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A DESCRIPTIVE ANALYSIS OF STAFF DEVELOPMENT PROGRAMMING FOR FULL-TIME, PROFESSIONAL STUDENT SERVICES PRACTITIONERS WITHIN MICHIGAN COMMUNITY COLLEGES

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OF STAFF DEVELOPMENT PROGRAMMING
FOR FULL-TIME, PROFESSIONAL
STUDENT SERVICES PRACTITIONERS
WITHIN MICHIGAN COMMUNITY COLLEGES

By

Carol Elizabeth Barnes

A DISSERTATION

Submitted to
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ABSTRACT

A DESCRIPTIVE ANALYSIS
OF STAFF DEVELOPMENT PROGRAMMING
FOR FULL-TIME, PROFESSIONAL
STUDENT SERVICES PRACTITIONERS
WITHIN MICHIGAN COMMUNITY COLLEGES

By

Carol Elizabeth Barnes

The purpose of the study is to analyze through a ques-
tionnaire the nature and extent of staff development pro-
gramming for full-time, professional student services prac-
titioners within Michigan community colleges. It is also
the purpose of the study to determine and describe differ-
ences: (1) among three different size categories of insti-
tutions, and (2) among four different level categories of
student services practitioners.

Methodology

The 29 Michigan community colleges used in the study
comprise a total of 38 individual campuses. Because of the
differences among the many campuses, staff from the following
areas are included in the sample: admissions, records, coun-
seling, student activities, financial aid, placement, housing,
and dean's office.

Using a questionnaire format, the sample surveys three different size categories of institutions: (1) 1-4000 students, (2) 4001-8000 students, and (3) More than 8000 students. The sample also surveys four different level categories of student services practitioners: (1) Guidance counselors, (2) Second-line administrators, (3) First-line administrators, and (4) Other practitioners.

Descriptive Findings

1. Representing all 38 campuses to some degree, almost one-half of the 295 respondents indicate the presence of a staff development program. Large institutions and counselors are more likely than other groups to have a program.

2. The mode for the length of existence of the program is 3-5 years and the mode for the number of hours per month devoted to staff development is 1-2 hours.

3. Overall, the following objectives are ranked: first-- to learn new skills and competencies related to job performance and second--to design new programs to better meet student needs and demands. Written objectives are the exception.

4. Although agreement exists regarding the concept of assigning specific responsibility for the program to one individual, disagreement exists regarding the method of assigning specific responsibility to either the chief administrator or the division chairperson.

5. Overall, the barriers that decrease programming are the lack of: first--time, second--time, and third funding.

6. Overall, the preferred incentives that would increase programming are: first--released time, second--personal growth, and third--professional growth.

7. Overall, the off-campus activities that are considered most worthwhile include: first and second--conventions and professional meetings. The on-campus activities that are considered most worthwhile include: first--in-house continuing seminars and second--short-term workshops.

8. Overall, the preferred evaluation methods are: first and second--self-reports.

9. When compared to other divisional needs, opportunities, and/or problems; staff development receives highest priority from small and large institutions and second-line administrators. It receives lowest priority from medium institutions and other practitioners.

10. Overall, by size, and by level, the most popular recommended change to improve staff development is to start a planned program.

Conclusions

1. Small and large institutions appear to follow similar response patterns regarding objectives, components, barriers, incentives, activities, and evaluation criteria.

2. No particular response patterns are observed among the four level categories of student services practitioners. Although some overlapping occurs, each level appears to have its own needs and opinions regarding the above criteria.

ACKNOWLEDGMENTS

With deep love and appreciation, I dedicate this dissertation to my husband, Dennis, to my son, Scott, and to my daughter, Lori. Without their love, patience, and understanding, this project could never have been completed.

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Appreciation is also extended to Mary Dassance for her friendly assistance in securing relevant staff development materials from the Lansing Community College Professional Development Library.

Finally, I wish to express my affection and respect to my parents, Henry and Bernette Wiegand. Their love and encouragement provided the motivation which made this achievement possible.

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In Chapter I, the primary topic of Staff Development
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also includes the following secondary topics directly related
to the design and implementation of the study: (a) Purpose
of the Study, (b) Need for the Study, (c) Assumptions of the
Study, (d) Delimitations of the Study, (e) Terms Used in the
Study, (f) Design of the Study, and (g) Organization of the
Study.

Staff Development Programming--A New Priority

The demands on community colleges have been tremendous.
Community colleges have proclaimed their mission to be ex-
tremely broad in scope, including the familiar litany of
university parallel programs, career curricula, short-term
training, continuing education, community service, compen-
satory education, and guidance and counseling. According
to Claxton (1976, p. 1), "all of these programs were to meet
the educational needs of an extremely diverse clientele whose
ability levels ranged from the well prepared to those who
had had little, if any, success in their previous educational
endeavors."

1

Community colleges had accepted a monumental task. It is surprising, however, how little attention has been given to the development of the staff, especially the staff of student services practitioners. Prior to 1970, staff development usually consisted of staff attendance at conferences, an occasional sabbatical, and the familiar one- or two-day workshop at the beginning of the fall term. Often, most of the fall workshops were devoted to procedural matters rather than to substantive staff development.

One reason for the lack of attention given to staff development for student services practitioners was the fact that, with enrollment increases straining the capacity of the institutions to accommodate the steady flow of students, educators did not see staff development as a high priority item. It was assumed that new ideas and techniques would come from the regular influx of new student services practitioners who joined the ranks annually.

In recent years, staff development programming for student services practitioners has begun to come to the forefront of attention in community colleges. With the added emphasis, there has also come a new view. Whereas staff development previously referred to such practices as providing sabbatical leaves or travel money, the term now generally refers to an entire range of activities.

This new emphasis on staff development programming for student services practitioners results from the following significant forces of change impinging on community colleges:

Steady State Environment

Community colleges have entered a period of slow growth, no growth, or in many instances declining growth. The euphemistic term for this stress condition is "steady state." According to Priest, Alphenaar, and Boer (1980, p. 3), college enrollments are not expected to increase or even stabilize for at least another decade. They support their belief with the following data:

1. The U.S. Census Bureau projects an 18% decline in the college-age population by 1990 (Centra, 1979).

2. The college going rate has stabilized since 1967. The ratio of first-time enrollments (in college) to high school graduates has remained around .60. During this period the ratio has been applied to an increasing population, thus preventing any noticeable effects on campus enrollments (ACE, 1978).

3. Many of higher education's "new" nontraditional students already seem to be on college campuses.

There are two fundamental consequences of this nongrowth imperative: (1) it has made community colleges more sensitive to the need for adaptability, and (2) accretion has had to give way to displacement (Harvey, 1976). Displacement creates much more stress than accretion, and stress is a fundamental precondition for change (Frohman, 1970). Thus, the overall result is that community colleges are now more open to fundamental change than ever before.

Students will be one of the major forces to influence this change. As fiscal stability begins to rest more fully

on tuition income, community colleges are becoming more attuned to the individual needs of students. Harvey (1976, p. 91) claims that "student-centeredness is no longer a philosophical imperative but a fiscal one." Leach (1979, p. 41) also maintains that "in the scramble for students as the supply diminishes, institutions will be forced to give greater attention to consumers' needs if they are to remain competitive."

As consumers begin to gather greater degrees of fiscal importance for community colleges, they will also begin to gather greater degrees of significance in defining institutional purpose and program. This phenomena is likely to create new demands for community colleges and their student services practitioners. Thus, staff development programming can assist student services practitioners in meeting these new demands.

Decreased Staff Mobility

With stabilizing enrollments and less income from tuition and state subsidies, there are fewer new staff entering community colleges each year. Staff mobility, so long a characteristic of higher education, has now diminished substantially. According to Schultz (1973, p. 22), "all of a sudden there is almost no staff turnover in community colleges. After more than a decade of rapid growth, community college staffs have stabilized."

It is expected that a high percentage of staff will

remain in their current positions for an extended period of time. With less turnover and less new blood, community colleges can no longer depend on new staff to help keep them vital; nor can staff broaden perspective simply by changing jobs.

The interest in staff development programming probably arises from the stark realization that current staff will be a community college's primary asset (sources of energy, ideas, and innovation) into the 21st century. Schultz (1973, p. 22) emphasizes that "instead of being focused on orienting and amalgamating a large number of new staff into the institution each year, in-service development now needs to be focused on keeping the staff on the cutting edge or at least from losing their professional vitality."

Claxton (1977) stresses that new talents and strengths needed to meet the changing demands of college students will have to be developed within the present staff. Gross (1976) also emphasizes that programs designed to stimulate ongoing staff growth will have to be a matter of first priority if the inherent disadvantages of "quota-restricted" and "tenured-in" stable staffs are to be minimized. Effective staff development can facilitate this process. Staff development programming is one creative approach to revitalization.

Accountability and Fiscal Crunch

In response to enrollment and staffing problems; students, parents, administrators, legislators, and the public in general are stressing accountability to cope with the

complications of inflation, fiscal hard times, and the steady-state environment. Although the long-range picture for support of higher education appears to be positive, Ellison (1977) notes that the short-range impact of state and national adjustments to current economic conditions will require that most institutions chart new directions with less money and, indeed, make budget reductions through retrenchment.

With increasing competition for local, state, and federal funds; accountability and cost effectiveness will continue to be the evidence of the right to continue as valid institutionally supported programs. This has prompted a call for accountability measures for both programs and personnel. Ellison (1977, p. 417) stresses that "for student affairs programs which are normally funded as one element of instructional program cost models with a direct link to the student credit hour generation concept, efforts must be made to prove the value-added worth of such programs as expendable." Beeler (1977a, p. 38) also emphasizes that "student affairs especially is being asked to justify its professional staffing patterns."

Student services no longer can afford to be regarded as special or extra services. They must be seen by all decision makers as an integral part of the students' educational and developmental experiences. Staff development programming should be strongly supported because it provides the opportunity to renew and revitalize student services staff and programs.

Increased Litigation and External Regulation

The emergence of greater legislative, judicial, and bureaucratic involvement has complicated the administration and operation of community colleges. Greater control by planning commissions, coordinating councils, state agencies, and governing boards has made the management of community colleges more difficult.

Dutton and Correnti (1978) contend that it seems likely that this trend will continue and even intensify in the future as there is increased emphasis on accountability, external regulation, litigation, and protection of the rights of the individual. Dutton and Correnti (1978, pp. 33-35) list several causes of increased litigation and external regulation:

First, there has been greater recognition by the courts that the restraints imposed upon students are to be measured by the Bill of Rights of the United States Constitution—freeedom of speech and the press and the right to due process and privacy. The courts have declared that students retain their civil rights when they enroll in a community college.

Second, more federal and state legislation has been designed to protect student rights. Examples of such legislation include: The Family Educational Rights and Privacy Act of 1974 (Buckley Amendments), Section 504 of the Rehabilitation Act of 1973, and Title IX. The growing interest in civil rights has resulted in these and other legislative actions.

Third, students are being viewed more and more as consumers; and their "consumer rights" should be protected by the

government. This development has implications for the tradi-
tional view of student-institutional relationships and how
institutions carry out their educational mission.

Fourth, student concern regarding due process in rela-
tion to grading, course content, and academic standing has
also led to increased external monitoring. This concern has
intensified as education has achieved greater significance
toward employment, graduate school, and professional study.

Fifth, greater concern about fairness is related to an
intensification of distrust of authority and a growing unwill-
ingness on the part of students to accept the judgment of
faculty and administrators. Students have demanded greater
protection against anticipated abuse of institutional deci-
sions and authority.

Sixth, there is the reality of reduced public confidence
that community colleges will protect or be responsive to the
public interest in the conduct of their affairs and the ex-
penditure of tax dollars. The "confidence problem" has mani-
fested itself in the form of more legislative hearings on
institutional direction and behavior and audits by local,
state, and federal agencies.

Increased scrutiny by external bodies has resulted in:
(1) more formal, specific operating policies and procedures,
(2) considerable growth in workload, and (3) serious encroach-
ment on autonomy. For student services practitioners, speci-
fication means more formal student-institutional relationships
and less flexibility and informality in coping with human

conflicts. Staff development programming can assist in sensitizing staff to the problem, initiating corrective action, and participating in the process of response to pressures.

Changing Clientele

Cheek (1975, p. 26) asserts that "there also has been a shift from the education of the elite to universal access, with greater attention given to achieving equity and parity for blacks, women, and other minorities." In both academic policies and curriculums, racism and sexism continue to be the objects of attack. Open enrollment and the push toward equity require profound adjustments in academic life.

The clientele of the community college continues to change rapidly. A striking change in recent years is the tremendous increase in part-time students. Harcleroad (1975) reports that in 750 two-year institutions in one national study, part-time students comprise no less than 52 percent of the entire enrollment.

Cross (1973) identifies four primary groups of people who are being brought into the educational mainstream under pressures for egalitarianism--those who have suffered discrimination with respect to race, sex, age, or academic ability. These four primary groups include: ethnic minorities, women, adults, and persons with poor records of academic achievement.

Chickering (1973) classifies three types of "new students" as: (1) adults pursuing new careers and interests, (2) young persons from lower socio-economic levels with poor academic

backgrounds, and (3) middle and upper class high school graduates who traditionally have been college bound, but now are more mature in their orientation toward education.

Hodgkinson (1976) notes that the "new students" actually enrolling are male, caucasian, and middle class, with an emphasis in managerial and professional backgrounds. They are employed full time and have some previous college experience. In other words, the "new student" comes from the adult segment of society. Thus, the increase in older students has a definite impact on the demand for lifelong learning.

The college-age student population is changing. Cheek (1975, p. 25) emphasizes that "the student constituency is becoming more diversified as older persons, employees, parents, husbands, and wives are enrolling in large numbers." The number of traditional 18 to 20 year old students is going to drop in the early 1980's, due to the declining birth rate and the passing of the World War II "baby boom." Jones (1978, p. 4) stresses that "this suggests that there will be a radical change in the average age of the American college student during the next quarter century."

What are the implications of these "new students" for the future of student services? Obviously, student services programs must be redesigned to accommodate an entirely different type of clientele. Jones (1978, p. 4) claims that "unless student personnel administrators recognize the needs of 'new students' and make effective responses, the profession is going to be in great trouble."

The challenge of the "new student" in community colleges
is a continuing one. Adequate models of educational support
programs must be developed to assure the maximum opportunity
for success of both students and colleges. Staff development
programming can assist student services practitioners in coor-
dinating the aspirations of individuals and institutions.

Attrition Rates and Compensatory Programs

Student services practitioners have begun to realize that
what their community colleges delivered did not always equal
what was promised. By adopting an open admissions policy,
community colleges seemed to be saying that they could meet
the demands of all students--those who came well prepared as
well as those who came unprepared for college work. Claxton
(1976, p. 4) maintains that "in terms of meeting the needs of
the well prepared students, the community colleges have done
very well. But the record of meeting the needs of the more
poorly prepared students is uneven."

Attrition rates are particularly high in community col-
leges. Monroe (1972) estimates that for large community
colleges only 30 to 50 percent of the students return after
the first year. Claxton (1976) maintains that although many
students are "stopping out" for good reasons, rather than
dropping out because of failure, the fact remains that many
students who enter community colleges each year are not able
to use it effectively as a means of achieving their objectives.

Compensatory or "developmental" programs have been

established to deal with the problem of high attrition rates. Hodgkinson (1976) suggests that students who have inadequate preparation and are not ready to do college-level work can increase their skills through compensatory programs. Claxton (1976, p. 4) contends, however, that "while some programs have been successful, in general the compensatory programs have not been effective enough to remedy the deficiencies of the marginal students."

Universal access to higher education and emphasis upon equity for minorities will require new attitudes and learning strategies. Cheek (1975, p. 27) declares that "students who have suffered the neglect of a closed society require a new kind of humanism which emphasizes not just access, but which, in fact, realistically promotes success." Through staff development programming, student services practitioners can become instrumental in promoting this success by establishing new attitudes and strategies. Staff development programming can offer new potential and opportunity to the entire student services division.

Changing Technologies and Delivery Systems

The revolution in teaching technologies and delivery systems is beginning to rearrange the lives and relationships of students and teachers. The traditional means of teaching and the traditional college structure no longer meet the needs of community college students. "Teaching" has traditionally referred to the interaction between the

teacher and the student through lectures in the college campus classroom. Now, however, interaction may result through several different methods in many different locations.

Instructional technology has and will continue to revolutionize the educational system. Claxton (1976) stresses that students may learn not only from a teacher giving a lecture before the class, but also from multi-media learning materials both inside and outside the learning resource center. Cheek (1975) also emphasizes that dial access retrieval systems, video and audio cassettes, closed circuit TV, Cable TV, all of these new systems, and others, will transform the classroom and free both the student and the teacher from the domination of lecture-note taking relationships.

Delivery systems, too, have and will continue to revolutionize the educational system. Off-campus learning, credit by examination, external degrees, cooperative education, the use of mass media, life experience, and other learner-centered and experimentally based approaches embrace a larger population as well as develop and utilize a more comprehensive inventory of resources. Cheek (1975, p. 26) explains that "in some instances the campus is becoming the city, the home, the work site, or wherever the student may be located."

What constitutes a legitimate learning experience? According to Harvey (1976, p. 91), "both social policy and public attitudes have begun to assert the desirability of strong competition to traditional higher education." This competition is coming from a wide range of alternative

institutions: proprietary schools, military programs, cor-
porations, correspondence schools, state education depart-
ments, and avocational programs of churches and neighborhood
centers. Claxton (1976, pp. 6-7) underscores that "hence,
'education' is less and less the exclusive provice of tradi-
tional educational institutions." Realizing this, student
services practitioners can utilize staff development programs
to meet the competition and plan for the future.

Current Interest in Vocationalism and Competence

The shift from academic education to a more utilitarian
perspective has achieved prominence because of several factors:
(1) the continuing weak job market for college graduates, (2)
the swelling number of critics who accuse community colleges
of educating too many people for the wrong objectives, and (3)
the emergence of an anti-intellectual cult that challenges
the value of any but the most "practical" education. This
current thrust toward vocationalism has already demanded in-
creased attention to career planning, training, assessment,
and placement. Ellison (1977, p. 417) also claims that "the
shift has created new expectations for student affairs as well
as the total academic community."

Furthermore, a trend that is affecting the mission of the
community college is the increasing demand for persons to be
able to demonstrate competence, rather than just to show edu-
cational credentials. Thus, there is an increasing public
and/or consumer demand for community colleges to prove that

they are meeting their educational objectives.

Both the current interest in vocationalism and the present demand for competence will have a profound impact on the community college and will dictate a radical restructuring of the role of the staff. Student services practitioners can better prepare themselves to meet this impact through staff development programming.

Summary

All of these forces for change--steady state environment, decreased staff mobility, accountability and fiscal crunch, increased litigation and external regulation, changing clientele, attrition rates and compensatory programs, changing technologies and delivery systems, and current interest in vocationalism and competence--are having, and will continue to have an enormous impact on student services practitioners within community colleges.

If there is one word that adequately describes the future of student services within community colleges, it is change--change in staff roles, change in program trends, and change in organizational structures. Student services practitioners must become realistic about the changes confronting community colleges--changes that are demanding cost effectiveness, definable outcomes, and objective evaluation.

No longer can student services practitioners simply maintain the system in higher education. Student services practitioners cannot afford to be "reactive"; they must

take the initiative by being "proactive" in developing their own human resources and in helping to shape their own destinies. Thus, staff development programming offers an excellent means not only to revitalize student services staff but also to revitalize student services programs. Staff development programming offers an unparalleled opportunity to meet the needs and demands of the future.

Purpose of the Study

The current surge of interest in staff development reflects an awareness of the unique role of student services practitioners within community colleges. Concern also results from stabilizing enrollments and decreased staff mobility as well as technological and disciplinary changes. The stark reality of finite resources, both human and financial, cannot be ignored in justifying the many efforts made and expenditures incurred in the name of staff development.

Thus, the purpose of the present study is to analyze through a questionnaire the nature and extent of staff development programming for full-time, professional student services practitioners within Michigan community colleges. It is also the purpose of the study to determine and describe differences: (1) among three different size categories of institutions, and (2) among four different level categories of student services practitioners. Such a study will contribute valuable information for future staff development programming.

Need for the Study

Within the past few years, the literature on staff development for student services practitioners has grown steadily. The rapidity with which this has taken place is, in part, substantiation of the often made claim that staff development is beginning to be recognized on a large scale as a major approach to renewal and change within student services.

The present study is designed to gather pertinent information relating staff development programming to full-time, professional student services practitioners within Michigan community colleges. Although the literature on staff development for student services practitioners is steadily increasing, further research is needed to offset the ever-changing community college environment with its limited human and financial resources.

The present study is unique in three ways. It attempts to determine and describe differences:

1. Among three different size categories of institutions.

2. Among four different level categories of student services practitioners.

3. Among objectives, components, barriers, incentives, activities, and evaluation criteria of different staff development programs.

No previous study has attempted to accomplish this goal. Such a study will contribute to the field of student services and the literature of staff development programming.

Assumptions of the Study

In designing and implementing this study, several assumptions regarding the participants are made. These assumptions include the following:

1. The forces of change are directly and indirectly affecting student services practitioners within community colleges; staff development programs are needed to help cope with continually changing roles and demands.

2. Student services practitioners realize that financial restrictions on community colleges necessitate the acquisition of new skills and competencies through staff development rather than through new staff hiring.

3. Financial restrictions on student services practitioners within community colleges perpetuate an increased reliance on inside sources and a decreased reliance on outside sources of staff development.

4. Community college student services practitioners recognize the persistent need for and importance of staff development.

5. Student services practitioners within community colleges are both concerned about the importance of staff development and aware of the issues involved; thus, they will respond to the questionnaire regardless of the level of sophistication of their own staff development program.

In designing and implementing this study, several assumptions regarding the questionnaire format are made. These assumptions include the following:

1. The questionnaire is both appropriate for the purposes outlined and consistent with the characteristics and purposes of descriptive research.

2. The responses to the questionnaire accurately reflect the perceptions of student services practitioners within Michigan community colleges.

3. The information collected allows for differentiation by both the size of the institution and the level of the student services practitioner.

Delimitations of the Study

The following delimitations apply to the sample used in the study:

1. The sample includes only full-time, professional student services practitioners within Michigan community colleges.

2. The sample surveys three different size categories of community colleges. The size categories include: (1) 1-4000 students, (2) 4001-8000 students, and (3) More than 8000 students.

3. The sample surveys four different level categories of student services practitioners. The four different levels include: (1) Guidance counselors, (2) Second-line administrators, (3) First-line administrators, and (4) Other practitioners.

4. The information gathered is dependent upon the respondents from admissions, records, student activities, counseling, financial aid, placement, housing, and dean's office. It is assumed that the individuals in the sample are both knowledgeable in their respective fields and interested in the topic of staff development.

5. The information gathered is also dependent upon the willingness of the chief student services administrator at each community college campus to:

--Distribute the questionnaires to
  all full-time, professional staff
  members

--Instruct staff members to complete
  the questionnaires and return them
  in the attached envelopes to the
  chief student services administrator

--Return all the completed question-
  naires to the researcher for analysis

6. The information gathered is influenced
   by:

   --The cluster concept in departmental
     organization

   --Fall mailings which should reach
     most of the desired participants

The following delimitations apply to the instrument

used in the study:

1. The instrument used to gather data
   in the study is the questionnaire.
   Both the advantages and disadvantages
   of the questionnaire format are rec-
   ognized.

2. The instrument covers only certain
   areas of staff development: objec-
   tives, components, barriers, incen-
   tives, activities, and evaluation
   criteria.

3. The instrument does not record the
   respondent's motivation for answering
   or not answering different questions.

4. Since the study is descriptive in
   nature, it does not analyze either
   the quality of each program or the
   resultant change in effectiveness
   of each respondent. Statistical
   significance is not implied in the
   analysis of the information.

Terms Used in the Study

A critical appraisal of the literature relative to
staff development reveals some confusion and duplication of
terminology and meanings. The following terms are often used
interchangeably: inservice education, inservice training,
inservice growth, inservice renewal, inservice improvement,
inservice development, inservice staff development, staff
education, staff training, staff growth, staff renewal, staff
improvement, staff regeneration, staff development, profes-
sional education, professional training, professional growth,
professional renewal, professional improvement, professional
development, and continuing education.

For this study, the term "staff development" seems the
most appropriate. The term "staff" describes all those full-
time, professional student services practitioners within ad-
missions, records, student activities, counseling, financial
aid, placement, housing, and dean's office. The term "develop-
ment" is synonymous with improvement--improvement measured in
terms of increased efficiency (doing things better) and effec-
tiveness (doing the right things better).

Thus, the term "staff development" is defined as the
opportunity for incumbent staff to participate in profes-
sional and personal renewal activities after employment
either on their own campuses or through the agency of the
college which employs them. Staff development is a divi-
sional process which seeks to modify the attitudes, skills,
and behavior of staff members toward greater competence

and effectiveness in meeting student needs, their own needs, and the needs of the division. Through an ongoing programming process, staff development aims: (1) To change the way staff members feel about their professional roles, (2) To increase their knowledge and skills in those roles, and (3) To alter the way they carry them out in practice.

Most of the other terms and concepts utilized in this study are familiar and are used in the conventional manner. The following terms are defined to delimit the intended understanding:

Community College is defined as a two-year publicly owned and operated college which offers a comprehensive curriculum in two or more of the following areas: career programs, developmental programs, general education, continuing education, and/or transfer programs.

Faculty Development is designed to assist faculty members in personal and professional growth, and activities are designed to help teachers learn new skills and knowledge relating to the teaching function.

Instructional Development is designed to focus on the curricula and ways to improve student learning through the re-designing of courses and the preparation of more effective learning materials.

Management Development is designed to improve the efficiency and effectiveness of non-faculty persons whose function is to manage a college.

Organizational Development is designed to concentrate on the environment or atmosphere of the institution itself and to seek ways to create a more effective setting in which development can occur.

Personal Development is concerned with improvement of people--their attitudes about themselves, their jobs, and their personal lives.

Preservice Staff Development describes the formal education and the work experience of a prospective staff member. It includes all types of training prior to initial employment.

Professional Development is concerned with the improvement of job-related skills, knowledge, and attitudes.

Staff Development--Formal refers to formally structured educational activities offered through college courses, workshops, seminars, institutes, conventions, conferences, visitations, professional reading, and action research projects.

Staff Development--Informal refers to those personal educational experiences, other than those provided through formal inservice education, which are of value to the staff member in acquiring new skills or attitudes.

Staff Development Program includes all activities, planned in accordance with specific or assumed objectives, that are intended to contribute to the continuing professional growth of individuals comprising a student services staff. A staff development program is considered to be a planned program for an entire student services staff as contrasted to various activities in which personnel workers

might independently engage to improve themselves. Some phases of a staff development program may be applicable to an entire staff while other phases may be appropriate only to certain staff members. Regular staff members dealing with daily routine matters are not considered a part of a staff development program.

Student Development suggests a wider concern for the total development of students and an attempt to bring about a more integral relationship between student personnel services and the other sectors of the college, especially the instructional dimension.

Student Personnel has been historically used to define a broad collection of activities, including but not limited to the following: admissions, records, counseling, student activities, financial aid, placement, housing, and dean's office.

Student Services combines the concepts of both student personnel and student development to achieve a broader range of services and learning activities for students. It encompasses all the services and activities of the entire student services division.

Student Services Practitioners is synonymous with staff. It includes all those full-time, professional individuals who belong to a division of student services and are involved in admissions, records, student activities, counseling, financial aid, placement, housing, or dean's office.

