

PERCEPTIONS OF STUDENT PERSONNEL FUNCTIONS
IN THE PUBLIC TWO-YEAR COLLEGE

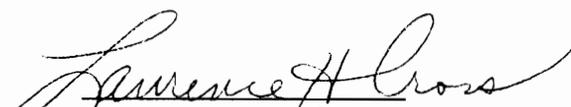
by

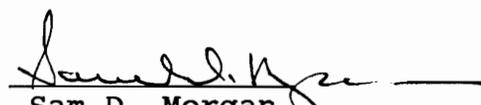
Ronald E. Mattox

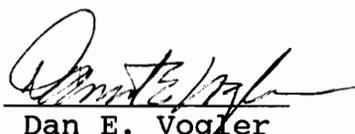
Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION
in
Student Personnel Services

APPROVED:


Don G. Creamer, Chairman


Lawrence H. Cross


Sam D. Morgan


Dan E. Vogler


Robert L. Bashore

November, 1995
Blacksburg, Virginia

PERCEPTIONS OF STUDENT PERSONNEL FUNCTIONS
IN THE PUBLIC TWO-YEAR COLLEGE

by

Ronald E. Mattox

Don G. Creamer, Chairman

Department of Educational Leadership and Policy Studies

(ABSTRACT)

In 1965, a study funded by the Carnegie Corporation identified 21 functions considered to comprise a basic student personnel program at any two-year college. Many changes have occurred in the two-year college over the past 29 years. Two-year colleges experienced continuous growth and expansion during the 1970s, wrestled with budget cuts and retrenchment in the 1980s, and faced an uncertain future in the 1990s.

The purpose of this study was to conduct a survey to determine if differences existed: (a) between 1965 and 1994 in student personnel functions at large and small two-year colleges, (b) between large and small two-year colleges in student personnel functions purportedly offered in 1994, (c) between large and small two-year colleges in the scope and quality of student personnel functions provided in 1994, and (d) between large and small two-year colleges in ten selected institutional factors in 1994.

The Basic Services Questionnaire (BSQ) was developed and administered to a random national sample of 200 principal student affairs officers stratified by size of college. The

survey required responses to 28 student personnel functions, perceptions of the scope and quality of these functions, and ten selected institutional factors. The Chi Square Test of Independence and the Multivariate Analysis of Variance were utilized to analyze the data.

The results of the study confirmed that the 21 basic student personnel functions identified in the 1965 Carnegie study were provided in 1994 by both large and small colleges, that seven additional functions were identified as basic student personnel functions provided by two-year colleges in 1994, and that the majority of the 238 student personnel functions provided at both large and small two-year colleges were perceived to be provided with the same scope and quality in 1994.

The results of this study could be used by principal student affairs officers as both a model for implementation and evaluation of student personnel programs at their colleges.

DEDICATION

I wish to dedicate this work to several individuals. First, to the memory of my father, David M. Mattox, Jr., and in honor of my mother, Ruth Allan Mattox. They helped me to develop a strong foundation upon which to build my life. This foundation included responsibility, honesty, and hard work. Also, they have supported and encouraged me throughout my life in all my endeavors. I will always love and be grateful to them.

Next, I wish to dedicate this work to the memory of James Donald (Donnie) Mattox, Jr. A cousin by birth, but a brother in reality. Although Donnie was with us for only a short time, he greatly influenced me during my early years to think about what I was going to do after high school, plans for the future, and even suggested the possibility of going to college. He saw the potential I had before I found it. He is missed and fondly remembered.

Finally, I dedicate this work to my wife, Anita Hardy Mattox, and our three sons, James Russell (Russ), Jason Dean, and Joseph (Joey) Edward Mattox. Anita's love, patience, understanding, and support never ended. I could not have completed this work without her by my side.

To my three sons, I apologize for not being there when they needed me to talk with, play ball, go places together, give them a pat on the back for a job well done, or a shoulder

for them to cry on. They have grown into fine young men and
I love each of them.

ACKNOWLEDGEMENTS

There are numerous individuals who have contributed to the completion of this document. Special thanks goes to Don Creamer who did not give up on me during the long process from inception to completion and to Lawrence Cross who guided me through the data analysis. I wish to express my appreciation to Sam Morgan, Dan Vogler, and Robert Bashore for their insightful comments and suggestions which helped to improve the project. Special thanks to Landrum Cross who, at the last minute, substituted during the final defense.

Also, I want to thank Stu Werner and Ben Herndon, fellow students and colleagues for their support and encouragement along the way. I appreciate Mike Brown and his wife Suzanne who put up with me as a house guest every Friday during the first summer term of 1990.

