.3 LOCATION OF EMPLOYMENT (CITY & STATE) _____
- 1.4 WHAT IS THE NATURE OF YOUR PROFESSIONAL RESPONSIBILITIES IN YOUR PRESENT POSITION?
- | | | |
|-----------------------------|-------------------------|-----------------------------|
| ____ PRIMARY ADMINISTRATION | ____ PRIMARY RESEARCH | ____ OTHER (PLEASE EXPLAIN) |
| ____ PRIMARY COUNSELING | ____ PRIMARY CONSULTING | |
| ____ PRIMARY TEACHING | | |
- 1.5 HOW MANY YEARS OF EXPERIENCE IN COLLEGE STUDENT PERSONNEL WORK DID YOU HAVE PRIOR TO COMPLETING THE DOCTORAL PROGRAM AT MICHIGAN STATE UNIVERSITY? _____
- 1.6 HOW MANY YEARS OF EXPERIENCE IN COLLEGE STUDENT PERSONNEL WORK HAVE YOU HAD SINCE COM-
PLETING THE DOCTORAL PROGRAM AT MICHIGAN STATE UNIVERSITY? _____
- 1.7 ARE YOU NOW EMPLOYED IN A POSITION WHICH IS COMPATIBLE WITH THE PRIMARY EMPLOYMENT OBJECTIVES YOU HELD WHILE WORKING TOWARD YOUR DOCTORATE? _____
- 1.8 HOW SATISFIED ARE YOU WITH YOUR CURRENT EMPLOYMENT POSITION? PLEASE CHECK (X) BELOW.
- | | | |
|-----------------------|--------------------------|------------------------|
| ____ VERY SATISFIED | ____ UNDECIDED | ____ VERY DISSATISFIED |
| ____ FAIRLY SATISFIED | ____ FAIRLY DISSATISFIED | |

II. RELEVANCE OF COLLEGE STUDENT PERSONNEL DOCTORAL PROGRAM OBJECTIVES

PLEASE GIVE YOUR JUDGEMENT ABOUT THE RELEVANCE OF EACH OF THESE OBJECTIVES OF GRADUATE STUDY IN COLLEGE STUDENT PERSONNEL. USING THE SCALE BELOW, PLEASE CIRCLE THE NUMBER WHICH BEST REPRESENTS THE RELEVANCE OF EACH OBJECTIVE TO YOUR CURRENT PROFESSIONAL RESPONSIBILITIES.

	4--VERY RELEVANT	3--RELEVANT	2--SOMEWHAT RELEVANT	1--NOT PARTICULARLY RELEVANT	0--NOT AT ALL RELEVANT
2.1 TO UNDERSTAND THE PHILOSOPHY, PURPOSES, AND PROBLEMS OF COLLEGE STUDENT PERSONNEL ADMINISTRATION.	4	3	2	1	0
2.2 TO UNDERSTAND THE ROLE AND FUNCTION OF EACH OF THE OFFICES IN A COLLEGE STUDENT PERSONNEL PROGRAM.		3	2	1	0
2.3 TO UNDERSTAND THE ROLE AND FUNCTION OF COLLEGE STUDENT PERSONNEL WORK AS IT RELATES TO VALUES, GOALS, PURPOSES, AND OBJECTIVES OF HI. ED.	4	3	2	1	0
2.4 TO DEVELOP AN UNDERSTANDING OF HUMAN DEVELOPMENT DERIVED FROM KNOWLEDGE IN PSYCHOLOGY, SOCIOLOGY, PHILOSOPHY, AND ANTHROPOLOGY.	4	3	2	1	0
2.5 TO UNDERSTAND THE SIGNIFICANT POLITICAL, CULTURAL, AND SOCIAL FORCES OPERATING IN UNIVERSITY AND COLLEGE ENVIRONMENTS.	4	3	2	1	0
2.6 TO BE ABLE TO ACCURATELY INTERPRET THE VALUES, GOALS, AND OBJECTIVES OF INSTITUTIONS OF HIGHER EDUCATION TO STUDENTS, PARENTS, AND ALUMNI.	4	3	2	1	0