Design of the Study

All 29 Michigan community colleges are included in the present study and comprise a total of 38 individual campuses. The student services divisions within the 38 Michigan community college campuses reflect differences in terms of size, geographical location, and commitment to student services programming.

The sample selected for the study includes only full-time, professional student services practitioners within admissions, records, student activities, counseling, financial aid, placement, housing, and dean's office. The sample surveys three different size categories of institutions: (1) 1-4000 students, (2) 4001-8000 students, and (3) More than 8000 students. The sample also surveys four different level categories of student services practitioners: (1) Guidance counselors, (2) Second-line administrators, (3) First-line administrators, and (4) Other practitioners.

The instrument used in the study is the questionnaire. The sections included in the questionnaire are derived from both a review of the literature (including an ERIC search) and discussions with various student services practitioners. Six main sections comprise the instrument: (1) General Information, (2) Objectives or Purposes, (3) Components or Elements, (4) Barriers and Incentives, (5) Activities, and (6) Evaluation. The estimated completion time for the 17 multiple choice and short answer questionnaire is less than 20 minutes.

Organization of the Study

The present study is organized into five chapters. In Chapter I, staff development programming is introduced as a priority item. The presentation includes: purpose, need, assumptions, delimitations, terms, design, and organization of the study.

In Chapter II, the pertinent literature related to staff development is reviewed. The presentation includes: a re-vitalized definition of staff development and the importance of staff development. It also includes: objectives, components, barriers, incentives, activities, and evaluation criteria used in staff development programming.

In Chapter III, the methodology of the study is described. The presentation includes: selection of the sample, development of the instrument, collection of the data, and analysis of the data.

In Chapter IV, the analysis of the data is discussed. The presentation includes descriptive findings on: general information, objectives, components, barriers, incentives, activities, and evaluation criteria. Differences and similarities overall, by size of institution, and by level of student services practitioner are also described.

In Chapter V, a summary of the study is explained. The presentation includes: descriptive findings of the study, conclusions of the study, recommendations for practice, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

In Chapter II, the pertinent literature on staff development programming for student services practitioners is reviewed. The presentation includes the following areas: (a) Revitalized Definition of Staff Development, (b) Importance of Staff Development, (c) Objectives of Staff Development, (d) Components of Staff Development, (e) Barriers and Incentives to Staff Development, (f) Activities Involved in Staff Development, and (g) Evaluation of Staff Development.

Revitalized Definition of Staff Development

The term "staff development" connotes different things to different people. Beeler (1977a, p. 38) claims that staff development ". . . generally refers to in-service continuing education, or staff training, designed to enhance the competencies, skills, and knowledge of individuals and to enable them to provide better services to their clientele."

Truitt (1969, p. 2) explains that "a planned, organized program of in-service development is a collective means of increasing the effectiveness of each staff member individually." Similarly, Truitt and Gross (1966, p. 3) proclaim that:

Broadly conceived, inservice education
encompasses all phases of student personnel
work that contribute to continuing profes-
sional development and competence. The pro-
gram includes activities, planned in accor-
dance with specific objectives intended to
enhance the professional growth and compe-
tence of a student personnel staff (both
individually and collectively).

Hammons and Wallace (1974, p. 39) define staff develop-
ment as ". . . in-service programs designed to improve the
professional competencies of those already serving in the
community college." O'Banion (1974c, p. 13) contends that
staff development ". . . is a program consciously undertaken
and carefully planned to help all members of the college com-
munity realize their potential so they in turn can help stu-
dents realize theirs." Richardson (1975, p. 303), describes
staff development as ". . . the process of improving staff
capabilities for dealing effectively with new and continuing
responsibilities." Claxton (1976, p. 22) defines staff de-
velopment as ". . . growth of individuals, rather than the
remedying of deficiencies."

In summary, the term "staff development" may be defined
as a continuous, growth-oriented process which seeks to modify
the attitudes, skills, and behavior of staff members toward
greater competence and effectiveness in meeting student needs,
their own needs, and the needs of the division. Successful
programs change the way staff feel about their professional
roles, increase their knowledge and skills in those roles,
and alter the way they carry them out in practice.

Importance of Staff Development

In a period of tightened budgets and uncertain enrollments, the allocation of scarce funds for staff development may seem like a luxury. Several writers, however, disagree. Londoner (1979) argues that staff development is no longer a frill that organizations provide in affluent times. It is a basic means by which organizations achieve their goals. Claxton (1976) contends that one of the most pressing needs in the field of community college education today is staff development. Hunter (1975) agrees that community college staff development is too important to be left to chance.

With change rapidly accelerating and bringing with it new roles and responsibilities, staff development is important for meeting the pressures of change and conflict. Paul and Hoover (1980) contend that change has been rapid everywhere and that student personnel professionals are no exception. O'Banion (1972b) confirms that all staff members, the mediocre and the highly competent, need continuing opportunities to keep up with new developments in education. Truitt (1969, p. 2) notes that:

> The nature and extent of an in-service development program will vary widely from institution to institution. However, regardless of size, location, type or historical development of the student personnel program, the need for a planned in-service development program exists to some degree in all institutions.

Beeler and Penn (1979) conclude that staff development programs are essential for the revitalization of an organization and its individuals.

Staff development is important for maintaining staff competence. Baier (1979) contends that the importance of recruiting, developing, and maintaining a competent staff cannot be overemphasized and should be a major priority of every student affairs division. Shaffer (1972) affirms that today and in the decade ahead, sound and productive staff development programs are necessary for professional survival. Beeler (1977a) agrees that the need for highly qualified and competent student personnel staff has never been more urgent.

Staff development is important for keeping staff informed. Stamatakos and Oliaro (1972) stress that in-service development is a vital method for maintaining the necessary level of information to allow student personnel workers to meet the challenges of their job in an assertive productive fashion. Shaffer (1972) confirms that fast moving developments in society require colleagues who are informed, aware, responsive, and forward looking in their day-to-day operations as well as in their planning for the future. Wood, Thompson, and Russell (1981) also emphasize that somehow educators must keep up with the new knowledge and technology in their areas of specialization.

Staff development is important for upgrading skills, abilities, and technologies. Truitt and Gross (1966) recommend that inservice education for student personnel workers should be directed toward professional upgrading of each staff member as an individual, and the increased competence of the staff as a functioning whole. William and Biggs (1975)

contend that staff development opportunities must be provided

to insure the continuous upgrading of the staff. Baier (1979)

asserts that continuous upgrading of the staff has been an

expectation of almost every profession and that student affairs

should not be an exception. Truitt and Gross (1966, p. 16)

conclude that:

> Inflexible staff and static programs will
> not suffice during the period of rapid transition
> and changing demands on higher education and the
> profession of personnel work. Demands made on
> individual students and colleges call for broader
> and more diversified approaches to student life
> programs. The need for staff upgrading is fur-
> ther emphasized by the great strides being made
> in man's knowledge, maturity, and problem-solving
> methodology.

Staff development is important for retraining staff.

Williamson and Biggs (1975) affirm that with the ever-changing

societal role of education, it is increasingly difficult to

secure members of the staff who will remain adequate over the

years until retirement. O'Banion (1972b) proclaims that these

people need basic inservice programs to retool their skills,

attitudes, and knowledge. Baier (1979) stresses that in light

of these trends, student affairs professionals are going to be

expected to master many new skills in addition to the ones

they presently possess. Blake (1972, p. 12) concludes that:

> If a social institution such as the
> community-junior college is to continue to
> respond to ever changing needs of society, its
> staff must be continually retrained and upgraded.
> Otherwise, it will be attempting to satisfy
> tomorrow's educational and social needs with
> yesterday's answers.

Staff development is important not only for updating student services staff, but also for improving student services programs. Continuous staff development is important for meeting the changing educational needs of the college's communities. O'Banion (1972a) affirms that inservice education deserves strong support because it provides the best opportunity for community junior colleges to renew and expand their programs. Miller (1975) confirms that in-service education/staff development programming is certainly one way to help meet these increasing demands. Beeler (1977a) agrees that continuing staff development contributes significantly to meeting the overall mission of providing an effective delivery system for student services programs on campus. Stamatakos and Oliaro (1972) conclude that maximum use and development of staff members becomes an essential part of meeting demands of that ever-changing collegiate environment.

Staff development is important for several additional reasons. Passons (1969) asserts that staff development can increase staff awareness and understanding of colleague roles and responsibilities. Wanzek and Canon (1975, p. 431) elaborate that staff development programs can:

> . . . help the staff become more interested in the division as a whole, develop self-confidence, learn who they are and what they want, learn strategies to achieve their ends, and know how to work together as a total division. (There is also a) . . . breakdown in the isolation and self-interest of individual departments and a greater cohesiveness and interest in the service to students of the entire division.

In summary, staff development programming is important for meeting the pressures of change and conflict, for keeping staff informed, for upgrading skills, abilities, and technologies, for retraining staff, and for improving student services programs. Staff development programming is also important for improving morale, stimulating creative problem solving, facilitating goal-setting, and increasing productivity and efficiency.

Staff development programming can help in filling the gap between what is needed and what currently exists. It can assist student services staff in attaining higher levels of competencies in new and emerging areas of professional knowledge and skill development. It can assist student services programs in better meeting the needs and demands of students. Staff development programming can improve staff by bridging the gap between the theory taught in graduate training programs and the practical knowledge gained on the job. It can improve programs by teaching staff members how to deal with new problems in new environments using new technologies.

Thus, staff development programming can facilitate the development of competent staff members, which in turn can enhance the development of effective student services programs. Through the improvement of student services staff and programs, opportunities for student development can ultimately be achieved.

Objectives of Staff Development

In Table 2.1, several writers in the literature suggest various objectives for the design and implementation of staff development programs. The objectives are listed from most to least often suggested. Suggestions from community college and/or student services experts, practitioners, and researchers are included in the table.

In the national study conducted by Miller (1975), the continuing staff development activities of student affairs programs are assessed. Data are gathered from student services practitioners at different administrative levels in a wide variety of post-secondary institutions. Miller ranks the following objectives in order of most to least beneficial: (1) To learn specific skills and competencies, (2) To review new approaches and resources, (3) To exchange ideas and solutions to problems, (4) To expand personal growth opportunities, (5) To interact with other professionals, (6) To explore theories and understandings, and (7) To make contributions to student services.

Miller records several interesting discoveries. Vice-presidents, deans, and directors view the development of skills and competencies as most important. Counselors and others (assistants, associates, and housing coordinators) consider exposure to new approaches and resources as most important. Vice-presidents perceive the opportunity for personal growth as more valuable than the other groups. Thus, Miller's findings rate the objectives and value them across position lines.

Table 2.1

Suggested Objectives for Staff Development

OBJECTIVES	THEORY					MODEL				RESEARCH
	Shaffer 1961	Truitt & Gross 1966	Truitt 1969	Stamatakos & Oliaro 1972	Baier 1979	Lambert & Geffen 1974	Wanzek & Canon 1975	Federico 1975	Beeler 1977a	Miller 1975
To stimulate staff toward personal and professional growth.	X	X	X	X	X	X	X	X		X
To learn new skills and competencies related to job performance.		X	X	X	X		X	X	X	X
To interact with fellow professionals in and out of the division.	X				X	X	X	X	X	X
To solve old, new, and perplexing problems related to student services work.	X				X	X		X		X
To enable staff to improve morale, raise aspirations, and make creative contributions.		X	X	X			X			X

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Table 2.1 (Continued)

OBJECTIVES	THEORY					MODEL				RESEARCH
	Shaffer 1961	Truitt & Gross 1966	Truitt 1969	Stamatakos & Oliaro 1972	Baier 1979	Lambert & Geffen 1974	Wanzek & Canon 1975	Federico 1975	Beeler 1977a	Miller 1975
To become aware of services, programs, and involvements of the division.					X			X		X
To design new programs to better meet student needs and demands.		X		X	X					
To explore timely issues in higher education and student services.					X				X	X
To provide continuity for a specialized and changing staff.		X	X	X						
To supply time for announcements and other administrative matters.			X					X		

Components of Staff Development

In Table 2.2, several writers in the literature recommend various components for the design and implementation of staff development programs. The components are listed from most to least often recommended. Recommendations from community college and/or student services experts, practitioners, and researchers are included in the table.

Some additional components are recommended by Truitt and Gross (1966). They suggest that study topics and activities for staff development programs should reflect both immediate and long standing issues which face the staff and the division. They also suggest that opportunities should be made to allow the application of new knowledge and increased understanding of theory and technique, which are gained through staff development activities, to the program and the services of the division.

Additional components are also recommended by other writers. Beeler (1977a) agrees that activities should be integrated into the ongoing job expectations of staff and that the staff development program should have a built-in accountability component. O'Banion (1978) advocates that assessment should be made of administrative views and support, of present level of staff development activities, of institutional and professional/personal needs, and of resources within and near the institution. Hammons, Wallace, and Watts (1978) favor the separation of staff development and staff evaluation and foster the continuation of staff

Table 2.2

Recommended Components for Staff Development

COMPONENTS	THEORY					MODEL		RESEARCH
	Truitt & Gross 1966	Hammons, Wallace, & Watts 1978	O'Banion 1978	Nelsen 1979	Stordahl 1981	Wanzek & Canon 1975	Ancheta 1978	Morphy 1978
Variety in activities and instructional techniques.	X	X	X		X	X	X	
Participation by staff in program planning and implementation.	X	X	X		X		X	X
Support from administration and student services staff.		X		X	X	X	X	
Balance between institutional, divisional, and staff needs.	X	X		X	X		X	
Evaluation by program participants.	X	X	X		X		X	
Measurable objectives that relate to institutional, divisional, and staff goals.	X	X		X				X

Table 2.2 (Continued)

COMPONENTS	THEORY					MODEL		RESEARCH
	Truitt & Gross 1966	Hammons, Wallace, & Watts 1978	O'Banion 1978	Nelsen 1979	Stordahl 1981	Wanzek & Canon 1975	Ancheta 1978	Morphy 1978
Assignment of specific responsibility for the program.	X	X			X	X		
Flexibility and continuity in the scheduling of activities.	X	X			X		X	
Voluntary participation in activities	X	X			X		X	
Rewards of incentives for participation.		X	X		X		X	
Adequate funding to cover program expenses.		X	X		X	X		
Statement of philosophy or rational for staff development.		X	X		X			
Mixing of internal and external resources.	X				X	X		
Promotional plan for program activities.		X			X		X	

development activities year round. Nelsen (1979) encourages the sharing of research and student development data. Stordahl (1981) promotes the inclusion of part-time as well as full-time staff. Wanzek and Canon (1975) advocate the inclusion of clerical staff, the appointment of a strong chairperson, the establishment of mini-grant criteria, and the printing of a newsletter.

Several writers elaborate upon the importance of top-level support for the success of staff development programs. Stamatakos and Oliaro (1972), Bender (1980), and Truitt and Gross (1966) contend that the final implementation as well as the specific objectives and content of the staff development program should be left to the discretion of the chief student personnel administrator.

Beeler (1977a), however, recommends that a PSD (Professional Staff Development) specialist, working in conjunction with a committee, should be assigned the primary responsibility for directing staff development efforts. Beeler asserts that the director should be given this important task as part of a regular professional load and not as an extra "hat" to wear.

Wanzek (1977) concludes that the more successful staff development programs are generally those which are: (1) division-wide in scope, (2) vigorously supported by the chief student affairs officer, and (3) directed by a director of professional development or a high-placed officer in the student affairs administrative structure.

Barriers and Incentives to Staff Development

Staff development programs offer great potential for the professional and personal growth of student services practitioners. They also provide a potent force for the improvement of division-wide student development programs. Staff participation, however, is vital to the success of staff development. According to Truitt and Gorss (1966, p. 11), "maximum participation on the part of all staff members is basic to the realization of the goal of inservice education, increased professional growth, and competence."

Should participation in staff development be voluntary, mandatory, or contractual? There is no question that participation in staff development can be required through administrative edict or negotiated into collective bargaining agreements. What is questionable is whether required attendance results in more than increased attendance statistics.

Several writers advocate the voluntary approach. Hammons, Wallace, and Watts (1978, p. 16) offer the following argument for voluntary participation:

> Staff development means adult development. The underlying assumptions of adult learning are quite clear: adults learn what and when they want--normally based on an individual feeling of need due to a current problem. Consequently, while attendance can be required either contractually or by subtle influence, attention and receiving, which are prerequisites to learning, cannot.

Claxton (1976, p. 42) also recommends the voluntary approach by stating that "a program that is coercive almost invariably

would be resisted by independently thinking staff members."
Therefore, a staff development program based on identified
staff needs and voluntary participation is highly recommended
over other methods.

Regardless of what is done to secure attendance and
before the goals of staff development programming can be
achieved, two fundamental questions must be answered: (1)
What kinds of barriers exist, and (2) What kinds of incen-
tives are available.

Although no general consensus exists, some of the bar-
riers include the lack of: time, location, funding, leader-
ship, expertise, support, promotion, interest, relevance,
centralization, and collective bargaining. Several writers
present what they consider formidable barriers to staff de-
velopment programming. Truitt and Gross (1966, p. 9) main-
tain that:

> Steps to plan and develop an inservice
> education program represent formidable bar-
> riers to its implementation. The task is
> further complicated by the very problems
> inherent in the needs for such a program.
> Regardless of all other considerations,
> cooperation and coordination of staff and
> student leadership are essential to an
> effective program. Other essentials in-
> clude techniques, procedures, principles,
> materials, and types of inservice educa-
> tion activities. Technical ability is
> absolutely necessary for planning, organ-
> izing, implementing, and evaluating an
> inservice program, but alone is not suf-
> ficient. All ingredients are needed to
> insure a viable program.

Poole (1974) contends that lack of motivation--how to recon-
cile the personal goals of staff members with the demands of
their professional situations--may be the most serious handi-
cap that hampers staff development. Claxton (1976) asserts
that the most serious obstacle to the establishment of an
effective staff development program may be the lack of exper-
tise and experience in knowing how to go about planning and
organizing such a program.

Three survey studies also lend input regarding the bar-
riers facing the success of staff development programming.
Morphy (1978) explains that the types of barriers depend
upon the level of the practitioner and the strength of the
program. He records the following findings:

1. Probable benefit to program and staff de-
   sire are seen by administrators and other
   practitioners as the most important barriers.

2. Cost is seen by counselors as the most im-
   portant barrier.

3. Funds, the needs of staff, and the value,
   relevance, practicality, and applicability
   of the activity are other important bar-
   riers differentiating a successful program
   from an unsuccessful program.

4. Directors of strong professional develop-
   ment programs judge that decentralization
   of staff is the most important barrier.

5. Directors of weak professional develop-
   ment programs judge that time is the most
   important barrier.

Miller (1975) claims that cost, probable benefit, and loca-
tion of activities are the three most important barriers.
Gross (1963) concludes that lack of time is the most often

cited reason for the failure of staff development in student services work. Lack of budget is the second most frequently mentioned reason for program shortcomings. Thus, several different barriers can decrease or hinder the success of staff development programming.

By acknowledging the barriers, resistance to staff development programming can be overcome. Various strategies are suggested by different writers. Claxton (1976) declares that programs must be thoughtfully conceived, carefully planned, and truly based upon staff needs to decrease resistance. Wergin (1977) proposes that looking at the important criteria held by various program publics is a good way to diagnose areas of resistance. Truitt and Gross (1966) state that a constant review of the factors which underlie the need for the program is an effective way to decrease resistance. Thus, the best way to insure learning, subsequent behavioral change, and measurable results is to have worthwhile programs.

Before the goals of staff development programming can be achieved, not only what kinds of barriers but also what kinds of incentives must be considered. What kinds of incentives are available for staff development? Although a number of different theories of motivation exist, the common thread running through them is that different factors motivate different people in different ways. Hammons, Wallace, and Watts (1978, p. 16) state that "present motivational efforts of community colleges range on a continuum from paying everyone who participates to requiring participation in

staff development."

Between these extremes lie a potpourri of alternatives.
Among the possibilities are the following: released time,
promotions, direct stipends, salary increases, accumulation
of points for merit pay, personal growth, professional
growth, divisional recognition, institutional recognition,
public recognition, travel to other colleges and univer-
sities, travel to conferences and meetings, continuing edu-
cation units, graduate credit, and increased student learning.

The opportunity to participate in personal and profes-
sional growth activities is a very important incentive.
O'Banion (1978) stresses that it is one of the most impor-
tant incentives in a staff development program and one that
must not be overlooked. Gross (1963) confirms that interest
and desire of program participants is the most often cited
reason for the success of inservice education programs in
the institutions studied.

Novak and Barnes (1977) record the results from two
similar but separate studies of staff development program-
ming within Florida and Illinois community colleges. All
groups studied (division chairpersons, student personnel
staff, administrators, and faculty members) view personal
and professional growth as the most desirable incentive
and reward for participation in staff development activities.

Additional writers credit other incentives for the
success of staff development programming. Miller (1975)
identifies the development of specific skills and exposure

to new approaches and resource uses as the two most valuable benefits from participation in continuing education programs. Vice-presidents of student affairs rank opportunities for personal growth and self-renewal as a more important benefit than do their subordinates. Morphy (1978) identifies that the opportunity for exchanging ideas and solutions to common problems is seen as the most important benefit associated with participation in professional development by both chief student affairs administrators and other student affairs practitioners. Counselors, however, perceive the opportunity for personal growth and development as the most important benefit.

While personal and professional growth certainly are important incentives, an effective program cannot ignore other methods for providing incentives and rewards. Very little agreement, however, exists among experts, practitioners, and researchers regarding which rewards produce the best results.

The problem of developing incentives that work for a division of student services is obviously a very difficult one. To insure maximum support from the various constituencies, it should receive careful consideration as part of the early needs assessment. Thus, it is important to analyze which incentives are perceived positively so that these factors can be considered in the design and implementation of the staff development program. Using the most appropriate incentives can maximize the success of the entire staff development program.

Activities of Staff Development

Although a general consensus exists relating the value
of staff development to student services practitioners,
there is less than complete agreement regarding how the pro-
grams should be implemented and how much emphasis should be
given to certain activities as compared to others. This
section includes a discussion of the following areas: (a)
Introduction, (b) Types of Activities, (c) Specific Models,
and (d) Specific Studies.

Introduction

When the need for staff development has been established,
objectives of the overall program, as well as those of each
program activity, should be clearly defined. Truitt and
Gross (1966) explain that specific objectives are intended
to enhance the professional growth and competence of a stu-
dent personnel staff both individually and collectively.
Truitt and Gross (1966) further contend that goal defini-
tion provides direction to the general program as well as
to the specific activities and procedures which constitute
the total program. Thus, it is imperative that the objec-
tives of staff development be related to those of the total
personnel program.

A staff development program should also be planned to
develop sequentially. Truitt and Gross (1966) stress that
it is not enough to determine what activities should be
included; special attention must be given to the relationship

of one activity to another and the sequence in which they are presented.

Activities related to specific job responsibilities are suggested as an initial consideration. Truitt and Gross (1966) affirm that greater skill in discharging individual responsibilities reflects those aspects in which a staff member gains confidence and emotional support. Therefore, all other aspects of the staff development program are constructed upon this initial emphasis. Truitt and Gross (1966) contend that once the program has assisted in developing greater job competence, it is desirable to broaden the staff development emphasis to include general topics and acitivires.

The goals of staff development programming cannot be attained by a single activity, publication, or program. Baier (1979) notes that it is necessary to cover a variety of different activities using various formats and time frames under a coordinated staff development committee and formal program. Since each institution's staffing needs are different, Alvarado and Rinnander (1977) suggest that the best prescription for designing a program for a certain college is to give adequate consideration to that uniqueness.

Although the format may vary from one institution to another, Stamatakos and Oliaro (1972) explain that the guiding principle behind the staff development program must be kept intact. That is, the guiding principle must be built into job function and developed from student services philosophy, stated objectives, and current and anticipated

outcomes.

Stamatakos and Oliaro (1972) advocate a joint staff effort aimed at synthesizing and integrating the commitment, expertise, and efforts of the entire staff in the direction indicated by the philosophy of the student personnel division and the objectives of the institution. Similarly, O'Banion (1978) recommends that the program of activities should be derived from the assessment of needs and interests of those for whom the program is planned and from the mission, needs, and priorities of the institution.

Types of Activities

The different kinds of activities recommended and used for staff development programs for student services practitioners are numerous. Baier (1979, p. 80) emphasizes that the nature and scope of staff development activities that could be utilized to accomplish the development and maintenance of a competent staff are limited only by "our creative abilities, management skills, and fiscal and human resources."

Several writers suggest a variety of different activities for the design and implementation of staff development for student services pracititioners. Brown and Hanger (1975) provide an extensive list of activities intended not only to stimulate the individual staff member but also to strengthen the division. More important than any item on the list is the development of an attitude, an awareness

of the continuing need among staff members to renew them-
selves.

Wood and Thompson (1980) suggest that adults learn
best through concrete experiences where they apply what is
being learned and in informal situations where social inter-
action takes place. Several advantages exist for using
experimentally-based training. First, the understandings
developed are tied not to abstract ideas but rather to con-
crete experiences that can be drawn upon in future appli-
cations. Second, the principles and skills developed through
experiential learning are remembered more easily because
they are tied to a sequence of personal actions and conse-
quences. Third, learning by doing is more likely to be
applied in similar situations.

Stamatakos and Oliaro (1972) propose a weekly staff
conference where department heads share their plans and
accomplishments and keep division members informed as well
as provide opportunities for critical feedback.

Truitt and Gross (1966) offer several activities for
staff development programming. They include: workshops,
case studies and conferences, research, tape recordings
and films, staff seminars and retreats, directed readings
and discussion, visiting lecturers, interschool visitations,
panels, role-playing, individual evaluation and supervision,
and attendance and participation at professional meetings.

Truitt (1969) advances a combination of pre-school or
in-school workshops, formal courses, weekly or semi-weekly

staff meetings, discussions between student leaders and staff members, professional seminars, and attendance at national and state professional conferences.

Baier (1979) submits the following activities for staff development programming: new staff orientations, coffee hours, workshops and seminars, mini-university programs, student affairs program grants, research and literature reports, and staff newsletters. Baier also suggests other activities that could be used with a comprehensive staff development program. They include: visitations, conventions, short courses, graduate programs, corporate workshops, and summer institutes.

Williamson and Biggs (1975) encourage staff members to pursue various activities designed to upgrade their competence through the following on-duty activities: professional reading, periodic exchanges, joint projects, weekly staff seminars, case conferences, and visits to other institutions and national meetings.

Tilley (1973) recommends additional ways to stimulate growth through staff development programming. They include: issue-oriented study groups, action research projects, and staff visitation and exchange programs.

Shaffer (1972) proposes the following staff development activities: staff meetings, book reviews, position papers, research reports, and mini conferences.

O'Banion (1973) presents the following alternatives for staff development programming: summer and year-long

institutes, short-term workshops, staff retreats, in-house
continuing seminars, encounter groups, conventions and pro-
fessional meetings, college visitations, packaged programs,
apprenticeships, and professional reading.

Thus, the different kinds of activities recommended
and used for staff development programming are abundant and
far reaching. The limits are bounded only by the creative
abilities, management skills, and fiscal and human resources
of student services practitioners.

Specific Models

Particular models used in student services staff develop-
ment programs suggest a variety of successful activities. No
one activity can be considered more effective than another.
Several factors, however, impinge upon the kinds of activities
that are selected for a staff development program. These fac-
tors include: (1) educational background of staff, (2) experi-
ences and needs of staff, and (3) goals and objectives of the
division.