My unending gratitude is expressed to Karen Hawks Wilkerson, Christy Arrington Toombs, Annie Williams, and Patti Tolar who suffered through reading my handwriting to type this manuscript and all of the preceding drafts.

Last, but not least, I wish to thank the administration at Southside Virginia Community College for giving me the opportunity to continue my studies and my colleagues for their support.

TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT	ii
DEDICATION	iv
ACKNOWLEDGEMENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
<u>Chapter</u>	
I. INTRODUCTION TO THE STUDY	1
Purpose of the Study	4
Limitations of the Study	5
Definition of Terms	6
Summary	6
II. REVIEW OF THE LITERATURE	8
Historical Perspective	8
Functions of Student Services	10
Influence of Human Development Theories	12
Future Directions	14
Summary	15
III. METHODOLOGY	16
The Sample	16
Survey Instrument	21
Administration of the BSQ	25
Data Analysis	26
Summary	27

IV. RESULTS AND DISCUSSION	28
Demographic Information	29
Institutional Demographics	32
Student Personnel Functions 1965-1994	34
Student Personnel Functions 1994	40
Scope and Quality of Provided Student Personnel Functions	45
Selected Institutional Factors	51
Summary	54
V. CONCLUSIONS	57
Summary of the Study	57
Discussion of the Findings	59
Recommendations for Future Research	64
Summary	65
REFERENCES	67
APPENDIX A: Regional Distribution of Sampled Colleges	81
APPENDIX B: Random Sample of Two-Year Colleges By Size and Region	83
APPENDIX C: Basic Services Questionnaire	90
APPENDIX D: Respondents' Comments	98
APPENDIX E: Pre-Test Team Members	102
APPENDIX F: Correspondence Requesting Permission to Conduct Research Involving Human Subjects	104
APPENDIX G: Cover Letter and Follow-up Correspondence	108
APPENDIX H: Responses to Item Number 4, Section II, Highest Earned	113

APPENDIX I:	Student Personnel Functions and Examples of Related Task	117
VITA		122

LIST OF TABLES

<u>Table</u>		<u>Page</u>
Table 1	Comparison of Two-Year Colleges 1965 to 1993 According to Size	17
Table 2	Regional Distribution of Two-Year Colleges in 1993	20
Table 3	Demographic Information--Principle Student Affairs Officers	30
Table 4	Demographic Information About Sampled Institutions	33
Table 5	Percentage of Large Colleges Reporting "Yes" That Student Personnel Functions Were Provided 1965 and 1994	35
Table 6	Percentage of Small Colleges Reporting "Yes" That Student Personnel Functions Were Provided 1965 and 1994	39
Table 7	Percentage of Large and Small Colleges Reporting "Yes" That Student Personnel Functions Were Provided in 1994	43
Table 8	Scope and Quality Mean Comparisons Between Institutional Size	46
Table 9	Comparison of Selected Factors for the Most Recent Five Years Between Large and Small Colleges	52

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
Figure 1	Percentage of Large Colleges Reporting "Yes" That Student Personnel Functions Were Provided 1965 and 1994	38
Figure 2	Percentage of Small Colleges Reporting "Yes" That Student Personnel Functions Were Provided 1965 and 1994	41

CHAPTER ONE

Introduction To the Study

Many changes have occurred in the two-year college over the past 29 years. Two-year colleges experienced continuous growth and expansion during the 1970s, wrestled with budget cuts and retrenchment during the 1980s, and faced an uncertain future in the 1990s.

In 1966, the 800 public and private two-year colleges enrolled more than a million students. Of the total enrollment, approximately 33 percent were women and approximately 50 percent were working. There was no information reported on the race of two-year college students, but widely assumed that minority groups were being served (Collins, 1967). In 1991, over six million students were enrolled in over 1,400 public and private two-year colleges. Of the total enrollment, 55 percent were women, 46 percent were minorities, and 66 percent were working and enrolled part-time (Statistical Yearbook of Community, Technical and Junior Colleges, 1992).

Traditionally, the programs of student personnel services were guided by the needs of the typical white, male, middle-class, 18-24 year old student. As increasing numbers of women, minorities, older adults, underprepared students, and students with physical and/or learning disabilities enrolled

in two-year colleges, traditional services did not meet their needs (Cohen & Brawer, 1982; Garland, 1985).

A review of the literature pertaining to the approximately 60-year history of two-year college student service functions revealed a lack of research concerning the perceived quality of these functions. Only three major studies have examined student personnel functions. These studies were the report of the Student Personnel Committee of the American Association of Junior Colleges in 1952 (Humphreys, 1952), the report of the Carnegie Corporation in 1965 (McConnell, 1965), and the report of the Esso Foundation in 1971 (Matson, 1972). In each of these studies, student service functions were found to be less than adequate.