RELEVANCE OF EACH OBJECTIVE TO YOUR CURRENT PROFESSIONAL RESPONSIBILITIES

	4--VERY RELEVANT	3--RELEVANT	2--SOMEWHAT RELEVANT	1--NOT PARTICULARLY RELEVANT	0--NOT AT ALL RELEVANT
2.7	TO UNDERSTAND THE FINANCING AND PLANNING OF HIGHER EDUCATION.				4 3 2 1 0
2.8	TO UNDERSTAND CURRICULUM DEVELOPMENT IN HIGHER EDUCATION.				4 3 2 1 0
2.9	TO UNDERSTAND THE HISTORY, SETTING, AND OBJECTIVES OF COLLEGES AND UNIVERSITIES AS SOCIAL INSTITUTIONS.				4 3 2 1 0
2.10	TO DEVELOP DEFENSIBLE POSITIONS ON THE MAJOR PHILOSOPHICAL ISSUES IN HIGHER EDUCATION.				4 3 2 1 0
2.11	TO UNDERSTAND THE PROCESS AND OUTCOME COMPONENTS OF TEACHING AND LEARNING USED IN DESIGNING STUDENT DEVELOPMENT PROGRAMS.				4 3 2 1 0
2.12	TO DEVELOP A BASIC UNDERSTANDING OF THE THEORIES AND PRINCIPLES OF LEARNING.				4 3 2 1 0
2.13	TO UNDERSTAND THE PRINCIPLES, CONCEPTS, AND METHODS OF COUNSELING USED IN FACILITATING THE PERSONAL DEVELOPMENT OF STUDENTS.				4 3 2 1 0
2.14	TO UNDERSTAND THE PRINCIPLES, CONCEPTS, AND TECHNIQUES USED IN TESTING AND MEASUREMENT.				4 3 2 1 0
2.15	TO DEVELOP AN UNDERSTANDING OF THE LEGAL ASPECTS OF COLLEGE STUDENT PERSONNEL ADMINISTRATION, SUCH AS DUE PROCESS OF LAW AND INSTITUTIONAL LIABILITY.				4 3 2 1 0
2.16	TO UNDERSTAND THE HUMAN DEVELOPMENT CONCEPTS AND THEORIES IMPLIED IN STUDENT DEVELOPMENT MODELS.				4 3 2 1 0
2.17	TO UNDERSTAND PRINCIPLES OF ADMINISTRATION AND DECISION MAKING.				4 3 2 1 0
2.18	TO IDENTIFY YOUR PERSONAL MANAGEMENT AND ADMINISTRATION PHILOSOPHY; ONE THAT IS COMPATIBLE WITH YOUR PERSONAL VALUES AND LIFE STYLE.				4 3 2 1 0
2.19	TO KNOW THE PRINCIPLES AND TECHNIQUES OF CONFLICT MANAGEMENT AND BE ABLE TO EFFECTIVELY APPLY THEM IN PERSONNEL MATTERS.				4 3 2 1 0
2.20	TO UNDERSTAND AND BE ABLE TO APPLY THE PRINCIPLES OF MANAGEMENT BY OBJECTIVES IN ADMINISTERING FUNCTIONAL UNITS OF A COLLEGE STUDENT PERSONNEL PROGRAM.				4 3 2 1 0
2.21	TO UNDERSTAND THE PRINCIPLES AND TECHNIQUES OF ORGANIZATIONAL CHANGE AND DEVELOPMENT.				4 3 2 1 0
2.22	TO ACQUIRE A THOROUGH UNDERSTANDING OF STUDENT PERSONNEL SERVICES, ADMINISTRATION, ISSUES, ETHICS, STANDARDS, AND BASIC PRINCIPLES.				4 3 2 1 0
2.23	TO UNDERSTAND AND BE ABLE TO APPLY PRINCIPLES OF ACCOUNTABILITY AND PROGRAM PLANNING TO THE ADMINISTRATION OF COLLEGE STUDENT PERSONNEL SERVICES.				4 3 2 1 0
2.24	TO UNDERSTAND AND BE ABLE TO APPLY PRINCIPLES OF EVALUATION TO STUDENT PERSONNEL PROGRAMS AND SERVICES.				4 3 2 1 0
2.25	TO BE ABLE TO COMMUNICATE EFFECTIVELY ON A PROFESSIONAL LEVEL BOTH IN WRITING AND SPEAKING.				4 3 2 1 0
2.26	TO DEVELOP SKILLS IN BUDGET MAKING AND FISCAL MANAGEMENT.				4 3 2 1 0
2.27	TO DEVELOP A BASIC UNDERSTANDING OF EFFECTIVE AND INEFFECTIVE ADMINISTRATOR BEHAVIORS AS THEY RELATE TO THE ROLE AND FUNCTIONING OF COLLEGE STUDENT PERSONNEL ADMINISTRATORS.				4 3 2 1 0