Meyerson (1974) recommends the Mini-University approach
to achieve colleague interaction, informational emphasis,
skill training, and thinking time at the University of Nebraska.
Meyerson contends that the Free University model meets the
needs of a wide spectrum of interests through a potpourri of
courses within a short period of time.

Beeler (1977a) also advocates the Mini-U as a promising
model for student services staff development at Eastern Michigan

University. According to Beeler, there are three major
practical advantages to the Mini-U format. First, staff
can identify areas for gaining and sharing expertise and
skills. Second, individual staff clock time is less than
the time involved in monthly meetings. Third, staff can
earn Continuing Education Units (CEU's).

Wanzek and Canon (1975) suggest newsletters, mini-grants,
and mini-courses for achieving improved morale, new student
developmental programs, and general advancement of profes-
sionalism in staff members at Northern Illinois University.

Ancheta (1978) favors individual campus workshops and
district-wide conferences in designing staff development pro-
grams for student personnel services in the Los Angeles Com-
munity College District.

Harvey, Helzer, and Young (1972) consider the staff re-
treat to be a productive setting for staff development. Lewis
(1973) also promotes the reestablishment of leadership retreats,
skill development programs, and programs creating human inter-
action opportunities.

The workshop format is advanced by several models. Beeler
(1977b) uses the workshop method to attract attention to the
referral process. O'Brien and Johnson (1980) and Coan (1976)
recommend the workshop activity to improve attitudes toward
research. Foxley (1972) also suggests the workshop approach
for effective communication and active listening and for
working with people of different backgrounds.

Additional activities are proposed by other models in the literature. Passons (1969) uses role-playing, micro-lab, and audio-tape techniques in a pilot project on inservice training at the University of Pennsylvania. Leventhal and Pumroy (1969) suggest the case study for staff development activities involving behavior therapy. Lane (1971) fosters the development of encounter groups to enable staff members to gain increased insight into individuals and groups. Hickerson (1973) suggests the use of transactional analysis to train student services practitioners. Laudicina and Laudicina (1972) recommend the use of a carefully developed staff evaluation program to improve staff development. Lambert and Geffen (1974) advocate a consortium approach to staff development programs involving several institutions in New York. Lewis (1969) maintains that the activities of national associations also contribute in many ways to staff development programming. Thus, the specific models in the literature demonstrate how different kinds of activities can be used in staff development programming.

Specific Studies

Several studies record the significance of various activities used in staff development programs for student services practitioners.

In his dissertation, Gross (1963) surveys a stratified random sampling of one hundred colleges and universities holding membership in the National Association of Student

Personnel Administrators (NASPA). Regarding staff develop-

ment activities, Gross provides the following results:

1. The content and methods of the inservice
   education program are determined by con-
   sensus of the personnel staff in a majority
   of cases.

2. Attendance at professional meetings is the
   activity most often included in inservice
   programs. Staff seminars are the next
   most often included inservice practice.

3. In the judgment of the chief student per-
   sonnel administrators, attendance at profes-
   sional meetings, staff seminars, pre-school
   workshops, supervised experiences, case
   conferences, and directed readings are
   rated, in that order, the most important
   activities in the inservice education pro-
   grams of the institutions studied.

4. Attendance at professional meetings, staff
   seminars, pre-school workshops, and super-
   vised experiences are the most frequently
   employed inservice activities.

In his dissertation, Morphy (1978) studies the profes-

sional development activities of student affairs practitioners

(administrators, counselors, and other student affairs prac-

titioners) within the two-year post-secondary educational

institutions of Alberta, Canada. Regarding staff development

activities, Morphy reports the following findings:

1. Content of the professional development
   programs is determined by staff desire,
   needs and interests, and by the director.

2. The methods of delivery of professional
   development are primarily determined by
   individual and departmental needs, and
   by group discussion and consensus.

3. Off-campus workshops are the most fre-
   quently used alternative, and academic
   course work is the least frequently used
   alternative.

4. Conventions are perceived to be one of
    the least beneficial alternatives by
    administrators and counselors and off-
    campus workshops as one of the most
    beneficial alternatives by other stu-
    dent affairs practitioners.

5. The majority of professional develop-
    ment funds are spent on off-campus
    conferences and workshops and minimal
    funds are spent on on-campus activi-
    ties or general academic course work.

In a national study conducted by Miller (1975), the con-
tinuing staff development activities of student affairs pro-
grams are assessed. The specially designed questionnaire
elicits data from student services practitioners at different
administrative levels in a wide variety of post-secondary
institutions. The results indicate how respondents rank the
comparative benefit of five different types of professional
development activities. According to Miller, the resultant
rank order from highest or most valuable to lowest or least
valuable is:

1. Participation away from campus at profes-
    sional development workshops offered by
    professional associations and others.

2. Bringing in outside experts as resource
    consultants for on-campus in-service
    education programs.

3. Do-it-yourself on-campus in-service edu-
    cation programs.

4. Attendance at national, regional, or
    state professional association conven-
    tions.

5. Attending academic courses offered by
    graduate education programs.

In addition to ranking the five different types of professional development activities, respondents also rate them along a four-point Likert-type scale from "a waste of time and money" to "vital, we need more of them." The overall response follows the same general response pattern of the ranking procedure with one exception: attendance at professional association conventions is rated as the least beneficial type of activity, with academic course attendance as the next least beneficial.

When both the rank ordering and the rating of the five types of activities are examined by the position of the respondent, results are similar to the overall findings, with one exception. The vice-presidents, deans, department directors, and counselors are in agreement that off-campus activity is most valuable; other position categories (assistants to the dean or vice president, assistant and associate deans, housing coordinators, etc.) are in agreement that bringing in an outside expert for in-service education programs held on campus is of more benefit to the participants than are any of the other approaches under consideration. According to Miller, this difference of opinion suggests:

1. Lower-level staff members, who are most often associated directly with program implementation, can benefit most from on-campus staff development programming approaches, especially those that bring people to campus to deal specifically with the problems and concerns inherent in the particular institution.

2. Those at leadership levels may be some-
   what out of touch with the needs of their
   subordinate staff members when it comes
   to staff development programming.

In another national assessment completed by Rhatigan
and Crawford (1978), the professional development experi-
ences of working student affairs professionals are appraised.
The study attempts two goals: (1) To determine how major
student affairs administrators rate potential professional
development activities, and (2) To assess the accuracy with
which a group of faculty involved in doctoral level programs
in the field understands practitioner preferences.

In the study, highly placed student personnel adminis-
trators from 464 institutions of higher education convey the
amount of help they derive from twelve professional develop-
ment activities. The following findings are recorded:

1. Administrators see the personal exchange
   of ideas with others as their most help-
   ful source of professional development.

2. Administrators rate attendance at profes-
   sional meetings as the next most helpful,
   with small meetings being more attractive
   than national conventions.

3. Administrators rank reading activities as
   the least satisfactory source of profes-
   sional development activity.

These findings are consistent across institutional size
and type, and across subgroups defined by position, years of
experience, professional organization affiliations, and level
of education. The results also indicate that, although fac-
ulty members who direct doctoral training programs have a

fair understanding of these preferences, they overestimate the role of professional books and "thought" articles and underestimate the importance of attending meetings and workshops.

In the Novak and Barnes (1977) study of Florida and Illinois community colleges, further consideration is given to how and where a staff development activity might take place. The choices range from having internal staff members serve as resource persons for programs to using outside consultants. The possible procedures include the use of special funds for professional travel and the establishment of cooperative relationships with other community colleges or senior institutions in order to develop comprehensive staff development programs.

The following findings are recorded:

1. The sample groups from both states find all the activities acceptable.

2. All agree it is highly desirable to cooperate with other community colleges and senior institutions in presenting timely training activities.

3. They also concur that staff development programs should include both noncredit and credit courses, seminars, and short workshops.

The only major difference of opinion in the Illinois study is related to professional travel. Illinois faculty members and division chairpersons consider the provision of special procedures to allow for conference travel to be a desirable aspect of a staff development program. Illinois

administrators do not agree.

All three Florida groups consider professional travel
to be a necessary part of the staff development program,
but a subgroup cross-cutting the three main groups--Florida
respondents with ten or more years of service--view this as
a less desirable method for enhancing professional growth.
One additional subject of disagreement in the Florida study
is planned staff retreats. Florida administrators view this
kind of activity as a necessary part of a staff development
program, while the faculties and student personnel staffs
view it as much less desirable.

In summary, the findings of several specific studies
record the significance of various activities used in staff
development programming for student services practitioners.
Throughout the many studies, there is an obvious discrepancy
between what is considered most beneficial to staff and the
proportional amount of expenditure for staff development pur-
poses. This suggests the need to evaluate staff development
activities more carefully in comparison to the apparent value
received from the activities.

Thus, no general consensus exists regarding which activ-
ities should be implemented and how much emphasis should be
given to certain activities as compared to others. The many
different kinds of activities recommended by experts, models,
and studies in the literature, however, allow the formation
of a desirable picture of staff development programming.

Evaluation of Staff Development

While the literature of staff development is replete with descriptions of programs, little evidence is available regarding the impact of these programs on participants, divisions, or institutions. This section includes a discussion of the following areas: (a) Introduction, (b) Definition of Evaluation, (c) Need for Evaluation, (d) Suggested Guidelines, and (e) Available Methods.

Introduction

Evaluation is as basic to staff development as it is to education. Unfortunately, as is so often the case, systematic evaluations of staff development programs are rarely undertaken. Smith (1977, p. 100) contends that "presently there is little evidence that staff development programs are being evaluated effectively in community colleges." Smith (1977, p. 92) further notes that "clearly, the evaluation of staff development programs is in its infancy nearly everywhere."

The lack of attention to evaluation of staff development programs for student services practitioners is understandable. Thus far, energies have been focused largely on establishing staff development programs rather than on evaluating them. Rose (1976) explains that in the course of this flurry of activity, people interested in establishing professional development programs, and even those already involved in them, have become preoccupied with the activities of the program. Gaff (1975) agrees that promoters of institutional improvement

programs have been too busy getting things in motion to worry about evaluating what they are doing.

According to Watts and Hammons (1980), other contributing factors for this lack of evaluation include: (1) the non-evaluation orientation of many of the campus and national leaders of staff development, and (2) the lack of a theoretical or practical literature foundation on which to base an evaluation. The latter is perhaps the major causal factor for the present lack of evaluation data. In the scores of higher education articles, monographs, and books on staff development, only two provide more than a cursory look at program evaluation (Hammons, Wallace, and Watts, 1978; Smith, 1977).

Regardless of its potential, staff members are generally not overly enthusiastic about evaluation systems. Grasha (1977) maintains that evaluation is an emotional issue and consequently evokes defensive behaviors in people. Overall, assessment procedures are often resisted because they are seen as a threat to self-esteem, job security, and individual privacy.

Brethower and Rummler (1977) concur that much of the confusion surrounding the evaluation of staff development is because people cannot agree on what they are trying to evaluate and why; and consequently they will not agree on how to evaluate.

Definition of Evaluation

Evaluation is a very natural activity, something student

services administrators engage in daily. According to Brown
(1978, p. 57):

> It involves making judgments that result
> in decisions. The judgments may be about a
> particular aspect of a program or about the
> worth of an entire program, and decisions may
> range from making minor modifications to com-
> pletely dismantling the program.

Evaluation is the process of ascertaining or appraising the
value of something. Tobin (1974) proclaims that in staff
development, evaluation is aimed at determining the value of
specific learning offerings and the effectiveness of the over-
all effort. Thus, by definition, evaluation is a systematic
approach to establishing worth in terms of predetermined
standards.

Evaluation is often seen only as an instrument for meas-
uring accountability. It is also a process which becomes a
tool to provide more adequate information which an individual,
a division, or an institution can use to make better decisions.
Therefore, the evaluation process is a tool designed to yield
important information--information which allows important de-
cisions to be made more soundly than the lack of information
would allow.

Evaluation is a process which begins in the planning
stage of the development program itself and is an integral
part of the total program. Duke and Corno (1981, p. 93)
regard the planning of a staff development evaluation as a
decision-making process:

> Decisions must be made concerning: (1)
> evaluation design, (2) data collection, (3)
> methods of analysis, and (4) presentation of
> results. Besides these technical decisions,
> there are a variety of political decisions
> to be made: (1) the purposes of the evalua-
> tion, (2) the specific outcomes to be eval-
> uated, (3) who is to be involved in carrying
> out the evaluation, (4) who will have access
> to the results, and (5) what resources are
> available for conducting the evaluation.

Evaluation is an integral part of every staff develop-

ment program, established along with goals, objectives, and

activities of the undertaking. Dorris (1978) stresses that

it allows for program revision when goals are not being met,

makes possible a change of direction when indicated, and pro-

vides the information for staff to identify new trends as

they arise. Thus, evaluation can provide information about

the extent to which a program's impact is what was intended

and can discover the means by which that impact was achieved.

Need for Evaluation

Hammons, Wallace, and Watts (1978) suggest that there

are two major purposes for initiating or conducting an eval-

uation of staff development programs. The first purpose is

summative. Summative evaluation assesses the overall effec-

tiveness of the completed program and determines if the pro-

gram as implemented to date should be continued, terminated,

replicated, or disseminated. The second purpose is formative.

Formative evaluation is continuous throughout the program and

provides decision-making information in order to make improve-

ments or adjustments in the program's plans, activities, or

anticipated outcomes.

Any staff development program may be evaluated according to either one or both of these purposes. Whereas summative evaluation is directed to policy makers, formative evaluation is intended primarily to assist program developers. Conroy (1974) cautions that each of these kinds of evaluation must be planned from the beginning of the program in order to determine what information will be needed, how to acquire that information, and how to use it.

Thus, evaluation can improve staff development programs themselves and also provide a crucial factor in determining their very survival. The "bottom line" issue posed on many campuses is whether the gains or benefits are worth the investment. According to Watts and Hammons (1980, p. 2):

> Colleges need to know how effective staff development programs are, what impact the programs have on participants as well as the institution, whether or not an acceptable ratio of program costs to program benefits exists, and ultimately, what measurable benefits accrue to students, such as improved learning, improved employability, or increased retention, although the latter is an institutional benefit as well.

In an era of tight budgets, taxpayer revolts, and public demand for accountability; failure to evaluate programs is not only educationally unsound but politically unwise. Smith (1977, p. 100) agrees that "assessments must be made in order to show that funds spent on inservice training do make a difference in student learning and staff growth." Therefore, the better impact is measured, the easier it is to discuss the contributions of staff development programming.

Suggested Guidelines

Effective evaluation attempts to determine not only if the staff development program has accomplished its purpose, but also if important information is available to the groups who must support, approve, and fund future programming.

Some general guidelines for designing the evaluation format are offered by Kirkpatrick (1967) and Watts and Hammons (1980). Kirkpatrick recommends focusing attention on four different levels of evaluation: (1) reaction, (2) learning, (3) behavior, and (4) results. Watts and Hammons propose some additional considerations for the program: (1) developmental state (infancy versus maturity), (2) available resources (time, money, and expertise), (3) political environment (degree of administrative support), (4) extent of evaluation (evidence versus proof), and (5) timing of evaluation (immediate versus time lapsed).

Some more specific guidelines and steps for completing the evaluation process are suggested by the following writers: Brown, 1978; Conroy, 1974; Grasha, 1977; Griffin, 1979; Harris, 1980; Moe, 1977; Rose, 1976; Smith, 1977; and Wergin, 1977.

Thus, when evaluating staff development programs, it is important to have an awareness of successful guidelines. It is also crucial to know and understand the expectations of the groups who support, approve, and provide future funding. Having this knowledge, prior to evaluation, makes it possible to obtain and present information which speaks directly to the concerns and questions of these groups.

Available Methods

The selection of the method used in the evaluation pro-
cess should be determined by: (1) the overall objectives of
the program, (2) the kinds of information to be obtained, and
(3) the abilities of the staff development leaders and parti-
cipants.

The following writers recommend different types of data
collection methods: Dorris, 1978; Tobin, 1974, and Toombs,
1975. Some of the evaluation methods involve: questionnaires,
interviews, self-reports, observed changes, attendance and
attrition rates, completion of MBO's or ABO's, program in-
structors, outside consultants, and supervisors.

Whenever possible, more than one method is recommended
for the evaluation procedure. The particular method or methods,
however, depends upon not only what kinds of information are
desired, but also what kinds of information are appropriate
to the particular program.

Several specific models employ some of the available
methods in their evaluation. Wanzek and Canon (1975) use a
questionnaire with each member of the staff to obtain their
reactions to and evaluations of the program of professional
growth and to attain their suggestions for the following year.
Passons (1969) uses written subjective evaluations to eval-
uate a pilot project involving empathic understanding.
Lambert and Geffen (1974) use attendance and attrition rates
to measure the success of their consortium approach to staff
development.

Several specific studies also value the different kinds of evaluation methods available. Gross (1963) analyzes the evaluation procedures used by one hundred colleges and universities holding membership in the National Association of Student Personnel Administrators (NASPA). Gross records that ongoing self-evaluation by staff members is the only means by which eight-two percent of the inservice education programs are evaluated.

Morphy (1978) studies the evaluation practices of student affairs practitioners within the two-year post-secondary educational institutions of Alberta, Canada. Morphy registers the following findings:

1. Of the 79 respondents, 19 do not respond to a question on evaluation and 20 responses indicate that no evaluation takes place at all.

2. Assessment by participating professionals and informal procedures are the major methods of evaluation indicated.

3. All respondents indicate, at best, an average degree of satisfaction with seven evaluative factors of a professional development program; the majority indicate some degree of dissatisfaction with all factors combined.

Novak and Barnes (1977) investigate the evaluation methods used by Florida and Illinois community colleges. The evaluation choices available to the respondents range from experimental design techniques to processes designed to elicit individual participant reactions and testimonials about the value of staff development activities.

The following findings are recorded:

1. All groups--administrators, faculty members, and division chairpersons (including student personnel workers)--agree that evaluation based on the overall objectives of the staff development program is the most desirable.

2. Florida administrators view standardized tests as a highly desirable evaluative technique, whereas the faculty and student personnel workers perceive them as less desirable.

3. Illinois administrators view the use of experimental evaluative designs as more desirable than do their faculty members and division chairpersons.

Nevertheless, both the Florida and Illinois studies reveal an interest and desire on the part of all the sampled groups in evaluating the effectiveness of staff development programs.

In summary, while the literature of staff development is replete with descriptions of programs, little evidence is available regarding the impact of these programs on participants, divisions, and institutions. According to O'Banion (1977, p. xi):

The assumption that staff development leads to better programs, more effective instruction, and improved organizational development--and thence to improved student development--is untested.

The difficulty of measuring this construct is that there are many variables between staff development and student development. As evaluation of staff development programs for student services practitioners continues to improve and emerge as a priority item; however, links between the two may be possible.

CHAPTER III

METHODOLOGY OF THE STUDY

In Chapter III, the methodology used in the study is
reviewed. As outlined in Chapter I, the purpose of the
study is to analyze through a questionnaire the nature and
extent of staff development programming for full-time, pro-
fessional student services practitioners within Michigan
community colleges. It is also the purpose of the study
to determine and describe differences: (1) among three
different size categories of institutions, and (2) among
four different level categories of student services prac-
titioners. The presentation includes detailed information
regarding methodology and covers the following topics:
(a) Introduction, (b) Selection of the Sample, (c) Develop-
ment of the Instrument, (d) Collection of the Data, and
(e) Analysis of the Data.

Introduction

The general design of the study uses the descriptive
method of research. Descriptive research is frequently
labeled as the "what is" kind of research. This means that
it emphasizes present status, it describes a current situa-
tion, or it studies facts and conditions as they exist.

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It does not necessarily record the respondent's motivation for answering or not answering different questions. It does not necessarily analyze the quality of each program involved in the study. It does not necessarily indicate transitional growth or change during the course of time the research is pursued. It does not necessarily imply statistical significance in the analysis of the information. Instead, norms, standards, or patterns are established; and data discovered in descriptive approaches are compared to them.

Descriptive research techniques are most commonly used to gather facts, opinions, and attitudes. The major purposes of descriptive research include description, explanation, and exploration. According to Lovell and Lawson (1970, p. 31), "it is concerned with conditions that exist, practices that prevail, beliefs and attitudes that are held, processes that are on-going, and trends that are developing."

Thus, the data derived in descriptive research can be meaningful and helpful in diagnosing a situation or in proposing a new and better program. Descriptive research can be referred to as the preparation stage for action research. Descriptive research is needed to portray a picture of existing conditions. Once existing conditions are defined, later experimentation and observation can launch a program of improvement. Therefore, descriptive research is often referred to as the preliminary or the springboard to later experimental research.

Selection of the Sample

The sample selected for the study includes only full-time, professional student services practitioners within admissions, records, counseling, student activities, financial aid, placement, housing, and dean's office. Professional is defined as having at least a bachelor's degree, and full-time is defined as working thirty or more hours a week for nine or more months of the year within a division of student services.

Only full-time, professional student services practitioners are included in the present study. Both part-time student services practitioners and support staff are excluded. Part-time staff are excluded because of limited availability. Support staff are excluded to maintain consistency and manageability within the study. Both groups, however, have a profound impact on students and a substantial impact on the effectiveness and tone of the entire student services division at each campus. Because of their importance, both groups are often invited to attend divisional as well as institutional staff development activities.

All 29 Michigan community colleges are included in the present study and comprise a total of 38 individual campuses. The names and locations of all 29 Michigan community colleges are shown on a map in Appendix A. The names and addresses of the 38 chief student services administrators at each community college campus are listed in Appendix B.

Since the student services divisions within the 38 Michigan

community college campuses reflect differences in terms of size, geographical location, and commitment to student services programming; the sample surveys three different size categories of institutions. The three size categories include: (1) 1-4000 students, (2) 4001-8000 students, and (3) More than 8000 students. The different community colleges are listed according to their size category in Appendix C.

The sample also surveys four different level categories of student services practitioners. The four level categories include: (1) Guidance counselors (within counseling office), (2) Second-line administrators (chairpersons, directors, coordinators, department heads), (3) First-line administrators (vice-presidents, deans, assistant deans), and (4) Other professional student services practitioners (within admissions, records, counseling, student activities, financial aid, placement, housing, and dean's office). The different student services practitioners are listed according to their level or position category in Appendix D.

Development of the Instrument

The instrument used in the present study is the questionnaire. The major advantages and disadvantages of the questionnaire technique are described by the following writers: Berdie & Anderson, 1974; Bradburn & Sudman, 1979, and Orlich, 1978. The questionnaire is one of the most commonly used methods of descriptive research in the behavioral sciences. It gathers data from a relatively large number of cases

at a particular time and is concerned with the generalized statistics that result. Thus, the questionnaire is a form of planned collection of data for the purpose of description.

The different sections included in the present questionnaire were derived from both a review of the literature (including an ERIC search) and discussions with many student services professionals. The first draft of the questionnaire was submitted to the dissertation director and several student services practitioners for evaluation, criticisms, and suggestions. Subsequently, the instrument underwent several revisions. The final revision was then submitted to the dissertation committee and several student services practitioners for further review, consideration, and approval.

Upon approval, the final form of the questionnaire (Appendix E) was printed on a three-page foldout (8½ x 11 both sides). The completion time for the 17 multiple choice and short answer questionnaire was estimated at less than 20 minutes. For most questions, participants were asked to simply check (✔) the appropriate response. For other questions, participants were asked to respond according to the given instructions.

Six main sections comprised the final questionnaire: (1) General Information, (2) Objectives or Purposes, (3) Components or Elements, (4) Barriers and Incentives, (5) Activities, and (6) Evaluation.

In the first section, participants were asked to

provide general information: size of institution, classifi-
cation of position, and length of employment with the division.
Participants were also questioned whether their division had
a staff development program; and if so, how long it had
existed and approximately how many hours per month they de-
voted to staff development activities.

In the second section, participants were asked to rank
the two most important objectives or purposes for their staff
development program. They were also asked to indicate if any
of the objectives or purposes for their staff development pro-
gram were in writing.

In the third section, participants were requested to
indicate both the current status and the preferred status
of various components or elements considered to be important
for staff development programming. Both the concepts and
the methods were derived from the literature.

In the fourth section, participants were asked to rank
three general barriers which decreased or hindered the suc-
cess of their staff development program. They were also
asked to rank three general incentives which would increase
or improve the success of their staff development program.
Additionally, they were requested to indicate which incen-
tives were actually used in their program.

In the fifth section, participants were requested to
rank the two off-campus and the two on-campus activities
they considered to be the most worthwhile or beneficial for
their staff development program. They were also asked to

indicate the frequency both the off-campus and on-campus
activities were used during the past year. Furthermore,
they were asked to indicate what general topics were out-
standing during their past year of staff development activ-
ities and what general topics should be emphasized in future
staff development activities.

Finally, in the sixth section, participants were asked
to rank which general evaluation methods would be most useful
for evaluating their staff development program and to indicate
which methods were actually used. They were also requested
to indicate what priority was given to their staff development
program and what changes would improve staff development pro-
gramming within their student services division.

Collection of the Data

The first step in data collection was to gain the sup-
port of the Michigan Association of Community College Student
Personnel Administrators (MACCSPA). The support of the state
organization was sought to insure a rapid and high rate of
return for the study. An outline of the study was submitted
to the president and board of directors for review. Support
in principle was granted by the board and a letter of endorse-
ment (Appendix F) was signed by the president of the organi-
zation.

The second step in data collection was to contact by
telephone the chief student services administrator at each
of the 38 Michigan community college campuses. The purpose

of the initial contact was threefold:

1. To explain to each chief administrator the general purpose and overall importance of the study.

2. To gain each chief administrator's overall willingness to participate in the study by distributing and administering the questionnaires to staff members and by returning the completed questionnaires to the researcher.

3. To obtain an estimate of the number of professional staff within the student services division at each community college.

The third step in data collection was to forward an institutionally-coded package of materials to each student services division head at each Michigan community college campus. The package of materials included the appropriate number of institutionally-coded questionnaires (Appendix E), each enclosed within a white return envelope.

Each white return envelope also included a general cover letter of instructions (Appendix G). In addition, a special letter of instructions (Appendix H) was personally addressed to each student services division head. The special cover letter explained the following:

1. Purpose of the study.

2. Value of the study.

3. Directions for questionnaire administration.

4. Deadline for questionnaire completion.

5. Assurance of confidentiality.

To encourage a high rate of return, each questionnaire could be completed during a regularly scheduled staff meeting or during a more appropriate time selected by each division head. Each questionnaire, general cover letter, and special cover letter was also individually signed by the researcher.

Besides containing the appropriate number of questionnaires, cover letters, and white return envelopes; each institutionally-coded package of materials also contained several other items. Each package contained a copy of the endorsement letter (Appendix F) from the Michigan Association of Community College Student Personnel Administrators (MACCSPA). It contained a return post card (Appendix I) acknowledging receipt of the coded materials. It also contained a large brown return mailing envelope to encourage an efficient rate of return for the completed questionnaires. Thus, each institutionally-coded package of materials included the following:

1. Questionnaires within envelopes.

2. General cover letters of instructions.

3. Special cover letter of instructions.

4. Endorsement letter from MACCSPA.

5. Return post card.

6. Return mailing envelope.

The fourth step in data collection was follow-up. The goal of the study was to obtain at least three completed questionnaires from each of the 38 community college campuses.

The number three was selected because some student services divisions have only three full-time, professional student services practitioners to serve their entire campus. Thus, to achieve the goal of obtaining at least three completed questionnaires from each campus, several different follow-up procedures were employed:

1. After 4 weeks, the first follow-up letter (Appendix J) was personally addressed to each non-responding division head. The first follow-up letter included the following:

    a. Purpose of the study.
    b. Value of the study.
    c. Number of responding divisions.
    d. Directions for questionnaire administration.
    e. Deadline for questionnaire completion.
    f. Assurance of confidentiality.
    g. Promise of study results.