RELEVANCE OF EACH OBJECTIVE TO YOUR CURRENT PROFESSIONAL RESPONSIBILITIES

	4--VERY RELEVANT	3--RELEVANT	2--SOMEWHAT RELEVANT	1--NOT PARTICULARLY RELEVANT	0--NOT AT ALL RELEVANT
2.28 TO UNDERSTAND PRINCIPLES OF POLICY FORMULATION AND IMPLEMENTATION.	4	3	2	1	0
2.29 TO BE ABLE TO DEVELOP AND MAINTAIN JOB DESCRIPTIONS STATED IN TERMS OF BEHAVIORAL OBJECTIVES.	4	3	2	1	0
2.30 TO DEVELOP AN UNDERSTANDING OF PRINCIPLES OF PERSONNEL MANAGEMENT INCLUDING STAFF SELECTION, PERFORMANCE EVALUATION, PROMOTION, AND DISCIPLINE.	4	3	2	1	0
2.31 TO UNDERSTAND THE THEORIES, PRINCIPLES AND METHODS USED IN SOCIAL RESEARCH.	4	3	2	1	0
2.32 TO BE ABLE TO APPLY THE THEORIES, PRINCIPLES, AND METHODS OF SOCIAL RESEARCH TO PHENOMENA IN COLLEGE STUDENT PERSONNEL WORK.	4	3	2	1	0
2.33 TO UNDERSTAND THE PRINCIPLES AND PROCEDURES OF EDUCATIONAL EVALUATION.	4	3	2	1	0
2.34 TO UNDERSTAND DATA PROCESSING COMPONENTS AND THEIR APPLICATION TO THE ADMINISTRATION OF COLLEGE STUDENT PERSONNEL ADMINISTRATION.	4	3	2	1	0

III. CONTRIBUTION OF YOUR DOCTORAL PROGRAM TO
ATTAINMENT OF COLLEGE STUDENT PERSONNEL DOCTORAL PROGRAM OBJECTIVES

PLEASE GIVE YOUR JUDGEMENT OF THE EXTENT TO WHICH YOUR DOCTORAL PROGRAM AT MSU CONTRIBUTED TO YOUR ACHIEVEMENT OF EACH OF THESE OBJECTIVES. PLEASE CIRCLE THE NUMBER WHICH BEST REPRESENTS THE EXTENT OF YOUR PROGRAM'S CONTRIBUTION TO YOUR ACHIEVEMENT OF EACH OBJECTIVE:

	4--TO A GREAT EXTENT	3--TO A CONSIDERABLE EXTENT	2--TO A MODERATE EXTENT	1--TO SOME EXTENT	0--NOT AT ALL
3.1 TO UNDERSTAND THE PHILOSOPHY, PURPOSES, AND PROBLEMS OF COLLEGE STUDENT PERSONNEL ADMINISTRATION.	4	3	2	1	0
3.2 TO UNDERSTAND THE ROLE AND FUNCTION OF EACH OF THE OFFICES IN A COLLEGE STUDENT PERSONNEL PROGRAM.	4	3	2	1	0
3.3 TO UNDERSTAND THE ROLE AND FUNCTION OF COLLEGE STUDENT PERSONNEL WORK AS IT RELATES TO THE VALUES, GOALS, PURPOSES, AND OBJECTIVES OF HIGHER EDUCATION.	4	3	2	1	0
3.4 TO DEVELOP AN UNDERSTANDING OF HUMAN DEVELOPMENT DERIVED FROM KNOWLEDGE IN PSYCHOLOGY, SOCIOLOGY, PHILOSOPHY, AND ANTHROPOLOGY.	4	3	2	1	0
3.5 TO UNDERSTAND THE SIGNIFICANT POLITICAL, CULTURAL, AND SOCIAL FORCES OPERATING IN UNIVERSITY AND COLLEGE ENVIRONMENTS.	4	3	2	1	0
3.6 TO BE ABLE TO ACCURATELY INTERPRET THE VALUES, GOALS, AND OBJECTIVES OF INSTITUTIONS OF HIGHER EDUCATION TO STUDENTS, PARENTS, AND ALUMNI.	4	3	2	1	0
3.7 TO UNDERSTAND THE FINANCING AND PLANNING OF HIGHER EDUCATION.	4	3	2	1	0
3.8 TO UNDERSTAND CURRICULUM DEVELOPMENT IN HIGHER EDUCATION.	4	3	2	1	0
3.9 TO UNDERSTAND THE HISTORY, SETTING, AND OBJECTIVES OF COLLEGES AND UNIVERSITIES AS SOCIAL INSTITUTIONS.	4	3	2	1	0
3.10 TO DEVELOP DEFENSIBLE POSITIONS ON THE MAJOR PHILOSOPHICAL ISSUES IN HIGHER EDUCATION.	4	3	2	1	0

EXTENT TO WHICH YOUR PH.D. PROGRAM CONTRIBUTED TO ACHIEVEMENT OF THE OBJECTIVE

	4--TO A GREAT EXTENT	3--TO A CONSIDERABLE EXTENT	2--TO A MODERATE EXTENT	1--TO SOME EXTENT	0--NOT AT ALL
3.11 TO UNDERSTAND THE PROCESS AND OUTCOME COMPONENTS OF TEACHING AND LEARNING USED IN DESIGNING STUDENT DEVELOPMENT PROGRAMS.				4 3 2 1 0	
3.12 TO DEVELOP A BASIC UNDERSTANDING OF THE THEORIES AND PRINCIPLES OF LEARNING.				4 3 2 1 0	
3.13 TO UNDERSTAND THE PRINCIPLES, CONCEPTS, AND METHODS OF COUNSELING USED IN FACILITATING THE PERSONAL DEVELOPMENT OF STUDENTS.				4 3 2 1 0	
3.14 TO UNDERSTAND THE PRINCIPLES, CONCEPTS, AND TECHNIQUES USED IN TESTING AND MEASUREMENT.				4 3 2 1 0	
3.15 TO DEVELOP AN UNDERSTANDING OF THE LEGAL ASPECTS OF COLLEGE STUDENT PERSONNEL ADMINISTRATION, SUCH AS DUE PROCESS OF LAW AND INSTITUTIONAL LIABILITY.				4 3 2 1 0	
3.16 TO UNDERSTAND THE HUMAN DEVELOPMENT CONCEPTS AND THEORIES IMPLIED IN STUDENT DEVELOPMENT MODELS.				4 3 2 1 0	
3.17 TO UNDERSTAND PRINCIPLES OF ADMINISTRATION AND DECISION MAKING.				4 3 2 1 0	
3.18 TO IDENTIFY YOUR PERSONAL MANAGEMENT AND ADMINISTRATION PHILOSOPHY; ONE THAT IS COMPATIBLE WITH YOUR PERSONAL VALUES AND LIFE STYLE.				4 3 2 1 0	
3.19 TO KNOW THE PRINCIPLES AND TECHNIQUES OF CONFLICT MANAGEMENT AND BE ABLE TO EFFECTIVELY APPLY THEM IN PERSONNEL MATTERS.				4 3 2 1 0	
3.20 TO UNDERSTAND AND BE ABLE TO APPLY THE PRINCIPLES OF MANAGEMENT BY OBJECTIVES IN ADMINISTERING FUNCTIONAL UNITS OF A COLLEGE STUDENT PERSONNEL PROGRAM.				4 3 2 1 0	
3.21 TO UNDERSTAND THE PRINCIPLES AND TECHNIQUES OF ORGANIZATIONAL CHANGE AND DEVELOPMENT.				4 3 2 1 0	
3.22 TO ACQUIRE A THOROUGH UNDERSTANDING OF STUDENT PERSONNEL SERVICES, ADMINISTRATION, ISSUES, ETHICS, STANDARDS, AND BASIC PRINCIPLES.				4 3 2 1 0	
3.23 TO UNDERSTAND AND BE ABLE TO APPLY PRINCIPLES OF ACCOUNTABILITY AND PROGRAM PLANNING TO THE ADMINISTRATION OF COLLEGE STUDENT PERSONNEL SERVICES.				4 3 2 1 0	
3.24 TO UNDERSTAND AND BE ABLE TO APPLY PRINCIPLES OF EVALUATION TO STUDENT PERSONNEL PROGRAMS AND SERVICES.				4 3 2 1 0	
3.25 TO BE ABLE TO COMMUNICATE EFFECTIVELY ON A PROFESSIONAL LEVEL BOTH IN WRITING AND SPEAKING.				4 3 2 1 0	
3.26 TO DEVELOP SKILLS IN BUDGET MAKING AND FISCAL MANAGEMENT.				4 3 2 1 0	
3.27 TO DEVELOP A BASIC UNDERSTANDING OF EFFECTIVE AND INEFFECTIVE ADMINISTRATOR BEHAVIORS AS THEY RELATE TO THE ROLE AND FUNCTIONING OF COLLEGE STUDENT PERSONNEL ADMINISTRATORS.				4 3 2 1 0	
3.28 TO UNDERSTAND PRINCIPLES OF POLICY FORMULATION AND IMPLEMENTATION.				4 3 2 1 0	
3.29 TO BE ABLE TO DEVELOP AND MAINTAIN JOB DESCRIPTIONS STATED IN TERMS OF BEHAVIORAL OBJECTIVES.				4 3 2 1 0	
3.30 TO DEVELOP AN UNDERSTANDING OF PRINCIPLES OF PERSONNEL MANAGEMENT INCLUDING STAFF SELECTION, PERFORMANCE EVALUATION, PROMOTION, AND DISCIPLINE.				4 3 2 1 0	