    After 4 weeks, the early thank you letter (Appendix K) was personally addressed to each responding division head. The early thank you letter included the following:

    a. Appreciation for participation.
    b. Number of responding divisions.
    c. Tally of completed questionnaires from the particular division.
    d. Promise of study results.

2. After 6 weeks, the second follow-up letter (Appendix L) was personally addressed to each non-responding division head. The second follow-up letter included the following:

    a. Purpose of the study.
    b. Value of the study.
    c. Number of responding divisions.
    d. Directions for questionnaire administration.

     e. Deadline for questionnaire
       completion.
     f. Assurance of confidentiality.
     g. Promise of study results.

As an added incentive, a "Lincoln" ($5)
was attached to cover the cost of refresh-
ments for the staff while completing their
questionnaires. A second institutionally-
coded package of materials was also for-
warded to expedite the rate of return.

After 6 weeks, the late thank you letter
(Appendix M) was personally addressed to
each responding division head. The late
thank you letter included the following:

     a. Appreciation for participation.
     b. Number of responding divisions.
     c. Tally of completed questionnaires
       from the particular division.
     d. Promise of study results.

3. After 8 weeks, the first telephone call
was made to each non-responding division
head. The first telephone call again
encouraged division heads to forward
their completed questionnaires so that
their campus could be included in the
project. Upon request, another
institutionally-coded package of ma-
terials was distributed.

After 8 weeks, the late thank you letter
(Appendix M) was personally addressed to
each responding division head.

4. After 10 weeks, the second telephone call
was made to each non-responding division
head. The second telephone call again
encouraged division heads to forward
their completed questionnaires so that
their campus could be included in the
project. Upon request, another
institutionally-coded package of ma-
terials was distributed.

After 10 weeks, the late thank you letter
(Appendix M) was personally addressed to
each responding division head.

5. After 12 weeks, the third telephone call was made to each non-responding devision head. The third telephone call again encouraged division heads to forward their completed questionnaires so that their campus could be included in the project. Upon request, another institutionally coded package of materials was distributed.

   After 12 weeks, the late thank you letter (Appendix M) was personally addressed to each responding division head.

Throughout the entire follow-up procedure, the important role of each division head was acknowledged as vital to the success of the study. Thus, to obtain a high rate of return, several follow-up methods and techniques were employed.

Analysis of the Data

The completed questionnaires were coded and keypunched for computer analysis. Using the computer program entitled "The Statistical Package for the Social Sciences" (SPSS), the following specific information was analyzed from the six sections of the questionnaire:

1. General Information

   Size of the Institution
   Position of the Student Services Practitioner
   Length of Employment Within the Division
   Existence of the Staff Development Program
   Length of Existence of the Program
   Hours Per Month Devoted to Staff Development

2. Objectives or Purposes

   Ranking of General Objectives
   Determination of Written Objectives

3. Components or Elements

   Current Status of Concepts and Methods
   Preferred Status of Concepts and Methods

4. Barriers and Incentives

   Ranking of General Barriers
   Ranking of General Incentives
   Determination of Presently Used Incentives

5. Activities

   Ranking of Off-Campus Activities
   Ranking of On-Campus Activities
   Determination of Frequency of Activities
   Outstanding General Topics
   Future General Topics

6. Evaluation

   Ranking of General Evaluation Methods
   Determination of Presently Used Evaluation Methods
   Priority Given to Staff Development
   Recommended Changes to Improve Programming

Information obtained from the completed questionnaires was analyzed to determine and describe differences: (1) among three different size categories of institutions, and (2) among four different level categories of student services practitioners. Descriptive statistics, including measures of central tendency and variability, were utilized to analyze the responses. Narratives and tables were used to present the information.

CHAPTER IV

ANALYSIS OF THE DATA

In Chapter IV, the findings and analyses of the study are presented. Differences among the three different size categories of institutions and among the four different level categories of student services practitioners are determined and compared. The presentation includes detailed information from the following sections of the questionnaire: (a) General Information, (b) Objectives or Purposes, (c) Components or Elements, (d) Barriers and Incentives, (e) Activities, and (f) Evaluation.

General Information

All 29 Michigan community colleges are included in the present study and comprise a total of 38 individual campuses. The names and locations of all 29 Michigan community colleges are shown on a map in Appendix A. The names and addresses of the 38 chief student services administrators at each community college campus are listed in Appendix B.

Since the student services divisions within the 38 Michigan community college campuses reflect differences in terms of size, geographical location, and commitment to student services programming; the sample surveys three different

size categories of institutions. The three size categories include: (1) 1-4000 students, (2) 4001-8000 students, and (3) More than 8000 students. In Appendix C, the different community colleges are individually listed according to their size category. The number of completed questionnaires from each community college is also listed.

In addition, the sample surveys four different level categories of student services practitioners. The four level categories include: (1) Guidance counselors, (2) Second-line administrators, (3) First-line administrators, and (4) Other practitioners. In Appendix D, the different student services practitioners at each community college are listed according to their level category. The number of completed questionnaires from each level is also indicated.

The goal of the study was to obtain at least three completed questionnaires from each of the 38 Michigan community college campuses. The number three was selected because some student services divisions have only three full-time, professional student services practitioners to serve their entire campus. As indicated by Appendices C and D, 36 of the 38 community college campuses submitted three or more completed questionnaires, resulting in a return rate of 98.2%. The remaining two community colleges each submitted two completed questionnaires. Thus, all of the 38 Michigan community college campuses are represented in the study.

Since some institutions returned more than three completed questionnaires, a total of 295 questionnaires is

included in the data base. Since differences are determined and compared overall, by size of institution, and by level of practitioner; using a total of 295 respondents increases rather than decreases the value of the study. In some tables, discrepancies in totals are due to non-responding participants. Also, in some tables, the first, second, and third choices may be the same because the rankings are determined by counting the total number of responses.

Table 4.1 offers specific information regarding the size categories of institutions and the level categories of student services practitioners. The following number of respondents by size of institution are represented in the study: 60 respondents from small (1-4000 students) institutions, 38 respondents from medium (4001-8000 students) institutions, and 197 respondents from large (more than 8000 students) institutions. The following number of respondents by level of student services practitioner are represented in the study: 106 guidance counselors, 84 second-line administrators, 41 first-line administrators, and 64 other practitioners. Fairly equal level distribution is found among respondents from small institutions, but unequal level distribution is found among respondents from medium and large institutions.

Tables 4.2 and 4.3 record the length of employment within the student services division. Overall, almost one-half of the 295 respondents have extensive experience (more than 9 years) invested in their student services division. By size, the mode for all categories is also more than 9 years.

Table 4.1

I. General Information: Size of Institution and Level of Practitioner

POSITION	OVERALL		1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%	n	%
Guidance Counselor	106	35.9	14	23.3	18	47.4	74	37.6
Second-Line Administrator	84	28.5	16	26.7	7	18.4	61	31.0
First-Line Administrator	41	13.9	15	25.0	7	18.4	19	9.6
Other Practitioner	64	21.7	15	25.0	6	15.8	43	21.8
	295	100.0	60	100.0	38	100.0	197	100.0
			=20.3%		=12.9%		=66.8%	

Table 4.2

I. General Information: Length of Employment Within the Student Services Division--Size

EXPERIENCE	OVERALL		1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%	n	%
Less Than 1 Year	21	7.1	8	13.3	1	2.6	13	6.6
1 - 2 Years	28	9.5	7	11.7	2	5.3	19	9.6
3 - 5 Years	66	22.4	11	18.3	3	7.9	52	26.4
6 - 9 Years	55	18.6	15	25.0	8	21.1	32	16.2
More Than 9 Years	*125	42.3	* 19	31.7	* 24	53.2	* 81	41.1
	295	100.0	60	100.0	38	100.0	197	100.0

* Mode

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Table 4.3

I. General Information: Length of Employment Within the Student Services Division--Level

EXPERIENCE	OVERALL		COUNSELORS		SECOND LINE		FIRST LINE		OTHER	
	n	%	n	%	n	%	n	%	n	%
Less Than 1 Year	21	7.1	4	3.8	5	6.0	3	7.3	9	14.1
1 - 2 Years	28	9.5	6	5.7	7	8.3	2	4.9	13	20.3
3 - 5 Years	66	22.4	18	17.0	*29	34.5	2	4.9	*17	26.5
6 - 9 Years	55	18.6	14	13.2	19	22.6	10	24.4	12	18.8
More Than 9 Years	*125	42.3	*64	60.3	24	28.6	*24	58.5	13	20.3
	295	100.0	106	100.0	84	100.0	41	100.0	64	100.0

* Mode

By level, the mode for counselors and first-line adminis-
trators is more than 9 years, but the mode for second-line
administrators and other practitioners is 3-5 years.

Tables 4.4 and 4.5 tabulate the existence of a staff
development program. Overall, almost one-half of the 295
respondents indicate the presence of a staff development
program. By size, large institutions are more likely to
record the presence of such a program than small and medium
institutions. By level, counselors are more likely to re-
cord the presence of such a program than second-line admin-
istrators, first-line administrators, or other practitioners.

Tables 4.6 and 4.7 display the length of existence of
the staff development program. Overall, for institutions
having a staff development program, the mode for the length
of existence of the program is 3-5 years. By size, the mode
for the length of existence of the program is 3-5 years. By
level, the mode for the length of existence of the program
is also 3-5 years, except for first-line administrators. The
mode for first-line administrators is more than 9 years.

Tables 4.8 and 4.9 depict the hours per month devoted
to staff development. Overall, for institutions having a
staff development program, the mode for the number of hours
per month devoted to staff development is 1-2 hours. By
size, the mode for the number of hours per month is 1-2 hours.
By level, the mode for the number of hours per month is also
1-2 hours.

Table 4.4

I. General Information: Existence of the Staff Development Program--Size

EXISTENCE	OVERALL		1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%	n	%
Yes	*137	46.5	20	33.3	7	18.4	*110	55.8
Unsure, Do Not Know	32	10.8	6	10.0	4	10.5	22	11.2
No	126	42.7	*34	56.7	*27	71.1	65	33.0
	295	100.0	60	100.0	38	100.0	197	100.0

* Mode

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Table 4.5

I. General Information: Existence of the Staff Development Program--Level

EXISTENCE	OVERALL		COUNSELORS		SECOND LINE		FIRST LINE		OTHER	
	n	%	n	%	n	%	n	%	n	%
Yes	* 137	46.5	* 54	50.9	* 40	47.7	* 20	48.8	23	35.9
Unsure, Do Not Know	32	10.8	11	10.4	7	8.3	2	4.9	12	18.8
No	126	42.7	41	38.7	37	44.0	19	46.3	* 29	45.3
	295	100.0	106	100.0	84	100.0	41	100.0	64	100.0

* Mode

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Table 4.6

I. General Information: Length of Existence of the Staff Development Program--Size

LENGTH OF EXISTENCE	OVERALL		1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%	n	%
No Response	21	7.1	3	5.0	4	10.5	14	7.1
No Program Presently Exists	138	46.9	37	61.8	26	68.5	75	38.2
Less Than 1 Year	9	3.1	2	3.3	1	2.6	6	3.0
1 - 2 Years	19	6.4	2	3.3	1	2.6	16	8.1
3 - 5 Years	*52	17.6	*8	13.3	*3	7.9	*41	20.8
6 - 9 Years	19	6.4	2	3.3	1	2.6	16	8.1
More Than 9 Years	37	12.5	6	10.0	2	5.3	29	14.7
	295	100.0	60	100.0	38	100.0	197	100.0

* Mode With Program

Table 4.7

I. General Information: Length of Existence of the Staff Development Program--Level

LENGTH OF EXISTENCE	OVERALL		COUNSELORS		SECOND LINE		FIRST LINE		OTHER	
	n	%	n	%	n	%	n	%	n	%
No Response	21	7.1	7	6.6	2	2.4	0	0.0	12	18.8
No Program Now Exists	138	46.9	45	42.5	40	47.7	22	53.6	31	48.3
Less Than 1 Year	9	3.1	3	2.8	0	0.0	2	4.9	4	6.3
1 - 2 Years	19	6.4	6	5.7	7	8.3	1	2.4	5	7.8
3 - 5 Years	*52	17.6	*22	20.8	*20	23.8	4	9.8	*6	9.4
6 - 9 Years	19	6.4	6	5.7	8	9.5	4	9.8	1	1.6
More Than 9 Years	37	12.5	17	16.0	7	8.3	*8	19.5	5	7.8
	295	100.0	106	100.0	84	100.0	41	100.0	64	100.0

* Mode With Program

93

Table 4.8

I. General Information: Hours Per Month Devoted to Staff Development--Size

HOURS PER MONTH	OVERALL		1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%	n	%
No Response	22	7.4	4	5.1	6	15.8	12	6.1
Less Than 1 Hour	122	41.4	31	52.4	22	57.9	69	35.0
1 - 2 Hours	*74	25.1	*9	15.3	*8	21.1	*57	28.9
3 - 4 Hours	35	11.9	7	11.9	0	0.0	28	14.2
5 - 6 Hours	19	6.4	5	8.5	1	2.6	13	6.6
7 - 8 Hours	9	3.1	1	1.7	1	2.6	7	3.6
More Than 8 Hours	14	4.7	3	5.1	0	0.0	11	5.6
	295	100.0	60	100.0	38	100.0	197	100.0

* Mode With Program

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Table 4.9

I. General Information: Hours Per Month Devoted to Staff Development--Level

HOURS PER MONTH	OVERALL		COUNSELORS		SECOND LINE		FIRST LINE		OTHER	
	n	%	n	%	n	%	n	%	n	%
No Response	22	7.4	10	9.4	2	2.4	1	2.4	9	14.1
Less Than 1 Hour	122	41.4	39	36.9	40	47.6	15	36.6	28	43.8
1 - 2 Hours	*74	25.1	*30	28.3	*16	19.0	*15	36.6	*13	20.3
3 - 4 Hours	35	11.9	12	11.3	14	16.7	4	9.8	5	7.8
5 - 6 Hours	19	6.4	7	6.6	7	8.3	3	7.3	2	3.1
7 - 8 Hours	9	3.1	3	2.8	1	1.2	3	7.3	2	3.1
More Than 8 Hours	14	4.7	5	4.7	4	4.8	0	0.0	5	7.8
	295	100.0	106	100.0	84	100.0	41	100.0	64	100.0

* Mode With Program

95

Objectives or Purposes

Tables 4.10, 4.11, and 4.12 present the ranking of ob-
jectives for staff development. Overall, the following ob-
jectives are ranked: first--to learn new skills and compe-
tencies related to job performance and second--to design
new programs to better meet student needs and demands.

By size, the first and second choices are consistent
with the overall choices, except for small institutions.
Small institutions rank: first--to become aware of the many
different services, programs, and involvements of the divi-
sion of student services.

By level, the first and second choices are consistent
with the overall choices, except for other practitioners
and first-line administrators. Other practitioners rank:
first--to become aware of the many different services, pro-
grams, and involvements of the division of student services.
First-line administrators rank: second--to solve old prob-
lems, new problems, and perplexing problems related to stu-
dent services.

Tables 4.13 and 4.14 chart the determination of written
objectives for staff development. Overall, for all three size
categories, and for all four level categories, written objec-
tives for staff development seem to be the exception rather
than the rule for many student services divisions within
Michigan community colleges.

Table 4.10

II. Objectives: Ranking of Objectives for Staff Development--Overall Tally

OBJECTIVES	1st Choice		2nd Choice	
	n	%	n	%
Become Aware	43	14.6	19	6.4
Explore Issues	27	9.2	21	7.1
Learn Skills	* 57	19.3	45	15.3
Solve Problems	38	12.9	37	12.5
Design Programs	38	12.9	* 54	18.3
Stimulate Staff	29	9.8	33	11.3
Interact With Others	12	4.1	25	8.4
Other	2	0.7	1	0.3

* Mode

Table 4.11

II. Objectives: Ranking of Objectives for Staff Development--Size Tally

OBJECTIVES	1 - 4000				4001 - 8000				MORE THAN 8000			
	1st		2nd		1st		2nd		1st		2nd	
	n	%	n	%	n	%	n	%	n	%	n	%
Become Aware	*12	20.0	3	0.5	3	7.9	0	0.0	28	14.2	16	8.1
Explore Issues	8	13.3	4	6.7	1	2.6	4	10.5	18	9.1	13	6.6
Learn Skills	8	13.3	10	16.7	6	15.8	*6	15.8	*43	21.8	29	14.7
Solve Problems	11	18.3	5	8.3	4	10.5	4	10.5	23	11.7	28	14.2
Design Programs	5	8.3	*19	31.7	*8	21.1	4	10.5	25	12.7	*31	15.7
Stimulate Staff	8	13.3	5	8.3	1	2.6	3	7.9	20	10.2	25	12.7
Interact With Others	3	5.0	5	8.3	1	2.6	3	7.9	8	4.1	17	8.6
Other	0	0.0	1	1.7	0	0.0	0	0.0	2	1.0	1	0.5

* Mode

Table 4.12

II. Objectives: Ranking of Objectives for Staff Development--Level Tally

OBJECTIVES	COUNSELORS				SECOND LINE				FIRST LINE				OTHER			
	1st		2nd		1st		2nd		1st		2nd		1st		2nd	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Become Aware	14	13.2	8	7.5	11	13.1	5	6.0	7	17.1	3	7.3	*11	17.2	3	4.7
Explore Issues	3	2.8	4	3.8	13	15.5	8	9.5	4	9.8	4	9.8	7	10.9	5	7.8
Learn Skills	*30	28.3	14	13.2	*17	20.2	17	20.2	2	4.9	2	4.9	8	12.5	*12	18.8
Solve Problems	14	13.2	14	13.2	8	9.5	9	10.7	6	14.6	*9	22.0	10	15.6	5	7.8
Design Programs	10	9.4	*20	18.9	12	14.3	*20	23.8	*8	19.5	6	14.6	8	12.5	8	12.5
Stimulate Staff	9	8.5	12	11.3	9	10.7	8	9.5	6	14.6	4	9.8	5	7.8	9	14.1
Interact With Others	3	2.8	10	9.4	3	3.6	6	7.1	2	4.9	5	12.2	4	6.3	4	6.3
Other	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0	1	2.4	1	1.6	1	1.6

* Mode

Table 4.13

II. Objectives: Determination of Written Objectives--Size

WRITTEN OBJECTIVES	OVERALL		1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%	n	%
No Response	29	9.8	5	8.3	10	26.3	14	7.1
Yes	74	25.1	12	20.0	3	7.9	59	29.9
Unsure, Do Not Know	67	22.7	8	13.3	3	7.9	56	28.4
No	*125	42.4	*35	58.4	*22	57.9	*68	34.6
	295	100.0	60	100.0	38	100.0	197	100.0

* Mode

Table 4.14

II. Objectives: Determination of Written Objectives--Level

WRITTEN OBJECTIVES	OVERALL		COUNSELORS		SECOND LINE		FIRST LINE		OTHER	
	n	%	n	%	n	%	n	%	n	%
No Response	29	9.8	11	10.4	5	6.0	3	7.3	10	15.6
Yes	74	25.1	29	27.4	25	29.8	7	17.1	13	20.3
Unsure, Do Not Know	67	22.7	25	23.6	19	22.6	5	12.2	18	28.1
No	*125	42.4	*41	38.6	*35	41.6	*26	63.4	*23	36.0
	295	100.0	106	100.0	84	100.0	41	100.0	64	100.0

* Mode

101

Components or Elements

Tables 4.15, 4.16, 4.17, 4.18, 4.19, and 4.20 refer to the concept that staff needs determine the basis for the staff development program.

Concept--Current Status: More respondents accept than reject the concept that staff needs determine the basis for their staff development program. Medium institutions and other practitioners, however, are more likely to reject the concept than other groups.

Method--Current Status: More respondents in all three size categories and all four level categories use the method of staff discussion to determine staff needs than any other method.

Concept--Preferred Status: More respondents would accept than reject the concept that staff needs should determine the basis for their staff development program.

Method--Preferred Status: More respondents in all three size categories and all four level categories would use the method of staff discussion to determine staff needs than any other method.

Tables 4.21, 4.22, 4.23, 4.24, 4.25, and 4.26 refer to the concept that specific responsibility for the staff development program is assigned to one person.

Concept--Current Status: More respondents reject than accept the concept that specific responsibility for their staff development program is assigned to one person. Small institutions, second-line administrators, and first-line

Table 4.15

III. Components: Current Status of Concepts and Methods--Overall

CURRENT STATUS	Yes, Is Part		No, Is Not Part	
	n	%	n	%
Concept:				
Staff Needs Determine The Basis For The SDP.	120	40.7	55	18.6
Method:				
Staff Needs Are Determined By--				
Survey	46	15.6	71	24.1
Staff Discussion	*133	45.1	41	13.9
Advisory Committee	40	13.6	66	22.4
Administrative Decree	65	22.0	55	18.6
Other	5	1.7	24	8.1

* Mode

Table 4.16

III. Components: Preferred Status of Concepts and Methods--Overall

PREFERRED STATUS	Yes, Should Be Part		No, Should Not Be Part	
	n	%	n	%
Concept:				
Staff Needs Determine The Basis For The SDP.	181	61.4	4	1.4
Method:				
Staff Needs Are Determined By--				
Survey	106	35.9	10	3.4
Staff Discussion	*181	61.4	1	0.3
Advisory Committee	64	21.7	29	9.8
Administrative Decree	47	15.9	69	23.4
Other	8	2.7	7	2.4

* Mode

Table 4.17

III. Components: Current Status of Concepts and Methods--Size

CURRENT STATUS	1 - 4000				4001 - 8000				MORE THAN 8000			
	Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%
Concept:												
Staff Needs Determine The Basis For The SDP.	24	40.0	15	25.0	7	18.4	9	23.7	89	45.2	31	15.7
Method:												
Staff Needs Are Determined By--												
Survey	6	10.0	16	26.7	4	10.5	13	34.2	36	18.3	42	21.3
Staff Discussion	*30	50.0	10	16.7	*10	26.3	9	23.7	*93	47.2	22	11.2
Advisory Committee	3	5.0	18	30.0	5	13.2	9	23.7	32	16.2	39	19.8
Administrative Decree	12	20.0	13	21.7	4	10.5	11	28.9	49	24.9	31	15.7
Other	0	0.0	6	10.0	1	2.6	1	2.6	4	2.0	17	8.6

* Mode

Table 4.18

III. Components: Preferred Status of Concepts and Methods--Size

PREFERRED STATUS	1 - 4000				4001 - 8000				MORE THAN 8000			
	Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%
Concept:												
Staff Needs Determine The Basis For The SDP.	41	68.3	0	0.0	19	50.0	0	0.0	121	61.4	4	2.0
Method:												
Staff Needs Are Determined By--												
Survey	18	30.0	3	5.0	15	39.5	0	0.0	73	37.1	7	3.6
Staff Discussion	*39	65.0	1	1.7	*20	52.6	0	0.0	*122	61.9	0	0.0
Advisory Committee	8	13.3	8	13.3	8	21.1	3	7.9	48	24.4	18	9.1
Administrative Decree	9	15.0	15	25.0	7	18.4	10	26.3	31	15.7	44	22.3
Other	1	1.7	0	0.0	2	5.3	0	0.0	5	2.5	7	3.6

* Mode

Table 4.19

III. Components: Current Status of Concepts and Methods--Level

CURRENT STATUS	COUNSELORS				SECOND LINE				FIRST LINE				OTHER			
	Yes		No		Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Concept:																
Staff Needs Determine The Basis For The SDP.	46	43.4	19	17.9	37	44.0	14	16.7	20	48.8	4	9.8	17	26.6	18	28.1
Method:																
Staff Needs Are Determined By--																
Survey	13	12.3	29	27.4	18	21.4	19	22.6	5	12.2	7	17.1	10	15.6	16	25.0
Staff Discussion	*49	46.2	16	15.1	*37	44.0	11	13.1	*24	58.5	4	9.8	*23	35.9	10	15.6
Advisory Committee	12	11.3	26	24.5	12	14.3	17	20.2	6	14.6	8	19.5	10	15.6	15	23.4
Administrative Decree	21	19.8	24	22.6	18	21.4	14	16.7	7	17.1	8	19.5	19	29.7	9	14.1
Other	2	1.9	12	11.3	2	2.4	6	7.1	1	2.4	2	4.9	0	0.0	4	6.3

* Mode

Table 4.20

III. Components: Preferred Status of Concepts and Methods--Level

PREFERRED STATUS	COUNSELORS				SECOND LINE				FIRST LINE				OTHER			
	Yes		No		Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Concept:																
Staff Needs Determine The Basis For The SDP.	73	68.9	0	0.0	52	61.9	1	1.2	23	56.1	1	2.4	33	51.6	2	3.1
Method:																
Staff Needs Are Determined By-:																
Survey	37	34.9	6	5.7	33	39.3	2	2.4	12	29.3	1	2.4	24	37.5	1	1.6
Staff Discussion	*71	67.0	1	0.9	*53	63.1	0	0.0	*23	56.1	0	0.0	*34	53.1	0	0.0
Advisory Committee	21	19.8	16	15.1	23	27.4	9	10.7	7	17.1	1	2.4	13	20.3	3	4.7
Administrative Decree	13	12.3	31	29.2	16	19.0	17	20.2	7	17.1	9	22.0	11	17.2	12	18.8
Other	3	2.8	4	3.8	3	3.6	1	1.2	1	2.4	1	2.4	1	1.6	1	1.6

* Mode

Table 4.21

III. Components: Current Status of Concepts and Methods--Overall

CURRENT STATUS	Yes, Is Part		No, Is Not Part	
	n	%	n	%
Concept:				
Specific Responsibility For SDP Is Assigned To One Person.	67	22.7	89	30.2
Method:				
Responsibility Is Assigned To--				
Chief Administrator	*72	24.4	54	18.3
Division Chairperson	51	17.3	51	17.3
Division Staff Member	40	13.6	51	17.3
Committee Chairperson	27	9.2	64	21.7
Special SDP Officer	24	8.1	64	21.7
Other	17	5.8	27	9.2

* Mode

Table 4.22

III. Components: Preferred Status of Concepts and Methods--Overall

PREFERRED STATUS	Yes, Should Be Part		No, Should Not Be Part	
	n	%	n	%
Concept:				
Specific Responsibility For SDP Is Assigned To One Person.	82	27.8	55	18.6
Method:				
Responsibility Is Assigned To--				
Chief Administrator	*74	25.1	34	11.5
Division Chairperson	55	18.6	32	10.8
Division Staff Member	43	14.6	27	9.2
Committee Chairperson	44	14.9	31	10.5
Special SDP Officer	40	13.6	35	11.9
Other	19	6.4	10	3.4

* Mode

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Table 4.23

III. Components: Current Status of Concepts and Methods—Size

CURRENT STATUS	1 - 4000				4001 - 8000				MORE THAN 8000			
	Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%
Concept:												
Specific Responsibility For SDP Is Assigned To One Person.	19	31.7	14	23.3	6	15.8	14	36.8	42	21.3	61	31.0
Method:												
Responsibility Is Assigned To--												
Chief Adminstrator	*23	38.3	9	15.0	*5	13.2	7	18.4	*44	22.3	38	19.3
Division Chairperson	7	11.7	15	25.0	*5	13.2	7	18.4	39	19.8	29	14.7
Division Staff Member	5	8.3	14	23.3	2	5.3	9	23.7	33	16.8	28	14.2
Committee Chairperson	5	8.3	16	26.7	1	2.6	10	26.3	21	10.7	38	19.3
Special SDP Officer	1	1.7	18	30.0	2	5.3	9	23.7	21	10.7	37	18.8
Other	1	1.7	8	13.3	1	2.6	1	2.6	15	7.6	18	9.1

* Mode

Table 4.24

III. Components: Preferred Status of Concepts and Methods--Size

PREFERRED STATUS	1 - 4000				4001 - 8000				MORE THAN 8000			
	Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%
Concept:												
Specific Responsibility For SDP Is Assigned To One Person.	21	35.0	12	20.0	14	36.8	2	5.3	47	23.9	41	20.8
Method:												
Responsibility Is Assigned To--												
Chief Administrator	*20	33.3	7	11.7	*11	28.9	3	7.9	*43	21.8	24	12.2
Division Chairperson	12	20.0	8	13.3	10	26.3	2	5.3	33	16.6	22	11.2
Division Staff Member	8	13.3	7	11.7	5	13.2	4	10.5	30	15.2	16	8.1
Committee Chairperson	9	15.0	8	13.3	5	13.2	4	10.5	30	15.2	19	9.6
Special SDP Officer	9	15.0	7	11.7	5	13.2	3	7.9	26	13.2	25	12.7
Other	3	5.0	2	3.3	1	2.6	2	5.3	15	7.6	6	3.0

* Mode

Table 4.25

III. Components: Current Status of Concepts and Methods--Level

CURRENT STATUS	COUNSELORS				SECOND LINE				FIRST LINE				OTHER			
	Yes		No		Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Concept:																
Specific Responsibility For SDP Is Assigned To One Person.	19	17.9	37	34.9	22	26.2	21	25.0	14	34.1	11	26.8	12	18.8	20	31.3
Method:																
Responsibility Is Assigned To--																
Chief Administrator	19	17.9	22	20.8	*20	23.8	18	21.4	*17	41.5	3	7.3	*16	25.0	11	17.2
Division Chairperson	*25	23.6	17	16.0	16	19.0	15	17.9	2	4.9	5	12.2	8	12.5	14	21.9
Division Staff Member	12	11.3	20	18.9	16	19.0	11	13.1	4	9.8	6	14.6	8	12.5	14	21.9
Committee Chairperson	9	8.5	23	21.7	13	15.5	19	22.6	2	4.9	6	14.6	3	4.7	16	25.0
Special SDP Officer	8	7.5	25	23.6	11	13.1	15	17.9	1	2.4	7	17.1	4	6.3	17	26.6
Other	12	11.3	13	12.3	2	2.4	6	7.1	1	2.4	3	7.3	2	3.1	5	7.8

* Mode

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Table 4.26

III. Components: Preferred Status of Concepts and Methods--Level

PREFERRED STATUS	COUNSELORS				SECOND LINE				FIRST LINE				OTHER			
	Yes		No		Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Concept:																
Specific Responsibility For SDP Is Assigned To One Person.	19	17.9	30	28.3	24	28.6	14	16.7	15	36.6	4	9.8	24	37.5	7	10.9
Method:																
Responsibility Is Assigned To--																
Chief Administrator	17	16.0	18	17.0	17	20.2	9	10.7	*23	56.1	1	2.4	*17	26.6	6	9.4
Division Chairperson	*22	20.8	12	11.3	*18	21.4	9	10.7	5	12.2	3	7.3	10	15.6	8	12.5
Division Staff Member.	15	14.2	12	11.3	15	17.9	6	7.1	5	12.2	5	12.2	8	12.5	4	6.3
Committee Chairperson	13	12.3	14	13.2	16	19.0	8	9.5	5	12.2	5	12.2	10	15.6	4	6.3
Special SDP Officer	10	9.4	18	17.0	16	19.0	6	7.1	3	7.3	5	12.2	11	17.2	6	9.4
Other	17	16.0	7	6.6	2	2.4	0	0.0	0	0.0	2	4.9	0	0.0	1	1.6

* Mode

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administrators, however, are more likely to accept the concept than other groups.

Method--Current Status: More respondents use the method of assigning specific responsibility for their staff development program to the chief administrator than to any other individual. More respondents at medium institutions, however, use the method of assigning specific responsibility to either the chief administrator or the division chairperson. More respondents among counselors, however, use the method of assigning specific responsibility to the division chairperson.

Concept--Preferred Status: More respondents would accept than reject the concept that specific responsibility for their staff development program should be assigned to one person. More respondents among counselors, however, would be more likely to reject the concept than other groups.

Method--Preferred Status: More respondents would use the method of assigning specific responsibility to the chief administrator than to any other individual. More respondents among counselors and second-line administrators, however, would use the method of assigning specific responsibility to the division chairperson.

Tables 4.27, 4.28, 4.29, 4.30, 4.31, and 4.32 refer to the concept that participation is vital to the success of the staff development program.

Concept--Current Status: More respondents accept than reject the concept that participation is vital to the success of their staff development program. An equal number of

Table 4.27

III. Components: Current Status of Concepts and Methods--Overall

CURRENT STATUS	Yes, Is Part		No, Is Not Part	
	n	%	n	%
Concept:				
Participation Is Vital To SDP Success.	131	44.4	39	13.2
Method:				
Participation Is--				
Voluntary	*107	36.3	41	13.9
Mandatory	70	23.7	52	17.6
Contractual	24	8.1	66	22.4
Other	4	1.4	24	8.1

* Mode

Table 4.28

III. Components: Preferred Status of Concepts and Methods--Overall

PREFERRED STATUS	Yes, Should Be Part		No, Should Not Be Part	
	n	%	n	%
Concept:				
Participation Is Vital To SDP Success.	165	55.9	2	0.7
Method:				
Participation Is--				
Voluntary	*121	41.0	14	4.7
Mandatory	74	25.1	43	14.6
Contractual	39	13.2	41	13.9
Other	5	1.7	6	2.0

* Mode

Table 4.29

III. Components: Current Status of Concepts and Methods--Size

CURRENT STATUS	1 - 4000				4001 - 8000				MORE THAN 8000			
	Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%
Concept:												
Participation Is Vital To SDP Success.	27	45.0	11	18.3	9	23.7	9	23.7	95	48.2	19	9.6
Method:												
Participation Is--												
Voluntary	*19	31.7	12	20.0	*8	21.1	8	21.1	*80	40.6	21	10.7
Mandatory	13	21.7	13	21.7	4	10.5	11	28.9	53	26.9	28	14.2
Contractual	6	10.0	16	26.7	3	7.9	10	26.3	15	7.6	40	20.3
Other	0	0.0	10	16.7	0	0.0	1	2.6	4	2.0	13	6.6

* Mode

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Table 4.30

III. Components: Preferred Status of Concepts and Methods--Size

PREFERRED STATUS	1 - 4000				4001 - 8000				MORE THAN 8000			
	Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%
Concept:												
Participation Is Vital To SDP Success.	35	58.3	1	1.7	20	52.6	0	0.0	110	55.8	1	0.5
Method:												
Participation Is--												
Voluntary	*27	45.0	2	3.3	*14	36.8	4	10.5	*80	40.6	8	4.1
Mandatory	15	25.0	8	13.3	12	31.6	6	15.8	47	23.9	29	14.7
Contractual	12	20.0	11	18.3	8	21.1	5	13.2	19	9.6	25	12.7
Other	0	0.0	2	3.3	1	2.6	2	5.3	4	2.0	2	1.0

* Mode

Table 4.31

III. Components: Current Status of Concepts and Methods--Level

CURRENT STATUS	COUNSELORS				SECOND LINE				FIRST LINE				OTHER			
	Yes		No		Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Concept:																
Participation Is Vital To SDP Success.	47	44.3	11	10.4	41	48.8	9	10.7	22	53.7	3	7.3	21	32.8	16	25.0
Method:																
Participation Is---																
Voluntary	*38	35.8	13	12.3	*36	42.9	11	13.1	*16	39.0	5	12.2	*17	26.6	12	18.8
Mandatory	28	26.4	21	19.8	20	23.8	12	14.3	12	29.3	5	12.2	10	15.6	14	21.9
Contractual	10	9.4	26	24.5	6	7.1	18	21.4	4	9.8	5	12.2	4	6.3	17	26.6
Other	1	.9	9	8.5	1	1.2	5	6.0	1	2.4	4	9.8	1	1.6	6	9.4

* Mode

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Table 4.32

III. Components: Preferred Status of Concepts and Methods—Level

PREFERRED STATUS	COUNSELORS Yes n	%	No n	%	SECOND LINE Yes n	%	No n	%	FIRST LINE Yes n	%	No n	%	OTHER Yes n	%	No n	%
Concept:																
Participation Is Vital To SDP Success.	65	61.3	1	0.9	49	58.3	0	0.0	24	58.5	0	0.0	27	42.2	1	1.6
Method:																
Participation Is--																
Voluntary	*47	44.3	5	4.7	*35	41.7	5	6.0	*16	39.0	2	4.9	*23	35.9	2	3.1
Mandatory	30	28.3	19	17.9	20	23.8	15	17.9	11	26.8	4	9.8	13	20.3	5	7.8
Contractual	16	15.1	16	15.1	11	13.1	12	14.3	6	14.5	6	14.6	6	9.4	7	10.9
Other	3	2.8	4	3.8	2	2.4	0	0.0	0	0.0	2	4.9	0	0.0	0	0.0

* Mode

respondents at medium institutions, however, both accept and reject the concept.

Method--Current Status: More respondents in all three size categories and all four level categories use the method of voluntary participation than any other method.

Concept--Preferred Status: More respondents would accept than reject the concept that participation would be vital to the success of their staff development program.

Method--Preferred Status: More respondents in all three size categories and all four level categories would use the method of voluntary participation than any other method.

Barriers and Incentives

Tables 4.33, 4.34, and 4.35 present the ranking of barriers related to staff development programming.

Overall, the barriers to staff development programming are: first--time, second--time, and third--funding.

By size, the first, second, and third choice barriers are consistent with the overall choices, except for medium and large institutions. Medium institutions rank: first--funding, second--time, and third--time. Large institutions rank: first--time, second--time, and third--interest.

By level, the first, second, and third choice barriers are consistent with the overall choices, except for second-line administrators and first-line administrators. Second-line administrators rank: first--funding, second--time, and third--interest. First-line administrators rank: first--time, second--funding, and third--support.

Table 4.33

IV. Barriers and Incentives: Ranking of General Barriers--Overall Tally

BARRIERS	1st Choice		2nd Choice		3rd Choice	
	n	%	n	%	n	%
Time	* 75	25.4	* 49	16.6	22	7.5
Location	3	1.0	14	4.7	14	4.7
Funding	59	20.0	43	14.6	* 31	10.5
Leadership	28	9.5	30	10.2	18	6.1
Expertise	6	2.0	14	4.7	18	6.1
Support	32	10.8	23	7.8	23	7.8
Promotion	4	1.4	6	2.0	11	3.7
Interest	11	3.7	23	7.8	30	10.2
Irrelevance	9	3.1	6	2.0	15	5.1
Decentralization	9	3.1	14	4.7	19	6.4
Collective Bargaining	2	0.7	7	2.4	8	2.7
Other	7	2.3	4	1.4	6	2.0

* Mode

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Table 4.34

IV. Barriers and Incentives: Ranking of General Barriers--Size Tally

BARRIERS	1 - 4000 1st n	1st %	2nd n	2nd %	3rd n	3rd %	4001 - 8000 1st n	1st %	2nd n	2nd %	3rd n	3rd %	MORE THAN 8000 1st n	1st %	2nd n	2nd %	3rd n	3rd %
Time	*16	26.7	*12	20.0	5	8.3	5	13.2	*8	21.1	*4	10.5	*54	27.4	*29	14.7	13	6.6
Location	1	1.7	4	6.7	1	1.7	0	0.0	0	0.0	2	5.3	2	1.0	10	5.1	11	5.6
Funding	13	21.7	11	18.3	*9	15.0	*12	31.6	5	13.2	2	5.3	34	17.3	27	13.7	20	10.2
Leadership	8	13.3	7	11.7	3	5.0	1	2.6	4	10.5	3	7.9	19	9.6	19	9.6	12	6.1
Expertise	2	3.3	3	5.0	6	10.0	1	2.6	1	2.6	1	2.6	3	1.5	10	5.1	11	5.6
Support	8	13.3	6	10.0	8	13.3	5	13.2	3	7.9	3	7.9	19	9.6	14	7.1	12	6.1
Promotion	1	1.7	0	0.0	4	6.7	0	0.0	0	0.0	1	2.6	3	1.5	6	3.0	6	3.0
Interest	1	1.7	5	8.3	5	8.3	1	2.6	1	2.6	2	5.3	9	4.6	17	8.6	*23	11.7
Irrelevance	0	0.0	0	0.0	0	0.0	0	0.0	1	2.6	2	5.3	9	4.6	5	2.5	13	6.6
Decentralization	1	1.7	1	1.7	4	6.7	0	0.0	2	5.3	0	0.0	8	4.1	11	5.6	15	7.6
Collective Bargaining	1	1.7	1	1.7	1	1.7	0	0.0	0	0.0	1	2.6	1	0.5	6	3.0	6	3.0
Other	1	1.7	1	1.7	1	1.7	1	2.6	1	2.6	1	2.6	4	2.0	3	1.5	4	2.0

* Mode

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Table 4.35

IV. Barriers and Incentives: Ranking of General Barriers--Level Tally

BARRIERS	COUNSELORS						SECOND LINE						FIRST LINE						OTHER					
	1st		2nd		3rd		1st		2nd		3rd		1st		2nd		3rd		1st		2nd		3rd	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Time	*28	26.4	*15	14.2	8	7.5	18	21.4	*18	21.4	7	8.3	*16	39.0	5	12.2	2	4.9	*13	20.3	*11	17.2	5	7.8
Location	1	0.9	5	4.7	8	7.5	1	1.2	2	2.4	5	6.0	1	2.4	2	4.9	1	2.4	0	0.0	5	7.8	0	0.0
Funding	20	18.9	13	12.3	*10	9.4	*20	23.8	13	15.5	6	7.1	7	17.1	*11	26.8	5	12.2	12	18.8	6	9.4	*10	15.6
Leadership	6	5.7	11	10.4	8	7.5	9	10.7	12	14.3	6	7.1	4	9.8	2	4.9	1	2.4	9	14.1	5	7.8	3	4.7
Expertise	4	3.8	7	6.6	8	7.5	2	2.4	4	4.8	5	6.0	0	0.0	1	2.4	3	7.3	0	0.0	2	3.1	2	3.1
Support	12	11.3	8	7.5	5	4.7	13	15.5	9	10.7	8	9.5	2	4.9	2	4.9	*6	14.6	5	7.8	4	6.3	4	6.3
Promotion	1	0.9	3	2.8	2	1.9	2	2.4	2	2.4	2	2.4	0	0.0	0	0.0	2	4.9	1	1.6	1	1.6	5	7.8
Interest	6	5.7	10	9.4	5	4.7	2	2.4	2	2.4	*17	20.2	1	2.4	6	14.6	3	7.3	2	3.1	5	7.8	5	7.8
Irrelevance	4	3.8	1	0.9	7	6.6	2	2.4	2	2.4	5	6.0	2	4.9	1	2.4	1	2.4	1	1.6	2	3.1	2	3.1
Decentralization	3	2.8	4	3.8	8	7.5	3	3.6	5	6.0	6	7.1	0	0.0	3	7.3	3	7.3	3	4.7	2	3.1	2	3.1
Collective Bargaining	0	0.0	3	2.8	4	3.8	1	1.2	2	2.4	0	0.0	0	0.0	1	2.4	3	7.3	1	1.5	1	1.6	1	1.6
Other	3	2.8	2	1.9	1	0.9	0	0.0	1	1.2	1	1.2	1	2.4	2	4.9	1	2.4	2	3.1	1	1.6	2	3.1

* Mode

<u>Tables 4.36, 4.37, and 4.38</u> list the ranking of pre-
ferred incentives related to staff development programming.

Overall, the preferred incentives that can most likely
increase or improve the success of and/or participation in
staff development programming are: first--released time,
second--personal growth, and third--professional growth.

By size, the first, second, and third choice preferred
incentives are somewhat changed. Small institutions rank:
first--released time, second--personal growth, and third--
travel. Medium institutions rank: first--released time,
second--personal growth, professional growth, and travel,
and third--released time. Large institutions rank: first--
released time, second--personal growth ánd professional growth,
and third--professional growth.

By level, the first, second, and third choice preferred
incentives are also somewhat changed. Counselors rank:
first--released time, second--personal growth, and third--
travel. Second-line administrators rank: first--professional
growth, second--personal growth, and third--professional growth.
First-line administrators rank: first--released time, second--
personal growth, and third--institutional recognition. Other
practitioners rank: first--released time, second--profes-
sional growth, and third--professional growth.

<u>Tables 4.39, 4.40, and 4.41</u> feature the ranking of pres-
ently used incentives related to staff development programming.

Overall, the presently used incentives that most gen-
erally increase or improve the success of and/or participation

Table 4.36

IV. Barriers and Incentives: Ranking of General Incentives--Overall Tally

INCENTIVES	1st Choice		2nd Choice		3rd Choice	
	n	%	n	%	n	%
Released Time	* 71	24.1	16	5.4	22	7.5
Promotions	18	6.1	21	7.1	11	3.7
Salary Increases	18	6.1	23	7.8	17	5.8
Participation Payment	8	2.7	13	4.4	9	3.1
Merit Pay Points	5	1.7	11	3.7	9	3.1
Personal Growth	25	8.5	* 46	15.6	25	8.5
Professional Growth	52	17.6	45	15.3	* 39	13.2
Peer Recognition	6	2.0	7	2.4	8	2.7
Divisional Recognition	3	1.0	10	3.4	7	2.4
Institutional Recognition	14	4.7	13	4.4	29	9.8
Public Recognition	2	0.7	1	0.3	4	1.4
Travel	8	2.7	24	8.1	32	10.8
Continuing Ed. Units	2	0.7	4	1.4	5	1.7
Graduate Credit	6	2.0	6	2.0	15	5.1
Other	3	1.0	1	0.3	1	0.3

* Mode

Table 4.37

IV. Barriers and Incentives: Ranking of General Incentives--Size Tally

INCENTIVES	1 - 4000						4001 - 8000						MORE THAN 8000					
	1st		2nd		3rd		1st		2nd		3rd		1st		2nd		3rd	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Released Time	*18	30.0	3	5.0	6	10.0	*7	18.4	0	0.0	*4	10.5	*46	23.4	13	6.6	12	6.1
Promotions	0	0.0	1	1.7	1	1.7	1	2.6	3	7.9	1	2.6	17	8.6	17	8.6	9	4.6
Salary Increases	4	6.7	4	6.7	3	5.0	2	5.3	2	5.3	3	7.9	12	6.1	17	8.6	11	5.6
Participation Payment	1	1.7	2	3.3	1	1.7	2	5.3	1	2.6	1	2.6	5	2.5	10	5.1	7	3.6
Merit Pay Points	0	0.0	3	5.0	4	6.7	1	2.6	1	2.6	1	2.6	4	2.0	7	3.6	4	2.0
Personal Growth	7	11.7	*12	20.0	5	8.3	3	7.9	*4	10.5	3	7.9	15	7.6	*30	15.2	17	8.6
Professional Growth	11	18.3	11	18.3	5	8.3	4	10.5	*4	10.5	3	7.9	37	18.8	*30	15.2	*31	15.7
Peer Recognition	2	3.3	0	0.0	1	1.7	0	0.0	2	5.3	0	0.0	4	2.0	5	2.5	7	3.6
Divisional Recognition	0	0.0	2	3.3	3	5.0	0	0.0	1	2.6	0	0.0	3	1.5	7	3.6	4	2.0
Institutional Recognition	3	5.0	2	3.3	5	8.3	2	5.3	0	0.0	3	7.9	9	4.6	11	5.6	21	10.7
Public Recognition	1	1.7	0	0.0	0	0.0	0	0.0	1	2.6	0	0.0	1	0.5	0	0.0	4	2.0
Travel	3	5.0	7	11.7	*11	18.3	0	0.0	*4	10.5	2	5.3	5	2.5	13	6.6	19	9.6
Continuing Ed. Units	1	1.7	1	1.7	1	1.7	0	0.0	0	0.0	1	2.6	1	0.5	3	1.5	3	1.5
Graduate Credit	1	1.7	3	5.0	4	6.7	0	0.0	0	0.0	0	0.0	5	2.5	3	1.5	11	5.6
Other	0	0.0	0	0.0	0	0.0	1	2.6	0	0.0	0	0.0	2	1.0	1	0.5	1	0.5

* Mode

Table 4.38

IV. Barriers and Incentives: Ranking of General Incentives--Level Tally

INCENTIVES	COUNSELORS						SECOND LINE						FIRST LINE						OTHER					
	1st		2nd		3rd		1st		2nd		3rd		1st		2nd		3rd		1st		2nd		3rd	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Released Time	*39	36.8	3	2.8	7	6.6	14	16.7	6	7.1	9	10.7	*8	19.5	1	2.4	2	4.9	*10	15.6	6	9.4	4	6.3
Promotions	3	2.8	2	1.9	3	2.8	5	6.0	11	13.1	3	3.6	4	9.8	3	7.3	2	4.9	6	9.4	5	7.8	3	4.7
Salary Increases	4	3.8	7	6.6	4	3.8	6	7.1	5	6.0	7	8.3	4	9.8	4	9.8	4	9.8	4	6.3	7	10.9	2	3.1
Participation Payment	2	1.9	6	5.7	4	3.8	3	3.6	2	2.4	2	2.4	1	2.4	1	2.4	1	2.4	2	3.1	4	6.3	2	3.1
Merit Pay Points	1	0.9	2	1.9	4	3.8	4	4.8	5	6.0	1	1.2	0	0.0	2	4.9	2	4.9	0	0.0	2	3.1	2	3.1
Personal Growth	9	8.5	*20	18.9	11	10.4	6	7.1	*17	20.2	5	6.0	4	9.8	*6	14.6	3	7.3	6	9.4	3	4.7	6	9.4
Professional Growth	21	19.8	18	17.0	12	11.3	*20	23.8	12	14.3	*14	16.7	6	14.6	4	9.8	6	14.6	5	7.8	*11	17.2	*7	10.9
Peer Recognition	1	0.9	3	2.8	1	0.9	1	1.2	2	2.4	4	4.8	3	7.3	2	4.9	1	2.4	1	1.6	0	0.0	2	3.1
Divisional Recognition	1	0.9	5	4.7	2	1.9	0	0.0	3	3.6	2	2.4	0	0.0	1	2.4	1	2.4	2	3.1	1	1.6	2	3.1
Institutional Recognition	3	2.8	7	6.6	10	9.4	5	6.0	3	3.6	6	7.1	3	7.3	2	4.9	*7	17.1	3	4.7	1	1.6	6	9.4
Public Recognition	0	0.0	0	0.0	2	1.9	2	2.4	0	0.0	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6	1	1.6
Travel	3	2.8	12	11.3	*16	15.1	3	3.6	5	6.0	9	10.7	0	0.0	5	12.2	3	7.3	2	3.1	2	3.1	4	6.3
Continuing Ed. Units	0	0.0	2	1.9	1	1.9	0	0.0	0	0.0	4	4.8	0	0.0	1	2.4	0	0.0	2	3.1	1	1.6	0	0.0
Graduate Credit	2	1.9	2	1.9	6	5.7	3	3.6	1	1.2	4	4.8	0	0.0	1	2.4	1	2.4	1	1.6	2	3.1	4	6.3
Other	0	0.0	1	0.9	1	0.9	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	3.1	0	0.0	0	0.0

* Mode

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Table 4.39

IV. Barriers and Incentives: Presently Used Incentives--Overall Tally

INCENTIVES	n	%
Released Time	118	40.0
Promotions	12	4.1
Salary Increases	17	5.8
Participation Payment	19	6.4
Merit Pay Points	7	2.4
Personal Growth	78	26.4
Professional Growth	92	31.2
Peer Recognition	30	10.2
Divisional Recognition	22	7.5
Institutional Recognition	27	9.1
Public Recognition	8	2.7
Travel	80	27.1
Continuing Ed. Units	10	3.4
Graduate Credit	16	5.4
Other	3	0.9

Table 4.40

IV. Barriers and Incentives: Presently Used Incentives--Size Tally

INCENTIVES	1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%
Released Time	22	36.6	11	28.9	85	43.1
Promotions	1	1.7	0	0.0	11	5.6
Salary Increases	8	13.4	0	0.0	9	4.6
Participation Payment	3	5.0	2	5.3	14	7.1
Merit Pay Points	2	3.3	1	2.6	4	2.0
Personal Growth	17	28.4	6	15.8	55	27.9
Professional Growth	19	31.7	4	10.5	69	35.0
Peer Recognition	5	8.4	2	5.2	23	11.7
Divisional Recognition	6	10.0	0	0.0	16	8.1
Institutional Recognition	8	13.3	2	5.2	17	8.6
Public Recognition	3	5.0	0	0.0	5	2.5
Travel	14	23.3	10	26.3	56	28.4
Continuing Ed. Units	0	0.0	1	2.6	9	4.6
Graduate Credit	4	6.7	6	15.8	6	3.0
Other	0	0.0	0	0.0	1	0.5

Table 4.41

IV. Barriers and Incentives: Presently Used Incentives--Level Tally

INCENTIVES	COUNSELORS		SECOND LINE		FIRST LINE		OTHER	
	n	%	n	%	n	%	n	%
Released Time	47	44.3	37	44.1	12	29.2	22	34.4
Promotions	4	3.8	4	4.8	3	7.3	1	1.6
Salary Increases	2	1.9	8	9.5	4	9.7	3	4.7
Participation Payment	6	5.7	4	4.8	3	7.3	6	9.4
Merit Pay Points	2	1.8	2	2.4	3	7.2	0	0.0
Personal Growth	31	29.2	22	26.2	12	29.2	13	20.4
Professional Growth	34	32.0	30	35.8	14	34.1	14	21.9
Peer Recognition	8	7.5	9	10.7	6	14.6	7	10.9
Divisional Recognition	5	4.7	9	10.7	3	7.3	5	7.8
Institutional Recognition	5	4.7	9	10.7	9	22.0	4	6.3
Public Recognition	0	0.0	4	4.8	2	4.9	2	3.1
Travel	26	24.5	29	34.6	10	24.4	15	23.4
Continuing Ed. Units	4	3.8	4	4.8	0	0.0	2	3.1
Graduate Credit	3	2.8	3	3.6	6	14.6	4	6.3
Other	0	0.0	1	1.2	0	0.0	2	3.2

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in staff development programming are: first--released time, second--professional growth, and third--travel.

By size, the first, second, and third choice presently used incentives are somewhat changed. Small institutions rank: first--released time, second--professional growth, and third--personal growth. Medium institutions rank: first --released time, second--travel, and third--personal growth and graduate credit. Large institutions rank: first-- released time, second--professional growth, and third--travel.

By level, the first, second, and third choice presently used incentives are somewhat changed. Counselors rank: first--released time, second--professional growth, and third --personal growth. Second-line administrators rank: first --released time, second--professional growth, and third-- travel. First-line administrators rank: first--professional growth, second--released time and personal growth, and third --travel. Other practitioners rank: first--released time, second--travel, and third--professional growth.

Activities

Tables 4.42, 4.43, and 4.44 illustrate the ranking of preferred off-campus activities commonly used in staff development programming.