EXTENT TO WHICH YOUR PH.D. PROGRAM CONTRIBUTED TO ACHIEVEMENT OF THE OBJECTIVE

	4--TO A GREAT EXTENT	3--TO A CONSIDERABLE EXTENT	2--TO A MODERATE EXTENT	1--TO SOME EXTENT	0--NOT AT ALL
3.31 TO UNDERSTAND THE THEORIES, PRINCIPLES AND METHODS USED IN SOCIAL RESEARCH.				4 3 2 1 0	
3.32 TO BE ABLE TO APPLY THE THEORIES, PRINCIPLES, AND METHODS OF SOCIAL RESEARCH TO PHENOMENA IN COLLEGE STUDENT PERSONNEL WORK.				4 3 2 1 0	
3.33 TO UNDERSTAND THE PRINCIPLES AND PROCEDURES OF EDUCATIONAL EVALUATION.				4 3 2 1 0	
3.34 TO UNDERSTAND DATA PROCESSING COMPONENTS AND THEIR APPLICATION TO THE ADMINISTRATION OF COLLEGE STUDENT PERSONNEL ADMINISTRATION.				4 3 2 1 0	

IV. EVALUATION OF SELECTED COMPONENTS OF YOUR DOCTORAL PROGRAM

INSTRUCTIONS: PLEASE RATE BY CIRCLING THE NUMBER WHICH BEST REPRESENTS THE EXTENT OF CONTRIBUTION OF EACH COMPONENT TO YOUR PROFESSIONAL DEVELOPMENT. USE SCALE BELOW.

	4--TO A GREAT EXTENT	3--TO A CONSIDERABLE EXTENT	2--TO A MODERATE EXTENT	1--TO SOME EXTENT	0--NOT AT ALL NA--DID NOT PARTICIPATE
	<u>EXTENT OF CONTRIBUTION TO YOUR PROFESSIONAL DEVELOPMENT</u>				
4.1 COURSE WORK -----	4	3	2	1	0 NA
4.2 SEMINARS AND COLLOQUIUMS-----	4	3	2	1	0 NA
4.3 INDEPENDENT STUDY AND READINGS-----	4	3	2	1	0 NA
4.4 PRACTICAL EXPERIENCES SUCH AS ASSISTANTSHIPS, INTERNSHIPS, PRACTICUMS, FIELD STUDY, ETC.-----	4	3	2	1	0 NA
4.5 PREPARATION FOR COMPREHENSIVE EXAMINATIONS-----	4	3	2	1	0 NA
4.6 COMPLETION OF COMPREHENSIVE EXAMINATIONS-----	4	3	2	1	0 NA
4.7 DEVELOPMENT OF DISSERTATION RESEARCH PROPOSAL-----	4	3	2	1	0 NA
4.8 CONDUCTING RESEARCH FOR DISSERTATION-----	4	3	2	1	0 NA
4.9 WRITING DISSERTATION-----	4	3	2	1	0 NA
4.10 DEFENSE OF DISSERTATION-----	4	3	2	1	0 NA
4.11 RESIDENCY (ATTENDANCE AS A FULL-TIME STUDENT)-----	4	3	2	1	0 NA
4.12 INFORMAL STUDY GROUPS-----	4	3	2	1	0 NA
4.13 ASSOCIATION WITH MAJOR PROFESSOR (ADVISOR)-----	4	3	2	1	0 NA
4.14 ASSOCIATION WITH OTHER MEMBERS OF YOUR COMMITTEE-----	4	3	2	1	0 NA
4.15 ASSOCIATION WITH OTHER DEPARTMENT FACULTY-----	4	3	2	1	0 NA
4.16 ASSOCIATION WITH FELLOW GRADUATE STUDENTS-----	4	3	2	1	0 NA
4.17 COLLEGE STUDENT PERSONNEL ADMINISTRATION COURSES AND SEMINARS---	4	3	2	1	0 NA
4.18 HIGHER EDUCATION ADMINISTRATION COURSES AND SEMINARS-----	4	3	2	1	0 NA
4.19 OTHER COURSES AND SEMINARS IN THE DEPARTMENT:					
ADULT AND CONTINUING EDUCATION COURSES AND SEMINARS-----	4	3	2	1	0 NA
COMMUNITY COLLEGE COURSES AND SEMINARS-----	4	3	2	1	0 NA
OTHER (PLEASE SPECIFY AND RATE)-----	4	3	2	1	0 NA

EXTENT OF CONTRIBUTION OF EACH COMPONENT TO YOUR PROFESSIONAL DEVELOPMENT

4--TO A GREAT EXTENT 2--TO A MODERATE EXTENT 0--NOT AT ALL
3--TO A CONSIDERABLE EXTENT 1--TO SOME EXTENT NA--DID NOT PARTICIPATE

4.20	COURSES AND SEMINARS IN THE GENERAL PROFESSIONAL AREA						
	PHILOSOPHY OF EDUCATION-----	4	3	2	1	0	NA
	HISTORY OF HIGHER EDUCATION-----	4	3	2	1	0	NA
	CRUCIAL ISSUES IN EDUCATION-----	4	3	2	1	0	NA
	OTHER (PLEASE SPECIFY AND RATE)-----	4	3	2	1	0	NA
4.21	COURSES AND SEMINARS IN EDUCATIONAL RESEARCH DESIGN AND METHODOLOGY-----	4	3	2	1	0	NA
4.22	COURSES IN YOUR COGNATE AREA. CHECK (X) YOUR COGNATE BELOW AND RATE ITS CONTRIBUTION.						
	INTERDISCIPLINARY (IN WHAT AREAS)-----	4	3	2	1	0	NA
	MANAGEMENT-----	4	3	2	1	0	NA
	SOCIOLOGY-----	4	3	2	1	0	NA
	COMMUNICATION-----	4	3	2	1	0	NA
	PSYCHOLOGY-----	4	3	2	1	0	NA
	COMPUTER SCIENCE-----	4	3	2	1	0	NA
	LABOR AND INDUSTRIAL RELATIONS-----	4	3	2	1	0	NA
	OTHER (PLEASE SPECIFY AND RATE)-----	4	3	2	1	0	NA