Overall, the off-campus activities that are considered most worthwhile or beneficial for staff development programming include: first--conventions and professional meetings and second--conventions and professional meetings.

Table 4.42

V. Activities: Ranking of Off-Campus Activities--Overall Tally

OFF-CAMPUS	1st Choice		2nd Choice	
	n	%	n	%
Conventions Or Professional Meetings	*144	48.8	*70	23.7
Summer Or Year-Long Institutes	3	1.0	13	4.4
College Visitations	19	6.4	65	22.0
Staff Retreats	45	15.3	42	14.2
Sabbaticals, Staff Exchange Programs, Apprenticeships, Or Course Work	28	9.5	35	11.9
Other	9	3.1	7	2.4

* Mode

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Table 4.43

V. Activities: Ranking of Off-Campus Activities--Size Tally

OFF-CAMPUS	1 - 4000				4001 - 8000				MORE THAN 8000			
	1st		2nd		1st		2nd		1st		2nd	
	n	%	n	%	n	%	n	%	n	%	n	%
Conventions Or Professional Meetings	*34	56.7	*15	25.9	*14	36.8	*10	26.3	*96	48.7	45	22.8
Summer Or Year-Long Institutes	1	1.7	5	8.3	0	0.0	1	2.6	2	1.0	7	3.6
College Visitations	5	8.3	10	16.7	5	13.2	8	21.1	9	4.6	*46	23.4
Staff Retreats	7	11.7	11	18.3	5	13.2	2	5.3	33	16.8	29	14.7
Sabbaticals, Staff Exchange Programs, Apprenticeships, Or Course Work	5	8.3	9	15.0	2	5.3	5	13.2	21	10.7	21	10.7
Other	0	0.0	0	0.0	1	2.6	0	0.0	8	4.1	7	3.6

* Mode

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Table 4.44

V. Activities: Ranking of Off-Campus Activities--Level Tally

OFF-CAMPUS	COUNSELORS				SECOND LINE				FIRST LINE				OTHER			
	1st		2nd		1st		2nd		1st		2nd		1st		2nd	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Conventions Or Professional Meetings	*45	42.5	*32	30.2	*46	54.8	*21	25.0	*21	51.2	7	17.1	*32	50.0	10	15.6
Summer Or Year-Long Institutes·	1	0.9	7	6.6	1	1.2	2	2.4	1	2.4	1	2.4	0	0.0	3	4.7
College Visitations	8	7.5	16	15.1	3	3.6	*21	25.0	4	9.8	*10	24.4	4	6.3	*17	26.6
Staff Retreats	16	15.1	18	17.0	14	16.7	9	10.7	6	14.6	8	19.5	9	14.1	7	10.9
Sabbaticals, Staff Exchange Programs, Apprenticeships, Or Course Work	13	12.3	9	8.5	9	10.7	12	14.3	1	2.4	6	14.6	5	7.8	8	12.5
Other	5	4.7	3	2.8	1	1.2	1	1.2	1	2.4	0	0.0	2	3.1	3	4.7

* Mode

By size, the first and second choice off-campus activities are consistent with the overall choices, except for large institutions. Large institutions rank: second--college visitations.

By level, the first and second choice off-campus activities are consistent with the overall choices, except for second-line administrators, first-line administrators, and other practitioners. Second-line administrators rank: second--college visitations and conventions and professional meetings. First-line administrators rank: second--college visitations. Other practitioners rank: second--college visitations.

Tables 4.45, 4.46, and 4.47 record the ranking of preferred on-campus activities commonly used in staff development programming.

Overall, the on-campus activities that are considered most worthwhile or beneficial for staff development programming include: first--in-house continuing seminars and second --short-term workshops.

By size, the first and second choice on-campus activities are consistent with the overall choices.

By level, the first and second choice on-campus activities are consistent with the overall choices, except for counselors. Counselors rank: first--short-term workshops.

Tables 4.48, 4.49, and 4.50 exhibit the actual frequencies of off-campus activities used in staff development programming. The most heavily attended off-campus activities

Table 4.45

V. Activities: Ranking of On-Campus Activities--Overall Tally

ON-CAMPUS	1st Choice		2nd Choice	
	n	%	n	%
In-House Continuing Seminars	* 103	34.9	47	15.9
Short-Term Workshops	77	26.1	* 104	35.3
Encounter Groups, Role Playing, Or Case Studies	11	3.7	16	5.4
Packaged Programs, Tape Recordings, Or Films	4	1.4	20	6.8
Professional Reading	25	8.5	24	8.1
Other	6	2.0	8	2.7

* Mode

Table 4.46

V. Activities: Ranking of On-Campus Activities--Size Tally

ON-CAMPUS	1 - 4000				4001 - 8000				MORE THAN 8000			
	1st		2nd		1st		2nd		1st		2nd	
	n	%	n	%	n	%	n	%	n	%	n	%
In-House Continuing Seminars	*25	41.7	6	10.0	*14	36.8	5	13.2	*64	32.5	36	18.3
Short-Term Workshops	12	20.0	*24	40.0	6	15.8	*14	36.8	59	29.9	*66	33.5
Encounter Groups, Role Playing, Or Case Studies	1	1.7	0	0.0	1	2.6	2	5.3	9	4.6	14	7.1
Packaged Programs, Tape Recordings, Or Films	2	3.3	6	10.0	0	0.0	1	2.6	2	1.0	13	6.6
Professional Reading	8	13.3	5	8.3	2	5.3	1	2.6	15	7.6	18	9.1
Other	0	0.0	0	0.0	0	0.0	0	0.0	6	3.0	8	4.1

* Mode

Table 4.47

V. Activities: Ranking of On-Campus Activities--Level Tally

ON-CAMPUS	COUNSELORS				SECOND LINE				FIRST LINE				OTHER			
	1st		2nd		1st		2nd		1st		2nd		1st		2nd	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
In-House Continuing Seminars	31	29.2	16	15.1	*30	35.7	20	23.8	*17	41.5	5	12.2	*25	39.1	6	9.4
Short-Term Workshops	*36	34.0	*31	29.2	25	29.8	*31	36.9	5	12.2	*18	43.9	11	17.2	*24	37.5
Encounter Groups, Role Playing, Or Case Studies	4	3.8	10	9.4	1	1.2	2	2.4	0	0.0	0	0.0	6	9.4	4	6.3
Packaged Programs, Tape Recordings, Or Films	1	0.9	11	10.4	2	2.4	2	2.4	0	0.0	2	4.9	1	1.6	5	7.8
Professional Reading	10	9.4	7	6.6	5	6.0	8	9.5	7	17.1	2	4.9	3	4.7	7	10.9
Other	2	1.9	6	5.7	2	2.4	0	0.0	1	2.4	0	0.0	1	1.6	2	3.1

* Mode

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Table 4.48

V. Activities: Frequency of Off-Campus Activities--Overall

OVERALL	OFF-CAMPUS ACTIVITY	1		2		3		4		5		6		7		8		9+	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	Conventions Or Professional Meetings	48	16.3	54	18.3	33	11.2	18	6.1	6	2.0	8	2.7	1	0.3	2	0.7	10	3.4
	Summer Or Year-Long Institutes	3	1.0	3	1.0	2	0.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	College Visitations	28	9.5	30	10.5	19	6.4	2	0.7	4	1.4	1	0.3	0	0.0	1	0.3	4	1.4
	Staff Retreats	42	14.2	16	5.4	5	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Sabbaticals, Staff Exchange Programs, Apprenticeships, Or Course Work	16	5.4	3	1.0	0	0.0	1	0.3	0	0.0	1	0.3	0	0.0	0	0.0	1	0.3
	Other	4	1.4	3	1.0	3	1.0	3	1.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.3

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Table 4.49

V. Activities: Frequency of Off-Campus Activities--Size

SIZE	OFF-CAMPUS ACTIVITY	1		2		3		4		5		6		7		8		9+	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1 - 4000	Conventions	9	15.0	13	21.7	7	11.7	8	13.3	1	1.7	1	1.7	0	0.0	0	0.0	4	6.7
	Institutes	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Visitations	4	6.7	2	3.3	8	13.3	2	3.3	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0
	Retreats	9	15.0	3	5.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Sabbaticals	2	3.3	2	3.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Other	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4000 - 8000	Conventions	7	18.4	3	7.9	4	10.5	2	5.3	0	0.0	0	0.0	0	0.0	0	0.0	1	2.6
	Institutes	0	0.0	1	2.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Visitations	3	7.9	5	13.2	0	0.0	0	0.0	1	2.6	0	0.0	0	0.0	0	0.0	1	2.6
	Retreats	2	5.3	1	2.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Sabbaticals	2	5.3	0	0.0	0	0.0	1	2.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Other	1	2.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MORE THAN 8000	Conventions	32	16.2	38	19.3	22	11.2	8	4.1	5	2.5	7	3.6	1	0.5	2	1.0	5	2.5
	Institutes	2	1.0	2	1.0	2	1.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Visitations	21	10.7	23	11.7	11	5.6	0	0.0	2	1.0	1	0.5	0	0.0	1	0.5	3	1.5
	Retreats	31	15.7	12	6.1	5	2.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Sabbaticals	12	6.1	1	0.5	0	0.0	0	0.0	0	0.0	1	0.5	0	0.0	0	0.0	1	0.5
	Other	2	1.0	3	1.5	3	1.5	3	1.5	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5

Table 4.50

V. Activities: Frequency of Off-Campus Activities--Level

POSITION	OFF-CAMPUS ACTIVITY	1		2		3		4		5		6		7		8		9+	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
COUNSELORS	Conventions	21	19.8	19	17.9	6	5.7	6	5.7	0	0.0	1	0.9	1	0.9	2	1.9	4	3.8
	Institutes	0	0.0	1	0.9	2	1.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Visitations	13	12.3	12	11.3	3	2.8	0	0.0	1	0.9	0	0.0	0	0.0	0	0.0	1	0.9
	Retreats	20	18.9	6	5.7	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Sabbaticals	5	4.7	1	0.9	0	0.0	1	0.9	0	0.0	1	0.9	0	0.0	0	0.0	0	0.0
	Other	2	1.9	1	0.9	3	2.8	2	1.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
SECOND LINE	Conventions	16	19.0	16	19.0	13	15.5	4	4.8	5	6.0	6	7.1	0	0.0	0	0.0	3	3.6
	Institutes	0	0.0	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Visitations	10	11.9	9	10.7	5	6.0	0	0.0	0	0.0	1	1.2	0	0.0	0	0.0	1	1.2
	Retreats	9	10.7	2	2.4	3	3.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Sabbaticals	7	6.3	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2
	Other	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2
FIRST LINE	Conventions	5	12.2	4	9.8	7	17.1	4	9.8	0	0.0	6	2.4	0	0.0	0	0.0	3	7.3
	Institutes	2	4.9	1	2.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Visitations	4	9.8	4	9.8	8	19.5	0	0.0	1	2.4	0	0.0	0	0.0	1	2.4	0	0.0
	Retreats	5	12.2	5	12.2	1	2.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Sabbaticals	2	4.9	1	2.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	1	2.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
OTHER	Conventions	6	9.4	15	23.4	7	10.9	4	6.3	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0
	Institutes	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Visitations	1	1.6	5	7.8	3	4.7	2	3.1	2	3.1	0	0.0	0	0.0	0	0.0	2	3.1
	Retreats	8	12.5	3	4.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Sabbaticals	2	3.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Other	1	1.6	1	1.6	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

overall, by size category, and by level category include:
conventions and professional meetings, college visitations,
and staff retreats.

Tables 4.51, 4.52, and 4.53 tally the actual frequen-
cies of on-campus activities used in staff development pro-
gramming.

Overall, by size category, and by level category, the
most heavily attended on-campus activities include: short-
term workshops and in-house continuing seminars.

Tables 4.54 and 4.55 present a listing of outstanding
topics included in the past year of staff development pro-
gramming.

Overall, the eight most often mentioned outstanding
topics during the past year of staff development programming
include: (1) Burnout Prevention and Stress Reduction, (2)
Communication and Team Building, (3) Improving Student Ser-
vices, (4) Career Development and Life Planning, (5) Human
Potential and Improving Work Life, (6) Computer Usage, (7)
Time Management, and (8) Planning and Goal Setting.

By size, the most popular outstanding topics include:
small institutions--Improving Student Services, medium insti-
tutions--Burnout Prevention and Stress Reduction, and large
institutions--Communication and Team Building.

By level, the most popular outstanding topics include:
counselors--Burnout Prevention and Stress Reduction, second-
line administrators--both Burnout Prevention and Stress Re-
duction and Computer Usage, first-line administrators--both

Table 4.51

V. Activities: Frequency of On-Campus Activities--Overall

OVERALL	ON-CAMPUS ACTIVITY	1		2		3		4		5		6		7		8		9+	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	In-House Continuing Seminars	28	9.5	18	6.1	11	3.7	7	2.4	3	1.0	3	1.0	1	0.3	1	0.3	8	2.7
	Short-Term Workshops	44	14.9	37	12.5	16	5.4	6	2.0	2	0.7	1	0.3	0	0.0	3	1.0	2	0.7
	Encounter Groups, Role Playing, Or Case Studies	13	4.4	1	0.3	0	0.0	2	0.7	0	0.0	0	0.0	0	0.0	1	0.3	3	1.0
	Packaged Programs, Tape Recordings, Or Films	14	4.7	5	1.7	6	2.0	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0	2	0.7
	Professional Reading	3	1.0	4	1.4	1	0.3	3	1.0	3	1.0	2	0.7	1	0.3	1	0.3	29	9.8
	Other	1	0.3	2	0.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	1.7

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Table 4.52

V. Activities: Frequency of On-Campus Activities--Size

SIZE	ON-CAMPUS ACTIVITY	1		2		3		4		5		6		7		8		9+	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1 - 4000	Continuing Seminars	2	3.3	3	5.0	0	0.0	0	0.0	5	1.7	0	0.0	0	0.0	0	0.0	5	8.3
	Short Workshops	3	5.0	5	8.3	1	1.7	0	0.0	0	0.0	0	0.0	0	0.0	2	3.3	0	0.0
	Groups and Cases	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Packaged Programs	1	1.7	0	0.0	3	5.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.7
	Professional Reading	1	1.7	0	0.0	0	0.0	1	1.7	1	1.7	0	0.0	0	0.0	1	1.7	8	13.3
	Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4001 - 8000	Continuing Seminars	3	7.9	1	2.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Short Workshops	5	13.2	1	2.6	2	5.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Groups and Cases	2	5.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Packaged Programs	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Professional Reading	0	0.0	1	2.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
MORE THAN 8000	Continuing Seminars	23	11.7	14	7.1	11	5.6	7	3.6	2	1.0	3	1.5	1	0.5	1	0.5	3	1.5
	Short Workshops	36	18.3	31	15.7	13	6.6	6	3.0	2	1.0	1	0.5	0	0.0	1	0.5	2	1.0
	Groups and Cases	11	5.6	1	0.5	0	0.0	2	1.0	0	0.0	0	0.0	0	0.0	1	0.5	3	1.5
	Packaged Programs	13	6.6	5	2.5	3	1.5	1	0.5	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5
	Professional Reading	2	1.0	3	1.5	1	0.5	2	1.0	2	1.0	2	1.0	1	0.5	0	0.0	17	8.6
	Other	1	0.5	2	1.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	2.0

Table 4.53

V. Activities: Frequency of On-Campus Activities--Level

POSITION	ON-CAMPUS ACTIVITY	1		2		3		4		5		6		7		8		9+	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
COUNSELORS	Continuing Seminars	6	5.7	4	3.8	8	7.5	3	2.8	1	0.9	1	0.9	0	0.0	0	0.0	2	1.9
	Short Workshops	20	18.9	14	13.2	4	3.8	4	3.8	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0
	Groups and Cases	6	5.7	0	0.0	0	0.0	1	0.9	0	0.0	0	0.0	0	0.0	1	0.9	2	1.9
	Packaged Programs	7	6.6	3	2.8	3	2.8	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0	1	0.9
	Professional Reading	1	0.9	2	1.9	0	0.0	2	1.9	2	1.9	0	0.0	1	0.9	0	0.0	6	5.7
	Other	1	0.9	2	1.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	2.8
SECOND LINE	Continuing Seminars	11	13.1	8	9.5	3	3.6	3	3.6	2	2.4	2	2.4	0	0.0	1	1.2	1	1.2
	Short Workshops	12	14.3	11	13.1	7	8.3	2	2.4	0	0.0	0	0.0	0	0.0	2	2.4	2	2.4
	Groups and Cases	4	4.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2
	Packaged Programs	4	4.8	2	2.4	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Professional Reading	0	0.0	2	2.4	0	0.0	0	0.0	1	1.2	2	2.4	0	0.0	0	0.0	11	13.1
	Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.2
FIRST LINE	Continuing Seminars	8	19.5	2	4.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	4.9
	Short Workshops	5	12.2	4	9.8	2	4.9	0	0.0	0	0.0	1	2.4	0	0.0	1	2.4	0	0.0
	Groups and Cases	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Packaged Programs	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.4
	Professional Reading	1	2.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	9	22.0
	Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.4
OTHER	Continuing Seminars	3	4.7	4	6.3	0	0.0	1	1.6	0	0.0	0	0.0	1	1.6	0	0.0	3	4.7
	Short Workshops	7	10.9	8	12.5	3	4.7	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0
	Groups and Cases	2	3.1	1	1.6	0	0.0	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Packaged Programs	0	0.0	0	0.0	2	3.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Professional Reading	1	1.6	0	0.0	1	1.6	1	1.6	0	0.0	0	0.0	0	0.0	1	1.6	3	4.7
	Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4.54

V. Activities: Outstanding Topics--Size

OUTSTANDING TOPICS	1-4000	4001-8000	MORE THAN 8000	TOTAL
Burnout Prevention and Stress Reduction	3	6	15	24
Communication and Team Building	3	2	17	22
Improving Student Services	5	3	10	18
Career Development and Life Planning	1	3	10	14
Human Potential and Improving Work Life	3	1	10	14
Computer Usage	1	1	8	10
Time Management	1	2	7	10
Planning and Goal Setting	2	2	5	9

Table 4.55

V. Activities: Outstanding Topics--Level

OUTSTANDING TOPICS	COUNSELORS	2ND LINE	1ST LINE	OTHER	TOTAL
Burnout Prevention and Stress Reduction	11	8	2	3	24
Communication and Team Building	8	5	5	4	22
Improving Student Services	3	7	5	3	18
Career Development and Life Planning	7	4	2	1	14
Human Potential and Improving Work Life	6	5	1	2	14
Computer Usage	1	8	0	1	10
Time Management	1	5	3	1	10
Planning and Goal Setting	2	1	4	1	9

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Communication and Team Building and Improving Student Services, and other practitioners--Communication and Team Building.

Tables 4.56 and 4.57 present a listing of future topics to be included in staff development programming.

Overall, the fourteen most often mentioned future topics for staff development programming include: (1) Communication and Team Building, (2) Increasing Services with Decreasing Budgets, (3) Staff Enrichment and Development, (4) Career and Life Planning, (5) Professional Growth Topics in General, (6) Goal Setting and Decision Making, (7) Meeting Changing Student Needs, (8) Personal Growth Topics in General, (9) Improving Budget and Management Skills, (10) Issues and Trends in Higher Education, (11) Updating Counseling Techniques, (12) Minority and Foreign Student Concerns, (13) Marketing strategies for Recruitment, and (14) Program Evaluation Techniques.

By size, the most popular future topics include: small institutions--Increasing Services with Decreasing Budgets, medium institutions--Communication and Team Building, and large institutions--Communication and Team Building.

By level, the most popular future topics include: counselors--Communication and Team Building, Increasing Services with Decreasing Budgets, and Staff Enrichment and Development; second-line administrators--Communication and Team Building; first-line administrators--Communication and Team Building; and other practitioners--Communication and Team Building.

Table 4.56

V. Activities: Future Topics--Size

FUTURE TOPICS	1-4000	4001-8000	MORE THAN 8000	TOTAL
Communication and Team Building	3	6	25	34
Increasing Services/Decreasing Budgets	7	3	16	26
Staff Enrichment and Development	5	4	12	21
Career and Life Planning	5	1	11	17
Professional Growth Topics in General	5	4	8	17
Goal Setting and Decision Making	5	4	6	15
Meeting Changing Student Needs	3	5	7	15
Personal Growth Topics in General	4	4	5	13
Improving Budget and Management Skills	2	1	10	13
Issues and Trends in Higher Education	1	1	10	12
Updating Counseling Techniques	3	2	7	12
Minority and Foreign Student Concerns	2	1	7	10
Marketing Strategies for Recruitment	3	2	5	10
Program Evaluation Techniques	5	1	4	10

Table 4.57

V. Activities: Future Topics--Level

FUTURE TOPICS	COUNSELORS	2ND LINE	1ST LINE	OTHER	TOTAL
Communication and Team Building	10	13	4	7	34
Increasing Services with Decreasing Budgets	10	9	2	5	26
Staff Enrichment and Development	10	3	3	5	21
Career and Life Planning	9	3	2	3	17
Professional Growth Topics in General	8	4	3	2	17
Goal Setting and Decision Making	6	4	3	2	15
Meeting Changing Student Needs	3	5	3	4	15
Personal Growth Topics in General	7	4	1	1	13
Improving Budget and Management Skills	1	9	3	0	13
Issues and Trends in Higher Education	4	3	1	4	12
Updating Counseling Techniques	8	2	1	1	12
Minority and Foreign Student Concerns	4	2	3	1	10
Marketing Strategies for Recruitment	4	3	1	2	10
Program Evaluation Techniques	4	3	3	0	10

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Evaluation

Tables 4.58, 4.59, and 4.60 present the ranking of preferred evaluation methods used in staff development programming.

Overall, the preferred evaluation methods that would be most useful for evaluating staff development programs are: first--self-reports and second--self-reports.

By size, the first and second choice preferred evaluation methods are somewhat expanded. Small institutions rank: first--self-reports and second--observed changes. Medium institutions rank: first--both self-reports and questionnaires and second--both self-reports and questionnaires. Large institutions rank: first--self-reports and second--self-reports.

By level, the first and second choice preferred evaluation methods are somewhat expanded. Counselors rank: first--questionnaires and second--self-reports. Second-line administrators rank: first--self-reports and second--questionnaires. First-line administrators rank: first--self-reports and second--observed changes. Other practitioners rank: first--self-reports and second--questionnaires.

Tables 4.61, 4.62, and 4.63 tabulate the ranking of presently used evaluation methods for staff development programming.

Overall, the presently used evaluation methods that measure the results of staff development programs are: first--self-reports and second--questionnaires.

Table 4.58

VI. Evaluation: Ranking of Evaluation Methods--Overall Tally

EVALUATION	1st Choice		2nd Choice	
	n	%	n	%
Questionnaires	47	15.9	38	12.9
Self-Reports	* 65	22.0	* 42	14.2
Interviews	25	8.5	29	9.8
Observed Changes	35	11.9	36	12.2
Attendance and Attrition Rates	7	2.4	6	2.0
Completion of MBO's and ABO's	19	6.4	17	5.8
Program Instructors	1	0.3	3	1.0
Outside Consultants	6	2.0	20	6.8
Supervisors	8	2.7	17	5.8
Other	1	0.3	1	0.3

* Mode

Table 4.59

VI. Evaluation: Ranking of Evaluation Methods--Size Tally

EVALUATION	1 - 4000				4001 - 8000				MORE THAN 8000			
	1st		2nd		1st		2nd		1st		2nd	
	n	%	n	%	n	%	n	%	n	%	n	%
Questionnaires	9	15.0	11	18.3	*7	18.4	* 4	10.5	31	15.7	23	11.7
Self-Reports	*22	36.7	9	15.0	*7	18.4	* 4	10.5	*36	18.3	*29	14.7
Interviews	4	6.7	5	8.3	1	2.6	1	2.6	20	10.2	23	11.7
Observed Changes	4	6.7	*12	20.0	2	5.3	3	7.9	29	14.7	21	10.7
Attendance and Attrition Rates	1	1.7	1	1.7	0	0.0	3	7.9	6	3.0	2	1.0
Completion of MBO's and ABO's	6	10.0	5	8.3	0	0.0	0	0.0	13	6.6	12	6.1
Program Instructors	0	0.0	0	0.0	0	0.0	1	2.6	1	0.5	2	1.0
Outside Consultants	1	1.7	2	3.3	1	2.6	1	2.6	4	2.0	17	8.6
Supervisors	1	1.7	3	5.0	2	5.3	2	5.3	5	2.5	12	6.1
Other	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5	1	0.5

* Mode

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Table 4.60

VI. Evaluation: Ranking of Evaluation Methods--Level Tally

EVALUATION	COUNSELORS				SECOND LINE				FIRST LINE				OTHER			
	1st		2nd		1st		2nd		1st		2nd		1st		2nd	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Questionnaires	*27	25.5	10	9.4	9	10.7	*16	19.0	3	7.3	4	9.8	8	12.5	*8	12.5
Self-Reports	25	23.6	*20	18.9	*20	23.8	9	10.7	*9	22.0	6	14.6	*11	17.2	7	10.9
Interviews	9	8.5	10	9.4	7	8.3	11	13.1	3	7.3	3	7.3	6	9.4	5	7.8
Observed Changes	12	11.3	10	9.4	10	11.9	14	16.7	6	14.6	*7	17.1	7	10.9	5	7.8
Attendance and Attrition Rates	3	2.8	4	3.8	1	1.2	1	1.2	0	0.0	0	0.0	3	4.7	1	1.6
Completion of MBO's and ABO's	2	1.9	6	5.7	11	13.1	3	3.6	4	9.8	5	12.2	2	3.1	3	4.7
Program Instructors	0	0.0	3	2.8	1	1.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Outside Consultants	1	0.9	8	7.5	3	3.6	4	4.8	1	2.4	1	2.4	1	1.6	7	10.9
Supervisors	1	0.9	3	2.8	2	2.4	6	7.1	3	7.3	4	9.8	2	3.1	4	6.3
Other	1	0.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.6

* Mode

Table 4.61

VI. Evaluation: Presently Used Evaluation Methods--Overall Tally

EVALUATION	n	%
Questionnaires	53	17.9
Self-Reports	77	26.1
Interviews	24	8.1
Observed Changes	32	10.8
Attendance and Attrition Rates	24	8.1
Completion of MBO's and ABO's	35	11.9
Program Instructors	10	3.4
Outside Consultants	19	6.4
Supervisors	37	12.5
Other	6	2.0

Table 4.62

VI. Evaluation: Presently Used Evaluation Methods--Size Tally

EVALUATION	1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%
Questionnaires	7	11.7	2	5.3	44	22.3
Self-Reports	19	31.7	6	15.8	52	26.4
Interviews	9	15.0	0	0.0	15	7.6
Observed Changes	7	11.7	2	5.3	23	11.7
Attendance and Attrition Rates	2	3.3	2	5.3	20	10.1
Completion of MBO's and ABO's	11	18.4	0	0.0	24	12.2
Program Instructors	1	1.7	1	2.6	8	4.0
Outside Consultants	4	6.7	1	2.6	14	7.1
Supervisors	5	8.3	6	15.8	26	13.2
Other	1	1.7	1	2.6	4	2.0

Table 4.63

VI. Evaluation: Presently Used Evaluation Methods--Level Tally

EVALUATION	COUNSELORS		SECOND LINE		FIRST LINE		OTHER	
	n	%	n	%	n	%	n	%
Questionnaires	16	15.1	19	22.6	9	22.0	9	14.0
Self-Reports	32	30.2	20	23.8	11	26.8	14	21.9
Interviews	4	3.7	13	15.5	4	9.8	3	4.7
Observed Changes	11	10.4	12	14.3	8	19.5	1	1.6
Attendance and Attrition Rates	10	9.4	7	8.3	2	4.9	5	7.9
Completion of MBO's and ABO's	7	6.6	15	17.9	9	22.0	4	6.3
Program Instructors	4	3.7	1	1.2	1	2.4	4	6.3
Outside Consultants	6	5.6	5	6.0	3	7.3	5	7.9
Supervisors	10	8.4	8	9.5	9	22.0	10	15.6
Other	3	2.8	1	1.2	1	2.4	1	1.6

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By size, the first and second choice presently used evaluation methods are somewhat expanded. Small institutions rank: first--self-reports and second--completion of MBO's and ABO's. Medium institutions rank: first--self reports and supervisors and second--questionnaires, observed changes, and attendance and attrition rates. Large institutions rank: first--self-reports and second questionnaires.