V. OTHER ASPECTS OF THE DOCTORAL PROGRAM

- 5.1 IF YOU WERE TO BEGIN YOUR DOCTORAL PROGRAM AGAIN, WOULD YOU ATTEND MICHIGAN STATE UNIVERSITY? (PLEASE CHECK (X) BELOW)
 ___ YES ___ NO (IF NO, WHY?) _____
- 5.2 WHAT CHANGES WOULD YOU MAKE IN YOUR DOCTORAL PROGRAM IF YOU WERE TO BEGIN IT AGAIN? (PLEASE CHECK (X) OR COMMENT BELOW AS APPROPRIATE)
 ___ NONE
 ___ CHANGE MAJOR. TO WHAT? _____
 ___ CHANGE COGNATE TO WHAT? _____
 ___ OTHER _____
- 5.3 PLEASE LIST WHAT YOU CONSIDER TO BE THE MOST VALUABLE LEARNING EXPERIENCES OF YOUR DOCTORAL PROGRAM AND BRIEFLY GIVE THE REASONS.
 1. _____
 REASON: _____
 2. _____
 REASON: _____
 3. _____
 REASON: _____
- 5.4 IN YOUR OPINION, WHAT WERE TWO OR THREE OF THE MAJOR STRENGTHS OF THE PREPARATION PROGRAM IN COLLEGE STUDENT PERSONNEL ADMINISTRATION AT THE TIME YOU PURSUED YOUR DOCTORAL DEGREE AT MSU?

OTHER ASPECTS OF THE DOCTORAL PROGRAM

- 5.5 IN YOUR OPINION, WHAT WERE TWO OR THREE OF THE MAJOR WEAKNESSES OF THE PREPARATION PROGRAM IN COLLEGE STUDENT PERSONNEL ADMINISTRATION AT THE TIME YOU PURSUED YOUR DOCTORAL DEGREE AT MSU?

- 5.6 DO YOU HAVE PROFESSIONAL RESPONSIBILITIES IN YOUR PRESENT POSITION FOR WHICH YOUR DOCTORAL PROGRAM AT MSU PROVIDED INADEQUATE PREPARATION?

____ YES _____ NO

- 5.7 IF YES, PLEASE SPECIFY _____

- 5.8 WHAT MAIN SUGGESTIONS DO YOU HAVE FOR IMPROVING THE DOCTORAL PROGRAM IN COLLEGE STUDENT PERSONNEL ADMINISTRATION AT MICHIGAN STATE UNIVERSITY? PLEASE COMMENT BELOW.

VI. ADDITIONAL INFORMATION

- 6.1 PLEASE INDICATE THE APPROXIMATE PERCENTAGE OF TIME WHICH YOU SPEND IN YOUR PRESENT POSITION IN EACH OF THE FOLLOWING CATEGORIES:

ADMINISTRATION-----%
 COUNSELING-----%
 RESEARCH-----%
 TEACHING-----%
 CONSULTING-----%
 OTHER (PLEASE SPECIFY)-----%
 100%

- 6.2 WERE YOU PRIMARILY A FULL-TIME OR PART-TIME STUDENT DURING MOST OF YOUR DOCTORAL PROGRAM? (PLEASE CHECK (X) BELOW)

____ PRIMARILY FULL-TIME _____ PRIMARILY PART-TIME

- 6.3 DID YOU WRITE YOUR DISSERTATION WHILE HOLDING FULL-TIME EMPLOYMENT?

____ YES _____ NO

- 6.4 WHAT IS YOUR PRESENT SALARY (12 MONTHS EQUIVALENT)? PLEASE CHECK (X) THE APPROPRIATE RANGE BELOW.

____ BELOW \$9,999	____ \$16,000-18,999	____ \$25,000-27,999
____ \$10,000-12,999	____ \$19,000-21,999	____ \$28,000-30,999
____ \$13,000-15,999	____ \$22,000-24,999	____ \$31,000 AND OVER

- 6.6 DATE OF BIRTH:

____ MONTH ____ DAY ____ YEAR

- 6.6 PLEASE CHECK BELOW THE AREA IN WHICH YOU EARNED YOUR MASTER'S DEGREE:

____ COLLEGE STUDENT PERSONNEL _____ OTHER (PLEASE DESCRIBE) _____
 ____ COUNSELING _____

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY. PLEASE USE THE ENCLOSED REPLY ENVELOPE TO RETURN THE QUESTIONNAIRE.

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