By level, the first and second choice presently used evaluation methods are somewhat expanded. Counselors rank: first--self-reports and second--questionnaires. Second-line administrators rank: first--self-reports and second--questionnaires. First-line administrators rank: first--self-reports and second--questionnaires, completion of MBO's and ABO's, and supervisors. Other practitioners rank: first--self-reports and second--supervisors.

Tables 4.64 and 4.65 tally the priority given to staff development programming relative to other divisional needs, opportunities, and/or problems.

Overall, when compared to other divisional needs, opportunities, and/or problems; staff development receives the following priority: high priority from 13.6% of the respondents, moderate priority from 30.2% of the respondents, and low priority from 38.0% of the respondents.

By size, when compared to other divisional needs, opportunities, and/or problems; staff development receives high priority from: 15.0% of the small institutions, 2.6% of the medium institutions, and 15.2% of the large institutions.

Table 4.64

VI. Evaluation: Priority Given to Staff Development--Size

PRIORITY	OVERALL		1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%	n	%
High Priority Item	40	13.6	9	15.0	1	2.6	30	15.2
Moderate Priority Item	89	30.2	16	26.7	3	7.9	70	35.5
Low Priority Item	112	38.0	29	48.3	19	50.0	64	32.5

Table 4.65

VI. Evaluation: Priority Given to Staff Development--Level

PRIORITY	OVERALL		COUNSELORS		SECOND LINE		FIRST LINE		OTHER	
	n	%	n	%	n	%	n	%	n	%
High Priority Item	40	13.6	16	15.1	15	17.9	4	9.8	5	7.8
Moderate Priority Item	89	30.2	31	29.2	26	31.0	16	39.0	16	25.0
Low Priority Item	112	38.0	41	38.7	31	36.9	14	34.1	26	40.6

Staff development receives moderate priority from: 26.7%
of the small institutions, 7.9% of the medium institutions,
and 35.5% of the large institutions. Staff development re-
ceives low priority from: 48.3% of the small institutions,
50.0% of the medium institutions, and 32.5% of the large
institutions.

By level, when compared to other divisional needs, op-
portunities, and/or problems; staff development receives
high priority from: 15.1% of the counselors, 17.9% of the
second-line administrators, 9.8% of the first-line admin-
istrators, and 7.8% of the other practitioners. Staff de-
velopment receives moderate priority from: 29.2% of the
counselors, 31.0% of the second-line administrators, 39.0%
of the first-line administrators, and 25.0% of the other
practitioners. Staff development receives low priority from:
38.7% of the counselors, 36.9% of the second-line adminis-
trators, 34.1% of the first-line administrators, and 30.6%
of the other practitioners.

Tables 4.66, 4.67, and 4.68 display a listing of recom-
mended changes to improve staff development programming.

Overall, the following changes are recommended to im-
prove staff development programming: (1) Start a planned
program, (2) Offer flexible scheduling and multiple offer-
ings, (3) Gain administrative support, (4) Encourage staff
participation, (5) Provide release time, (6) Allocate ade-
quate funding, (7) Utilize both outside consultants and
in-house staff, (8) Emphasize accountability and evaluation

Table 4.66

VI. Evaluation: Recommended Changes to Improve Programming--Overall

CHANGES	n	%
Start A Planned Program	74	25.1
Offer Flexible Scheduling And Multiple Offerings	18	6.1
Gain Administrative Support	17	5.8
Encourage Staff Participation	16	5.4
Provide Release Time	15	5.1
Allocate Adequate Funding	13	4.4
Utilize Both Outside Consultants And In-House Staff	7	2.4
Emphasize Accountability And Evaluation Of Activities	6	2.0
Appoint A Coordinator	5	1.7
Conduct A Needs Assessment	3	1.0
Promote The Program	1	0.3

Table 4.67

VI. Evaluation: Recommended Changes to Improve Programming—Size

CHANGES	1 - 4000		4001 - 8000		MORE THAN 8000	
	n	%	n	%	n	%
Start A Planned Program	22	36.7	10	26.3	42	21.3
Offer Flexible Scheduling And Multiple Offerings	1	1.7	2	5.3	15	7.6
Gain Administrative Support	4	6.7	2	5.3	11	5.6
Encourage Staff Participation	1	1.7	1	2.6	14	7.1
Provide Release Time	6	10.0	1	2.6	8	4.1
Allocate Adequate Funding	2	3.3	3	7.9	8	4.1
Utilize Both Outside Consultants And In-House Staff	3	5.0	0	0.0	4	2.0
Emphasize Accountability And Evaluation Of Activities	0	0.0	0	0.0	6	3.0
Appoint A Coordinator	1	1.7	0	0.0	4	2.0
Conduct A Needs Assessment	0	0.0	2	5.3	1	0.5
Promote The Program	0	0.0	0	0.0	1	0.5

Table 4.68

VI. Evaluation: Recommended Changes to Improve Programming--Level

CHANGES	COUNSELORS		SECOND LINE		FIRST LINE		OTHER	
	n	%	n	%	n	%	n	%
Start A Planned Program	29	27.4	22	26.2	9	22.0	14	21.9
Offer Flexible Scheduling And Multiple Offerings	8	7.5	3	3.6	1	2.4	6	9.4
Gain Administrative Support	5	4.7	7	8.3	1	2.4	4	6.3
Encourage Staff Participation	3	2.8	6	7.1	1	2.4	6	9.4
Provide Release Time	5	4.7	6	7.1	4	9.8	0	0.0
Allocate Adequate Funding	3	2.8	7	8.3	2	4.9	1	1.6
Utilize Both Outside Consultants An In-House Staff	3	2.8	2	2.4	1	2.4	1	1.6
Emphasize Accountability And Evaluation Of Activities	4	3.8	0	0.0	1	2.4	1	1.6
Appoint A Coordinator	0	0.0	3	3.6	0	0.0	2	3.1
Conduct A Needs Assessment	0	0.0	0	0.0	3	7.3	0	0.0
Promote The Program	0	0.0	0	0.0	0	0.0	1	1.6

of activities, (9) Appoint a coordinator, (10) Conduct a needs assessment, and (11) Promote the program. The most popular overall change is: Start a planned program.

By size, the most popular recommended change for all categories is: Start a planned program. The next most often mentioned change is: small institutions--Provide release time, medium institutions--Allocate adequate funding, and large institutions--Offer flexible scheduling and multiple offerings.

By level, the most popular recommended change for all categories is: Start a planned program. The next most often mentioned change is: counselors--Offer flexible scheduling and multiple offerings, second-line administrators-- both Gain administrative support and Allocate adequate funding, first-line administrators--Provide release time, and other practitioners--both Offer flexible scheduling and multiple offerings and Encourage staff participation.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In Chapter V, a summary of the development of the study
--its findings, conclusions, and recommendations--is offered.
The presentation includes the following specific areas:
(a) Introduction, (b) Summary of the Development of the Study,
(c) Descriptive Findings of the Study, (d) Conclusions of
the Study, (e) Recommendations for Practice, and (f) Recom-
mendations for Further Research.

Introduction

The demands on community colleges have been tremendous.
Community colleges have proclaimed their mission to be ex-
tremely broad in scope. Community colleges have accepted a
monumental task. It is surprising how little attention has
been given to the development of the staff, especially the
staff of student services practitioners, to cope with the
enormous challenges presented by community colleges.

Prior to 1970, staff development usually consisted of
staff attendance at conferences, an occasional sabbatical,
and the familiar one- or two-day workshop at the beginning
of the fall term. Often, most of the fall workshops were
devoted to procedural matters rather than to substantive

staff development.

In recent years, however, staff development programming has begun to come to the forefront of attention in community colleges. With the added emphasis on staff development, there has also come a new view. Whereas staff development previously referred to such practices as providing sabbatical leaves or travel money, the term now generally refers to an entire range of activities.

This new emphasis on staff development for student services practitioners results from several significant forces of change impinging on community colleges. The forces of change include the following: steady state environment, decreased staff mobility, accountability and fiscal crunch, increased litigation and external regulation, changing clientele, attrition rates and compensatory programs, changing technologies and delivery systems, and current interest in vocationalism and competence.

All of these forces are having and will continue to have an enormous impact on student services practitioners within community colleges. If there is one word that adequately describes the future of student services within community colleges, it is change--change in staff roles, change in program trends, and change in organizational structures. Staff development offers an excellent means not only to deal with change but also to revitalize student services staff and programs.

Summary of the Development of the Study

Purpose of the Study

The purpose of the study was to analyze through a questionnaire the nature and extent of staff development programming for full-time, professional student services practitioners within Michigan community colleges. It was also the purpose of the study to determine and describe differences: (1) among three different size categories of institutions, and (2) among four different level categories of student services practitioners. More specifically, the study on staff development programming was designed for the following purposes:

1. To examine which objectives or purposes are most important and to determine if any of these objectives are in writing.

2. To explore which components or elements are suggested in the literature and to determine the current and preferred status of these concepts and methods.

3. To identify which barriers decrease or hinder success and/or participation.

4. To survey which incentives would increase or improve success and/or participation and to determine which are actually used.

5. To analyze which activities are worthwhile or beneficial and to determine the frequency of their use.

6. To review which general topics were outstanding during past year activities.

7. To define which general topics should be emphasized in future activities.

8. To investigate which evaluation methods would be useful and to determine which are actually used.

9. To determine what <u>priority</u> is given to staff development.

10. To summarize what <u>changes</u> are recommended to improve staff development.

Review of the Literature

In Chapter II, the literature is reviewed. Only the pertinent literature directly relating staff development to community college student services practitioners is examined. The presentation includes the following significant areas: (a) Revitalized Definition of Staff Development, (b) Importance of Staff Development, (c) Objectives of Staff Development, (d) Components of Staff Development, (e) Barriers and Incentives to Staff Development, (f) Activities Involved in Staff Development, and (g) Evaluation of Staff Development.

The term "staff development" connotes different things to different writers. Various definitions are presented to better understand the term as it relates to programming.

Several writers also cite different reasons for valuing staff development programming. Staff development is important for: meeting the pressures of change and conflict, keeping staff informed, upgrading skills, abilities, and technologies, training staff, and improving student services programs. Staff development is also important for: improving morale, stimulating creative problem solving, facilitating goal-setting, and increasing productivity and efficiency.

Tables 2.1 and 2.2 outline particular objectives and distinguishable components for the design and implementation

of staff development programs. The objectives and components
are listed from most to least often suggested. Recommenda-
tions from community college and/or student services experts,
practitioners, and researchers are tallied and compared within
the tables.

Several writers also present what they view as formid-
able barriers and possible incentives for staff development
programming. The various barriers and incentives must be con-
sidered in the early needs assessment to decrease resistance
and increase participation. Voluntary, rather than mandatory
or contractual, participation is strongly recommended to maxi-
mize the success of the entire staff development program.

Although a general consensus exists relating the value
of staff development to student services practitioners, there
is less than complete agreement regarding how the programs
should be implemented and how much emphasis should be given
to certain activities as compared to others. Numerous writers
present different activities, specific models, and national
studies for review. Only the creative abilities, management
skills, and fiscal and human resources of student services
practitioners limit the possibilities.

While the literature of staff development is replete
with descriptions of programs, little evidence is available
regarding the impact of these programs on participants, divi-
sions, institutions, and students. Various writers stress
the need for evaluation and suggest different guidelines
and available methods to complete the task.

Methodology of the Study

In Chapter III, the methodology used in the descriptive study is reviewed. The sample selected for the study includes only full-time, professional student services practitioners within the 29 Michigan community colleges. The 29 Michigan community colleges comprise a total of 38 individual compuses. The sample does not include either part-time or support staff. Because of the differences among the many campuses, only full-time, professional staff from the following areas are included in the study: admissions, records, counseling, student activities, financial aid, placement, housing, and dean's office.

The sample surveys three different size categories of institutions: (1) 1-4000 students, (2) 4001-8000 students, and (3) More than 8000 students. The sample also surveys four different level categories of student services practitioners: (1) Guidance counselors (within counseling office), (2) Second-line administrators (chairpersons, directors, coordinators, department heads), (3) First-line administrators (vice-presidents, deans, assistant deans), and (4) Other professional student services practitioners (within admissions, records, counseling, student activities, financial aid, placement, housing, and dean's office).

The instrument used in the study is the questionnaire. Six main sections comprise the instrument: (1) General Information, (2) Objectives or Purposes, (3) Components or Elements, (4) Barriers and Incentives, (5) Activities, and (6) Evaluation. The questionnaire is printed on a three page foldout (8½ x 11

both sides). The completion time for the 17 multiple choice and short answer questionnaire is estimated at less than 20 minutes. For most questions, participants are asked to simply check (✓) the appropriate response. For other questions, participants are asked to respond according to the given instructions.

The data collection includes four major steps. The first step involves obtaining the endorsement of the Michigan Association of Community College Student Personnel Administrators (MACCSPA). The second step involves contacting by telephone the chief student services administrators at the 38 Michigan community college campuses to explain the purpose of the study, to obtain their overall willingness to participate, and to attain an estimate of the number of full-time, professional student services practitioners at each campus. The third step involves forwarding to each division head an institutionally-coded package of materials containing the following: appropriate number of questionnaires and envelopes, general cover letters, special cover letter, endorsement letter, return post card, and return mailing envelope. The fourth step involves completing the study. Follow-up procedures include several methods and techniques: first follow-up letter, early thank you letter, second follow-up letter, late thank you letter, first telephone call, second telephone call, and third telephone call. Throughout the entire follow-up procedure, the important role of each division head is acknowledged as vital to the success of the study.

Finally, the data analysis consists of coding and key-punching the questionnaire responses for computer analysis. Using the computer program entitled "The Statistical Package for the Social Sciences" (SPSS), specific information is analyzed from the six sections of the questionnaire: (1) General Information, (2) Objectives or Purposes, (3) Components or Elements, (4) Barriers and Incentives, (5) Activities, and (6) Evaluation. Differences are determined and described among three different size categories and among four different level categories. Descriptive statistics are used to analyze the responses. Narratives and tables are used to present the information.

Descriptive Findings of the Study

The following descriptive findings highlight the study:

1. Representing all 38 campuses to some degree, almost one-half of the 295 respondents indicate the presence of a staff development program. Large institutions and counselors are more likely than other groups to have a program. Thus, staff development has advanced from a series of individual events to an ongoing process within many student services divisions. Especially among large institutions and counselors, staff development is considered a direct function rather than an additional activity of student services divisions.

2. The mode for the length of existence is 3-5 years among institutions having a staff development program. Thus, even though staff development is not a new idea, division-wide

staff development programming for student services practitioners is a fairly new concept.

3. The mode for the number of hours per month devoted to staff development is 1-2 hours among institutions having a staff development program. Thus, despite the forces of change impinging on community colleges and student services practitioners, the mode of 1-2 hours per month is feasible. Allocating more time to staff development may be idealistic but unrealistic.

4. Overall, the following objectives are ranked: first --to learn new skills and competencies related to performance and second--to design new programs to better meet student needs and demands. These rankings are consistent with Miller's (1975) national study. These objectives are also consistent with the objectives suggested by various writers in Table 2.1.

5. General agreement exists regarding the following concepts: (a) Staff needs should determine the basis for the staff development program. (b) Specific responsibility for the staff development program should be assigned to one person. (c) Participation is vital to the success of the staff development program. These concepts are consistent with the components recommended by various writers in Table 2.2.

6. General agreement also exists regarding the following methods: (a) Staff discussion should be used to determine staff needs. (b) Specific responsibility for the staff development program should be assigned to the chief administrator. Counselors and second-line administrators, however,

would assign specific responsibility to the division chair-
person. (c) Voluntary participation should be used to en-
courage attendance at activities. These methods are con-
sistent with the components recommended by various writers
in Table 2.2.

7. Overall, the barriers that most likely decrease
programming are: first--time, second--time, and third--
funding. These barriers are consistent with Gross (1963)
who ranks: first--time and second--funding. These barriers
are inconsistent, however, with Miller (1975) who ranks:
first--cost, second--probable benefit, and third--location
of activity.

8. Overall, the incentives that most likely increase
programming are: first--released time, second--personal
growth, and third--professional growth. These incentives
are inconsistent with Gross (1963) who ranks: first--interest
and desire of program participants. The incentives are con-
sistent, however, with Miller (1975) who ranks: first--
development of specific skills and second--exposure to new
approaches and resource utilization. The incentives are also
consistent with Novak and Barnes (1977) who rank: first--
personal and professional growth.

9. Overall, the off-campus activities that are consid-
ered most worthwhile or benficial for staff development pro-
gramming include: first and second--conventions and profes-
sional meetings. Overall, the on-campus activities that are
considered most worthwhile or beneficial include: first--

in-house continuing seminars and second--short-term workshops.
These activities are consistent with Gross (1963) who ranks:
first--professional meetings and second--staff seminars.
These activities are consistent with Morphy (1978) who ranks:
first--off-campus workshops. These activities are consistent
with Miller (1975) who ranks: first--professional off-campus
workshops and second--professional on-campus workshops. These
activities are also consistent with Rhatigan and Crawford
(1978) who rank: first--personal exchange of ideas and second
--professional meetings.

    10. Overall, the evaluation methods that are most useful
for measuring staff development activities are: first and
second--self-reports. These evaluation methods are consistent
with Gross (1963) and Morphy (1978) who both rank: first--
informal self-reports. These evaluation methods are incon-
sistent, however, with Novak and Barnes (1977) who rank:
first (Florida)--standardized tests and first (Illinois)--
experimental designs.

Conclusions of the Study

    After analyzing the descriptive findings presented in
Chapter IV, the following conclusions are offered:

    1. The high return rate to the questionnaire is inter-
preted as an indication of considerable interest in staff
development. The low priority assigned to staff development
and the absence of staff development programs among almost
one-half of the respondents, however, are interpreted as

indications that staff development has not advanced from a series of individual events to an ongoing process within many student services divisions.

2. Small and large institutions appear to follow similar response patterns regarding objectives, components, barriers, incentives, activities, and evaluation criteria for staff development programming. Medium institutions, however, appear to follow different response patterns regarding the above mentioned areas.

3. No particular response patterns are observed among the four level categories of student services practitioners. Although some overlapping occurs, each level appears to have its own needs and opinions regarding staff development programming objectives, components, barriers, incentives, activities, and evaluation criteria.

4. Although large institutions and counselors are more likely than other groups to record the presence of a staff development program; small and large institutions and second-line administrators are more likely than other groups to assign a higher priority to staff development.

5. The most often recommended change overall, by size category, and by level category is to start a division-wide staff development program. This recommendation is interpreted as an indication of new or continued interest in staff development programming.

Recommendations for Practice

As a result of the above findings and conclusions, the following recommendations are presented for consideration:

1. Division-wide staff development programs should be started or updated to better meet the needs of student services practitioners. This recommendation is based on the following factors: (1) Starting a planned program is the most popular recommended change overall, by size of institution, and by level of practitioner. (2) Less than one-half of the respondents indicate the existence of a staff development program. (3) The literature strongly supports the benefits of staff development programming.

2. The most worthwhile and beneficial objectives, components, incentives, activities, and evaluation criteria should be considered in organizing or revising staff development programs. The needs and opinions of different sizes of institutions and different levels of practitioners should also be reviewed.

3. Objectives related to staff development programming should be clear and in writing. Evaluation techniques should be maintained, both on a division-wide and individual basis, to correlate the objectives with the needs of the staff and the results of the program.

4. Chief student services administrators and division chairpersons should be instrumental in allocating released time for the ongoing process and in setting the tone for the success of the division-wide program.

5. Staff development should become a highly visible priority item along with other divisional needs, opportunities, and/or problems. Only in this way will staff development programming become a direct function of the student services division.

Recommendations for Further Research

As a result of the literature reviewed in Chapter II and the findings described in Chapter IV, further research is indicated for determining the impact of staff development programming on practitioners, divisions, institutions, and students. With the present shortage of funds throughout higher education, this type of research is especially important to justify continued funding and expansion of staff development efforts.
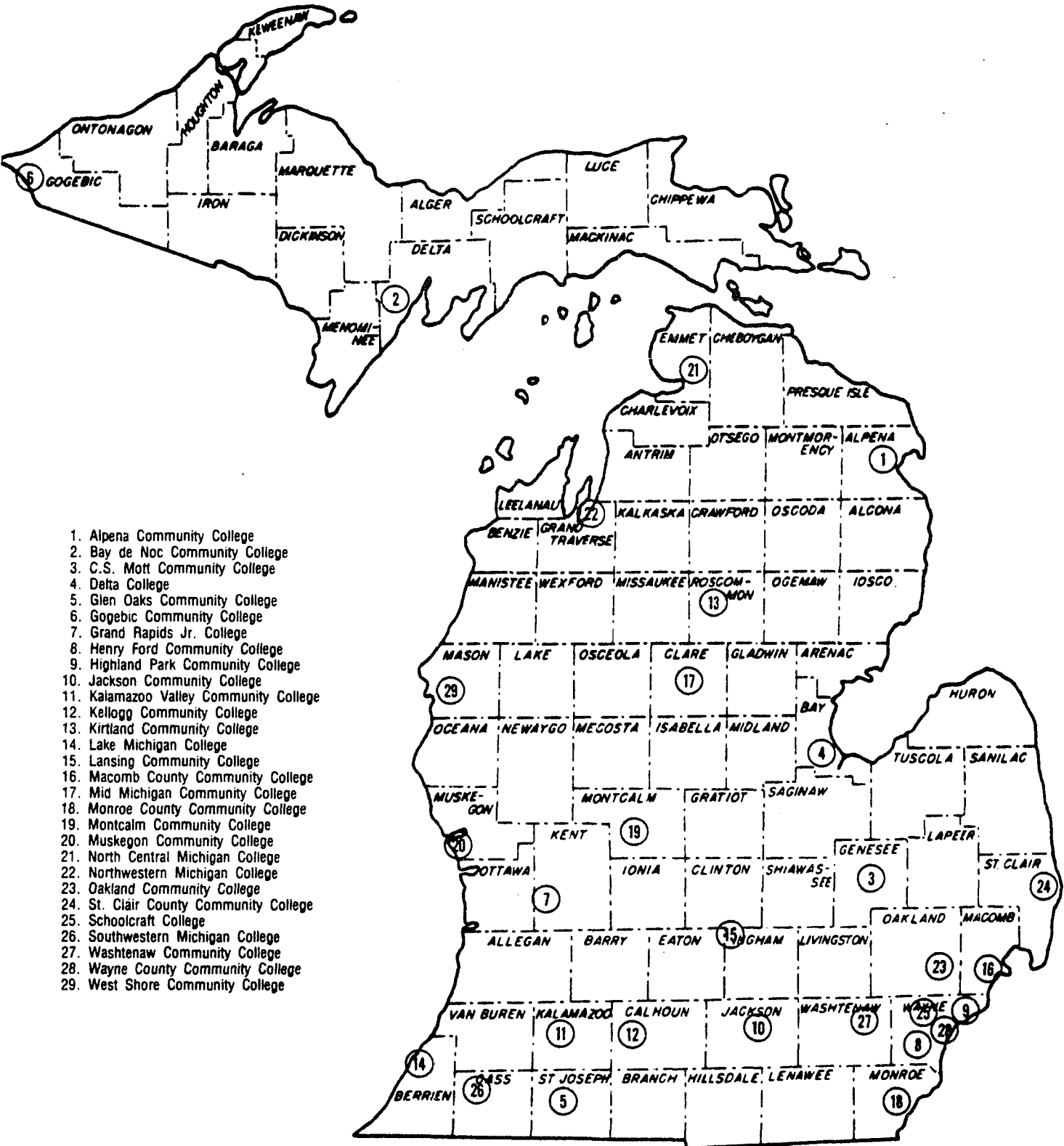
In conclusion, there are no indications that staff development programming has experienced the loss of momentum so characteristic of other innovative ventures in higher education. Interest in staff development continues to grow. Thus, staff development programming is not a luxury or a frill; it is a vital means of keeping an expensive and sophisticated instrument functioning at its best to cope with the changes of the future.

APPENDICES

APPENDIX A

MICHIGAN PUBLIC JUNIOR AND COMMUNITY COLLEGES

MICHIGAN PUBLIC JUNIOR
AND COMMUNITY COLLEGES

1. Alpena Community College
2. Bay de Noc Community College
3. C.S. Mott Community College
4. Delta College
5. Glen Oaks Community College
6. Gogebic Community College
7. Grand Rapids Jr. College
8. Henry Ford Community College
9. Highland Park Community College
10. Jackson Community College
11. Kalamazoo Valley Community College
12. Kellogg Community College
13. Kirtland Community College
14. Lake Michigan College
15. Lansing Community College
16. Macomb County Community College
17. Mid Michigan Community College
18. Monroe County Community College
19. Montcalm Community College
20. Muskegon Community College
21. North Central Michigan College
22. Northwestern Michigan College
23. Oakland Community College
24. St. Clair County Community College
25. Schoolcraft College
26. Southwestern Michigan College
27. Washtenaw Community College
28. Wayne County Community College
29. West Shore Community College

APPENDIX B

NAMES AND ADDRESSES OF

CHIEF STUDENT SERVICES ADMINISTRATORS

APPENDIX B

NAMES AND ADDRESSES OF

CHIEF STUDENT SERVICES ADMINISTRATORS

Mr. John McCormack
Dean, Students and
   Administrative Services
Alpena Community College
Alpena, MI 49707

Mr. K. James Peterson
Dean of Student Services
Bay de Noc Community College
Escanaba, MI 49829

Mr. Richard Johnson
Dean of Student Personnel
Charles Stewart Mott
   Community College
Flint, MI 48503

Mr. Ellsworth Duguid
Dean of Student Affairs
Delta College
University Center, MI 48710

Mrs. Lynn Wonnacott
Director of Student Development
Glen Oaks Community College
Centreville, MI 49032

Mr. David Lindquist
Dean of Student Personnel
Gogebic Community College
Ironwood, MI 49938

Dr. Allen Jackson
Dean of College Services
Grand Rapids Junior College
Grand Rapids, MI 49052

Mr. Wallace Smith
Dean, Student Personnel Services
Henry Ford Community College
Dearborn, MI 48128

Dr. Carolyn Williams
Dean of Student Services
Highland Park College
Highland Park, MI 48203

Mr. Douglas Mowry
Vice-President for Student
   Affairs
Jackson Community College
Jackson, MI 49201

Dr. Bruce Kocker
Dean of Students
Kalamazoo Valley Community
   College
Kalamazoo, MI 49009

Dr. Chris Zichterman
Vice-President for Community
   and Student Services
Kellogg Community College
Battle Creek, MI 49016

Mr. William Ingleson
Career Advisor
Kirtland Community College
Roscommon, MI 48653

Dr. Tony Swerbinsky
Acting Dean of Students
Lake Michigan College
Benton Harbor, MI 49022

Dr. William Schaar
Dean, Student Personnel
   Services
Lansing Community College
Lansing, MI 48914

Mr. Eugene Guswiler
Dean of Students
Macomb County Community
   College--Center Campus
Mt. Clemens, MI 48044

APPENDIX B (CONTINUED)

NAMES AND ADDRESSES OF

CHIEF STUDENT SERVICES ADMINISTRATORS

Mr. Karl Wagner
Dean of Student Services
Macomb County Community
    College--South Campus
Warren, MI 48093

Mr. T. Allen Nichols
Dean of Student Services
Mid Michigan Community College
Harrison, MI 48625

Mr. Gerald Welch
Dean of Student Personnel Services
Monroe County Community College
Monroe, MI 48161

Mr. Robert Minnick
Director of Student Services
Montcalm Community College
Sidney, MI 48885

Dr. Preston Pulliams
Dean of Students
Muskegon Community College
Muskegon, MI 49442

Mr. Dave Munger
Dean of Students
North Central Michigan College
Petoskey, MI 49770

Dr. Lornie Kerr
Dean of Student Services
Northwestern Michigan College
Traverse City, MI 49684

Dr. George Mitchell
Dean of Students
Oakland Community College
Auburn Hills Campus
Auburn Heights, MI 48057

Mr. Prentice Ryan
Dean of Students
Oakland Community College
Highland Lakes Campus
Union Lake, MI 48085

Mr. Charles Yeramian
Dean of Student Personnel
    Services
Oakland Community College
Orchard Ridge Campus
Farmington, MI 48024

Dr. Virginia Svagr Cooper
Dean, Administration and
    Personnel Services
Oakland Community College
Southeast Campus
Royal Oak, MI 48067

Dr. F. B. Hauenstein
Dean of Student Affairs
St. Clair County Community
    College
Port Huron, MI 48060

Mr. Edward V. McNally
Vice-President for Student
    Affairs
Schoolcraft College
Livonia, MI 48151

Mr. David Schultz
Vice-President for Student
    Services
Southwestern Michigan College
Dowagiac, MI 49047

Dr. Calvin Williams
Acting Dean, Student Personnel
    Services
Washtenaw Community College
Ann Arbor, MI 48106

APPENDIX B (CONTINUED)

NAMES AND ADDRESSES OF

CHIEF STUDENT SERVICES ADMINISTRATORS

Mr. Fred Novack
Student Services Director
Wayne County Community College
Central Office
Detroit, MI 48201

Mr. Brian Callaghan
Student Services Counselor
Wayne County Community College
Downriver Region
Taylor, MI 48180

Ms. Millie Tanner
Student Services Director
Wayne County Community College
Downtown Region
Detroit, MI 48226

Ms. Casandra Lewis
Student Services Director
Wayne County Community College
Eastern Region
Detroit, MI 48224

Ms. Yvonne McGee
Student Services Director
Wayne County Community College
Northwest Region
Detroit, MI 48228

Ms. Janet Maxey
Student Services Director
Wayne County Community College
Western Region
Ingster, MI 48141

Dr. Samuel Mazman
Dean, Student Services
West Shore Community College
Scottville, MI 49454

APPENDIX C

SIZE CATEGORIES OF INSTITUTIONS

APPENDIX C

SIZE CATEGORIES OF INSTITUTIONS

1 - 4000		4001 - 8000		More Than 8000	
Alpena	2	Kalamazoo	3	Charles Stewart Mott	19
Bay de Noc	3	Kellogg	6	Delta	31
Glen Oaks	6	Muskegon	8	Grand Rapids	11
Gogebic	5	St. Clair County	6	Henry Ford	13
Highland Park	6	Schoolcraft	16	Jackson	5
Kirkland	4			Lansing	21
Lake Michigan	3			Macomb --	
Mid Michigan	4			Center	7
Monroe	4			South	23
Montcalm	4			Oakland --	
North Central	3			Auburn Hills	7
Northwestern Michigan	9			Highland Lakes	5
Southwestern Michigan	4			Orchard Ridge	7
West Shore	3			Southeastern	5
				Washtenaw	15
				Wayne County --	
				Central	9
				Downriver	3
				Downtown	2
				Eastern	5
				Northwest	2
				Western	6

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APPENDIX D

LEVEL CATEGORIES OF STUDENT SERVICES PRACTITIONERS

LEVEL CATEGORIES OF STUDENT SERVICES PRACTITIONERS

COMMUNITY COLLEGE	COUNSELORS	SECOND LINE	FIRST LINE	OTHER	TOTAL
Alpena	1		1		2
Bay de Noc	1		1	1	3
Charles Stewart Mott	4	7	1	7	19
Delta	9	11	3	8	31
Glen Oaks	2	3	1		6
Gogebic		1	1	3	5
Grand Rapids	1	5	2	3	11
Henry Ford	9	1	1	2	13
Highland Park	2	2	1	1	6
Jackson	2	2	1		5
Kalamazoo		1	2		3
Kellogg	1	2	1	2	6
Kirkland			1	3	4
Lake Michigan	1		1	1	3
Lansing	7	11		3	21

LEVEL CATEGORIES OF STUDENT SERVICES PRACTITIONERS

COMMUNITY COLLEGE	COUNSELORS	SECOND LINE	FIRST LINE	OTHER	TOTAL
Macomb County --					
Center	5		2		7
South	11	4	4	4	23
Mid Michigan	1	1	1	1	4
Monroe	2	1	1		4
Montcalm	2	2			4
Muskegon	4	1	2	1	8
North Central	1	1	1		3
Northwestern	1	3	1	4	9
Oakland --					
Auburn Hills	4	1	1	1	7
Highland Lakes	1	1	1	2	5
Orchard Ridge		4	1	2	7
Southeast	3			2	5
St. Clair County	2	1	1	2	6

LEVEL CATEGORIES OF STUDENT SERVICES PRACTITIONERS

COMMUNITY COLLEGE	COUNSELORS	SECOND LINE	FIRST LINE	OTHER	TOTAL
Schoolcraft	11	2	2	1	16
Southwestern			3	1	4
Washtenaw	5	5	1	4	15
Wayne County --					
Central	2	6		1	9
Downriver	2			1	3
Downtown	1			1	2
Eastern	4			1	5
Northwest	1	1			2
Western	3	2		1	6
Westshore		2	1		3

APPENDIX E

A QUESTIONNAIRE

TO ANALYZE STAFF DEVELOPMENT PROGRAMMING

FOR STUDENT SERVICES PRACTITIONERS

WITHIN MICHIGAN COMMUNITY COLLEGES

A QUESTIONNAIRE
TO ANALYZE STAFF DEVELOPMENT PROGRAMMING
FOR STUDENT SERVICES PRACTITIONERS
WITHIN MICHIGAN COMMUNITY COLLEGES

Definition: A Staff Development Program includes all activities, planned in accordance with specific or assumed objectives, that are intended to contribute to the continuing professional and/or personal growth of individuals comprising a student services staff. Some phases of a Staff Development Program may be applicable to an entire staff while other phases may be appropriate only to certain staff members. Regular staff meetings dealing with daily routine matters are not considered a part of a Staff Development Program.

Directions: Most items can be answered by placing a check (✔) mark in the blank box ( ). Please respond appropriately where information is requested for other questions. Completion time: 20 minutes.

I. General Information:

   1. What is the size (head count) of your institution?

      ( ) 1. 1-4000 students
      ( ) 2. 4001-8000 students
      ( ) 3. More than 8000 students

   2. Please print the title of your position and department.

_____

      Also, what is the general classification of your position?

      ( ) 1. Guidance counselor (within counseling office)
      ( ) 2. Second-line administrator (chairperson, director, coordinator, department head)
      ( ) 3. First-line administrator (vice-president, dean, assistant dean)
      ( ) 4. Other professional student services practitioner (within admissions, records, student activities, financial aid, placement, housing, or dean's office)

   3. How long have you been employed within your Division of Student Services?

      ( ) 1. Less than 1 year
      ( ) 2. 1-2 years
      ( ) 3. 3-5 years
      ( ) 4. 6-9 years
      ( ) 5. More than 9 years

   4. To your knowledge, does your Division of Student Services presently have a Staff Development Program?

      ( ) 1. Yes
      ( ) 2. Unsure, do not know
      ( ) 3. No

5. To your knowledge, how long has your Staff Development Program existed within your Division of Student Services?

    ( ) 1. No program presently exists
    ( ) 2. Less than 1 year
    ( ) 3. 1-2 years
    ( ) 4. 3-5 years
    ( ) 5. 6-9 years
    ( ) 6. More than 9 years

6. Approximately, how many hours per month do you participate in Divisional Staff Development Activities?

    ( ) 1. 0 hours per month
    ( ) 2. 1-2 hours per month
    ( ) 3. 3-4 hours per month
    ( ) 4. 5-6 hours per month
    ( ) 5. 7-8 hours per month
    ( ) 6. More than 9 hours per month

II. Objectives or Purposes

7. In your opinion, which general purposes are most important for your Divisional Staff Development Program? Please rank the two choices which best describe your opinion. Place a "1" in front of your first choice. Place a "2" in front of your second choice. Please do not rank any other items. Just rank your first and second choices.

    ( ) 1. Opportunity to become aware of the many different services, programs, and involvements of the Division of Student Services.
    ( ) 2. Opportunity to explore timely issues and trends related to higher education and student services work.
    ( ) 3. Opportunity to learn new skills and competencies related to job performance.
    ( ) 4. Opportunity to solve old problems, new problems, and perplexing problems related to student services work.
    ( ) 5. Opportunity to design new programs to better meet student needs and demands.
    ( ) 6. Opportunity to stimulate staff toward personal growth and introspection.
    ( ) 7. Opportunity to interact with fellow professionals within the Division as well as the community college.
    ( ) 8. Other objectives (please explain)

    _____

8. To your knowledge, are any of your purposes or objectives for your Staff Development Program in writing?

    ( ) 1. Yes
    ( ) 2. Unsure, do not know
    ( ) 3. No

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III. Components or Elements:

9. The following concepts, derived from the literature are generally considered to be important in the design of a Staff Development Program (SDP). Controversy exists, however, regarding which methods are most effective for implementation. Please check (✔) the appropriate box ( ) to indicate your opinion regarding the current and preferred status of your Staff Development Program.

Current Status   Preferred Status

1 = Is part of program   4 = Should be part of program
2 = Undecided, no opinion   5 = Undecided, no opinion
3 = Is not part of program   6 = Should not be part of program

		Current Status			Preferred Status		
		1	2	3	4	5	6
Concept:	Staff needs determine the basis for the SDP.	( )	( )	( )	( )	( )	( )
Method:	Staff needs are determined by:						
	1. Survey	( )	( )	( )	( )	( )	( )
	2. Staff discussion	( )	( )	( )	( )	( )	( )
	3. Advisory committee	( )	( )	( )	( )	( )	( )
	4. Administrative decree	( )	( )	( )	( )	( )	( )
	5. Other (please explain)	( )	( )	( )	( )	( )	( )
Concept:	Specific responsibility for Staff Development Programming is assigned to one person.	( )	( )	( )	( )	( )	( )
Method:	Responsibility is assigned to:						
	1. Chief administrator	( )	( )	( )	( )	( )	( )
	2. Division chairperson	( )	( )	( )	( )	( )	( )
	3. Division staff member	( )	( )	( )	( )	( )	( )
	4. Committee chairperson	( )	( )	( )	( )	( )	( )
	5. Special SDP officer	( )	( )	( )	( )	( )	( )
	6. Other (please explain)	( )	( )	( )	( )	( )	( )
Concept:	Participation is vital to the success of the SDP.	( )	( )	( )	( )	( )	( )
Method:	Participation is:						
	1. Voluntary	( )	( )	( )	( )	( )	( )
	2. Mandatory	( )	( )	( )	( )	( )	( )
	3. Contractual	( )	( )	( )	( )	( )	( )
	4. Other (please explain)	( )	( )	( )	( )	( )	( )

IV. <u>Barriers and Incentives:</u>

10. In your opinion, which <u>general barriers</u> most generally decrease or hinder the success and/or participation of your Staff Development Program? Please rank the <u>three choices</u> (1, 2, 3) which best describe your opinion.

( ) 1. <u>Time</u>--scheduling of activities is inadequate or inflexible

( ) 2. <u>Location</u>--site of activities is inconvenient or inaccessible.

( ) 3. <u>Funding</u>--limited or no money is available to cover activity expenses.

( ) 4. <u>Leadership</u>--no particular person or group is responsible for planning activities.

( ) 5. <u>Expertise</u>--knowledge or technique for organizing activities is insufficient.

( ) 6. <u>Support</u>--administrative support for staff development is lacking.

( ) 7. <u>Promotion</u>--activities are not communicated or advertised to participants.

( ) 8. <u>Interest</u>--staff see little or no need for staff development activities.

( ) 9. <u>Relevance</u>--activities have little or no value, practicality, or applicability.

( ) 10. <u>Decentralization</u>--staff coordination or unity is restricted or lacking.

( ) 11. <u>Collective Bargaining</u>--contractual agreements prevent or limit activities.

( ) 12. Other barriers (please explain)

11. In your opinion, which <u>general incentives</u> would most likely increase or improve the success and/or participation of your Staff Development Program? Please rank the <u>three choices</u> (1, 2, 3) which best describe your opinion. Also, please indicate which incentives are actually used within your Division of Student Services.

<u>Opinion</u>		<u>Actual</u>
( ) 1.	Released time	1. ____
( ) 2.	Promotions	2. ____
( ) 3.	Salary increases	3. ____
( ) 4.	Participation payment	4. ____
( ) 5.	Merit pay points	5. ____
( ) 6.	Personal growth	6. ____
( ) 7.	Professional growth	7. ____
( ) 8.	Peer recognition	8. ____
( ) 9.	Divisional recognition	9. ____
( ) 10.	Institutional recognition	10. ____
( ) 11.	Public recognition	11. ____
( ) 12.	Travel to conferences or colleges	12. ____
( ) 13.	Continuing education units	13. ____
( ) 14.	Graduate credit	14. ____
( ) 15.	Other incentives (please explain)	15. ____

V. Activities:

12. In your opinion, which general activities are the most worth-while or beneficial for your Staff Development Program? Please rank two off-campus choices (1, 2) and two on-campus choices (1, 2) which best describe your opinion. Also, please indicate the number of times you have used each activity during the past year.

Opinion   Frequency

Off-Campus Activities

( ) 1. Conventions or professional meetings   1. _____
( ) 2. Summer or year-long institutes   2. _____
( ) 3. College visitations   3. _____
( ) 4. Staff retreats   4. _____
( ) 5. Sabbaticals, staff exchange programs,   5. _____
         apprenticeships, or course work
( ) 6. Other activities (please explain)   6. _____

On-Campus Activities

( ) 7. In-house continuing seminars   7. _____
( ) 8. Short-term workshops   8. _____
( ) 9. Encounter groups, role playing,   9. _____
         or case studies
( ) 10. Packaged programs, tape recordings,   10. _____
         or films
( ) 11. Professional reading   11. _____
( ) 12. Other activities (please explain)   12. _____

13. In your opinion, what general topics were outstanding during your past year of Staff Development Activities?

_____

_____

_____

_____

14. In your opinion, what general topics should be emphasized during future Staff Development Activities?

_____

_____

_____

_____

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VI. Evaluation:

15. In your opinion, which general evaluation methods would be most useful for evaluating your Staff Development Program? Please rank the two choices (1, 2) which best describe your opinion. Also, please indicate which evaluation methods are actually used within your Division.

Opinion   Actual

( ) 1. Questionnaires--used by program par-   1. _____
        ticipants to rate specific programs.
( ) 2. Self-reports--used by participants   2. _____
        to value program activities.
( ) 3. Interviews--used to obtain the opin-   3. _____
        ions and perceptions of participants.
( ) 4. Observed changes--used to note differ-   4. _____
        ences in behavior or job performance.
( ) 5. Attendance and attrition rates--used   5. _____
        to evaluate interest in activities.
( ) 6. Completion of MBO's or ABO's by staff   6. _____
        members--used to recognize improvement.
( ) 7. Program instructors, leaders, or fa-   7. _____
        cilitators--used to rate programs.
( ) 8. Outside consultants--used to decide   8. _____
        which activities are meeting goals.
( ) 9. Supervisors--used to acknowledge   9. _____
        changes in services or programs.
( ) 10. Other methods (please explain)   10. _____

---

16. In your opinion, what is the priority given to your Staff Development Program relative to other Division needs, opportunities, and/or problems?

( ) 1. High priority item
( ) 2. Moderate priority item
( ) 3. Low priority item

17. In your opinion, what changes would you recommend to improve the Staff Development Program within your Division of Student Services?

_____

_____

_____

_____

THANK YOU FOR YOUR ATTENTION AND COOPERATION IN COMPLETING THIS QUESTIONNAIRE. YOUR COMMENTS AND SUGGESTIONS WILL BE USED TO IMPROVE FUTURE STAFF DEVELOPMENT PROGRAMMING.

APPENDIX F

MACCSPA LETTER OF ENDORSEMENT

APPENDIX F

MACCSPA LETTER OF ENDORSEMENT

October 15, 1980

Dear Student Services Professional:
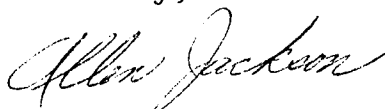
In recent years, staff development, especially for student services professionals has begun to come to the forefront of attention in Michigan community colleges. The stark reality of finite resources, both human and financial, cannot be ignored in justifying the many efforts made and expenditures incurred in the name of staff development.

The enclosed questionnaire is being conducted by Carol Barnes, a doctoral student at Michigan State University, under the chairmanship of Dr. Max Raines. The survey is entitled "A Questionnaire to Analyze Staff Development Programming for Student Services Practitioners Within Michigan Community Colleges." The idea for the project began last year and was approved by the Board of the Michigan Association of Community College Student Personnel Administrators.

The study is now ready for your participation. Your cooperation is vital to the success of the study. MACCSPA encourages you and your staff to participate and cooperate fully in this research study. MACCSPA considers the enclosed investigation to be a worthwhile and timely endeavor. The results of the study should be of value to both you and your staff in planning and improving future staff development programming.

Thank you for taking time from your busy schedules to participate in this important and pertinent project.

Sincerely,

Dr. Allen Jackson
President, MACCSPA

APPENDIX G

GENERAL COVER LETTER

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

October 15, 1980

Dear Student Services Professional:

Although there are numerous demands on your time, will you take a few moments for a task which may have significance for improving staff development programming among student services professionals?

At a time of decreased staff mobility and drastic budget cuts, maintaining staff morale and efficiency in community colleges is extremely difficult. Because of these conditions, staff development for student services professionals has attracted new interest. The purpose of the enclosed survey is to analyze staff development programming for full-time student services professionals within the twenty-nine Michigan community colleges.

By obtaining comments and suggestions from student services professionals, valuable information can be provided and shared to improve staff development programming among Michigan community colleges. The enclosed research study is being conducted under the chairmanship of Dr. Max Raines at Michigan State University. The project has also been recognized and endorsed by the Michigan Association of Community College Student Personnel Administrators.

As a full-time student services professional within Admissions, Records, Counseling, Student Activities, Financial Aid, Placement, Housing, or Dean's Office; will you take a few minutes to complete the enclosed questionnaire? Your cooperation and participation are vital to the success of the study. Upon completion, please place the questionnaire in the same white envelope, seal the envelope, and return the envelope to your Dean of Student Services.

Be assured that the information requested is for summation only and that strict confidentiality of response will be maintained. No community college or student services professional will be identified. Results of the study will be forwarded to your Division of Student Services.

Thank you for your prompt and very significant contribution to this project.

Sincerely,

Carol Barnes
Home: (517) 332-6032
Office: (517) 543-4340

Enc. Questionnaire

APPENDIX H

SPECIAL COVER LETTER

SPECIAL COVER LETTER

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

October 15, 1980

Dear Dean _____ :

Although there are numerous demands on your time, won't you take a few minutes for a task which may have significance for improving staff development programming among student services professionals?

At a time of decreased staff mobility and drastic budget cuts, maintaining staff morale and efficiency in community colleges is extremely difficult. Because of these conditions, staff development for student services professionals has attracted new interest. The purpose of the enclosed survey is to analyze staff development programming for full-time student services professionals within the thirty-eight Michigan community college campuses.

By obtaining comments and suggestions from student services professionals, valuable information can be provided and shared to improve staff development programming among Michigan community colleges. The enclosed research study is being conducted under the chairmanship of Dr. Max Raines at Michigan State University. The project has also been recognized and endorsed by the Michigan Association of Community College Student Personnel Administrators (MACCSPA).

As head student services professional at your local or regional community college, your cooperation is vital to the success of the study. As mentioned in our telephone conversation, your participation involves:

1. Distributing the questionnaires to all your full-time student services professionals (bachelor degree or beyond) within Admissions, Records, Counseling, Student Activities, Financial Aid, Placement, Housing, and Dean's Office.

2. Instructing your staff to complete and return the questionnaires to you in the white envelopes.

3. Returning all the completed questionnaires to me in the return mailing envelope by October 31, 1980.

Be assured that the information requested is for summation only and that strict confidentiality of response will be maintained. No community college or student services professional will be identified. Results of the study will be forwarded to you upon completion of the study.

Thank you for your prompt and very significant contribution to this project.

Sincerely,

Encs. MACCSPA endorsement letter
      Questionnaires and envelopes
      Return mailing envelope
      Return postal card

Carol Barnes
Home: (517) 332-6032
Office: (517) 543-4340

APPENDIX I

RETURN POST CARD

Date
_____

We have received sufficient or insufficient copies of
the "Questionnaire to Analyze Staff Development Pro-
gramming for Student Services Practitioners Within
Michigan Community Colleges."

_____Additional copies are still required.

Head Student Services Professional
_____

Community College
_____

APPENDIX J

FIRST FOLLOW-UP LETTER

FIRST FOLLOW-UP LETTER

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

November 14, 1980

Dear Dean _____ :

Approximately one month ago, a package of survey materials was forwarded to you at _____ . The survey was entitled "A Questionnaire to Analyze Staff Development Programming for Student Services Practitioners Within Michigan Community Colleges."

The returns on the completed questionnaires have been fantastic! Already, _____ of the 38 community college campuses have returned their completed surveys. An overview of the completed surveys indicates both a continuing need for and interest in professional development activities, even among many of the Michigan community colleges which presently do not have staff development programs.

As head student services professional on your campus, there are numerous demands on your time. Comments and suggestions from you and your professional staff, however, are vital to the sharing of ideas among Michigan student services practitioners. Won't you take a few minutes to represent _____ _____ in the project by:

1. Distributing the questionnaires to all your full-time student services professionals.

2. Instructing your staff to complete and return the questionnaires to you as soon as possible.

3. Returning all the completed questionnaires to me by Friday, November 28, 1980.

As mentioned in the earlier package of materials, the research study is being conducted under the supervision of Dr. Max Raines at Michigan State University. The project is also endorsed by the Michigan Association of Community College Student Personnel Administrators (MACCSPA). Be assured that the information requested is for summation only and that strict confidentiality of response will be maintained.

Thank you in advance for your professional assistance in the completion of this project. The results of the study will be forwarded and should be of value to both you and your staff. If additional copies of the survey are required, just let me know and I will be happy to send them to you.

Sincerely,

Carol Barnes
Home: (517) 332-6032
Office: (517) 543-4340

APPENDIX K

EARLY THANK YOU LETTER

EARLY THANK YOU LETTER

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

November 14, 1980

Dear Dean _____ :

As head student services professional at _____ ,
I wish to thank you and your staff for participating in the state-
wide project entitled "A Questionnaire to Analyze Staff Development
Programming for Student Services Practitioners Within Michigan Com-
munity Colleges."

The returns on the completed questionnaires have been fantastic!
Already, _____ of the 38 community college campuses have returned
their completed surveys. An overview of the completed surveys indi-
cates both a continuing need for and interest in professional develop-
ment activities, even among many of the Michigan community colleges
which presently do not have staff development programs.

So far, I have received _____ completed questionnaires from
_____ . If any additional
members of your professional staff would like to participate in the
study, please forward their completed questionnaires as soon as
possible so that analysis of the data can be completed. If addi-
tional copies of the survey are required, just call and I will be
happy to send them to you.

Again, thank you for your professional assistance and significant
contribution to this state-wide project. Through your efforts,
valuable information will be provided and shared among student ser-
vices practitioners within Michigan community colleges. The results
of the study will be forwarded to you and should be of interest to
both you and your staff.

Sincerely,

Carol Barnes
Home: (517) 332-6032
Office: (517) 543-4340

APPENDIX L

SECOND FOLLOW-UP LETTER

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

ERICKSON HALL

EAST LANSING · MICHIGAN · 48824

December 2, 1980

Dear Dean _____ :

Approximately six weeks ago, a package of survey materials was forwarded to you at _____ . The survey was entitled "A Questionnaire to Analyze Staff Development Programming for Student Services Practitioners Within Michigan Community Colleges."

The returns on the completed questionnaires have been fantastic! Already _____ of the 38 community college campuses have returned their completed surveys. In order to obtain a 100 percent campus response, I am attaching a "Lincoln" to cover the cost of refreshments (coffee and donuts, eggnog and cookies, beer and pretzels, etc.) for you and your staff while completing the enclosed questionnaires. The estimated completion time for the surveys is between 10 and 20 minutes--the time of a morning or afternoon "coffee break."

As head student services professional on your campus, won't you take a few minutes to represent _____ in this state-wide project. Comments and suggestions from you and your professional staff are vital to the sharing of ideas among Michigan student services practitioners. Won't you or your secretary:

1. Distribute the questionnaires to all your full-time student services professionals (bachelor degree or beyond) within Admissions, Records, Counseling, Student Activities, Financial Aid, Placement, Housing, and Dean's Office.

2. Instruct the staff to complete and return the questionnaires to you or your secretary in the white envelopes.

3. Return all the completed questionnaires to me in the return mailing envelope by December 17, 1980. (Please use First Class mail.)

As mentioned in the earlier mailing, the project is endorsed by the Michigan Association of Community College Student Personnel Administrators (MACCSPA). Be assured that the information requested is for summation only and that strict confidentiality of response will be maintained.

Thank you in advance for your professional assistance and very significant contribution to this state-wide project. The results of the study will be forwarded to you and should be of interest to both you and your staff.

Sincerely,

Carol Barnes
Home: (517) 332-6032
Office: (517) 543-4340

APPENDIX M

LATE THANK YOU LETTER

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION

EAST LANSING · MICHIGAN · 48824

DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION

ERICKSON HALL

December 2, 1980

Dear Dean _____ :

As head student services professional at _____ ,
I wish to thank you and your staff for participating in the state-wide
project entitled "A Questionnaire to Analyze Staff Development Program-
ming for Student Services Practitioners Within Michigan Community Col-
leges."

The returns on the completed questionnaires have been fantastic! Al-
ready, _____ of the 38 community college campuses have returned
their completed surveys, including _____ completed questionnaires
from _____ .

An overview of the completed surveys indicates both a continuing need
for and interest in professional development activities, even among
many of the Michigan community colleges which presently do not have
staff development programs.

Again, thank you for your professional assistance and significant con-
tribution to this state-wide project. Through your efforts, valuable
information will be provided and shared among student services prac-
titioners within Michigan community colleges. The results of the
study will be forwarded to you and should be of interest to both you
and your staff.

Sincerely,

Carol Barnes
Home: (517) 332-6032
Office: (517) 543-4340

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