The Student Personnel Committee of the American Association of Junior Colleges, chaired by Humphreys (1952), was charged with evaluating the extent and quality of student services programs in junior colleges. The committee concluded:

- (1) relative few junior colleges have programs of personnel service adequate to meet the needs of students,
- (2) student personnel service is not recognized in sufficient degree as one of the major functions in the operation of junior colleges,
- (3) testing and counseling of students--aspects of personnel service--have not been satisfactorily

developed or pursued, (4) too few professionally qualified personnel workers have been given full-time assignments to personnel programs, (5) lack of in-service training of faculty counselors is apparent, and (6) there exists a tendency for the head, or the assistant head, of some junior colleges to carry too much responsibility for detailed operation of student personnel services.

(Humphreys, 1952, p. 382)

The most thorough study of student personnel services in two-year colleges was sponsored by the American Association of Community and Junior Colleges and funded by the Carnegie Corporation in 1965. T. R. McConnell chaired the national advisory committee for the Project for Appraisal and Development of Junior College Student Personnel Programs and stated "The conclusion of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community colleges are woefully inadequate" (Collins, 1967, p. 22). M. Raines, project director for the Carnegie study, in reporting the findings concluded, "Three-fourths of the junior colleges in the country have not developed adequate student personnel programs. The counseling and guidance functions of student personnel work are inadequately provided in more than half of the colleges. Those functions designed to coordinate,

evaluate, and upgrade student personnel programs are ineffective in nine out of ten institutions" (Raines, 1966, p. 6).

One of the Carnegie Study recommendations suggested that a follow-up study be conducted by 1970 to determine what improvements and changes had developed in student personnel programs. The follow-up study, sponsored by the Esso Foundation, was conducted in 1971 by Jane Matson. Although a few services had been added, Matson concluded, "The variety or range of services provided in the colleges in the study has not appreciably increased or decreased since 1964" (Matson, 1972, p. 52).

Purpose of the Study

The purpose of this study was to conduct a survey to address the following questions:

1. What differences exist between 1965 and 1994 in student personnel functions at large and small two-year colleges?
2. What differences exist between large and small two-year colleges in student personnel functions purportedly offered in 1994?
3. What differences exist between large and small two-year colleges in the scope and quality of student personnel functions provided in 1994?
4. What differences exist between large and small two-year colleges in ten selected institutional factors in 1994?

Limitations of the Study

There are several areas of concern that could be raised about the methodology utilized in the present study. The first possible concern deals with the sample. It was decided by the researcher to treat multi-campus and multi-district two-year public colleges as a single unit. This assumes that what happens on one campus is reflective of all campuses of the college. Also, the Community College of the Air Force was not included in the study because of its unique nature. After the Basic Services Questionnaire (BSQ) had been returned it was discovered that one of the colleges originally classified as large, based on the information in the 1992 AACJC Membership Directory, should have been classified as small. This correction was made in the ensuing data analysis. Also, the enrollment of several colleges classified as small in the 1992 Directory indicated that their enrollment currently exceeded the established criteria for a small college. The researcher decided that these colleges should remain in their original classification as determined by the 1992 Directory for data analysis.

The major issue that could be raised concerned the respondents. The BSQ was completed by the principal student affairs officer at each college in the study. This assumed that the respondents, those individuals responsible for

student personnel functions, were unbiased in their evaluation of the scope and quality of the provided functions.

Definition of Terms

The following terminology was used throughout the study:

1. Basic Student Personnel Service: a [cluster] of related tasks designed to support the instructional program, respond to student needs, and foster institutional development (Raines, 1966, p.7).
2. Principal Student Affairs Officer: the individual responsible for the full range of student services, including management, budget, and personnel.
3. Two-year college: any public institution accredited to award the associate in arts or science degree.
4. Scope: the range of operation or the extent of the service provided.
5. Quality: the concentrated expenditure of involvement, concern, or commitment to the service provided.

Summary

This study, the only survey of two-year college student personnel functions in twenty-three years, evaluated perceptions of student personnel functions at both large and small two-year colleges. It determined whether there had been any noteworthy changes in student personnel functions provided in 1965 and 1994, whether there were any differences between large and small two-year colleges in student personnel functions provided in 1994, and whether differences existed in the scope and quality of the student personnel functions provided between large and small two-year colleges in 1994.

Also, the study determined if there were any differences in ten selected institutional factors between large and small two-year colleges in 1994.

CHAPTER TWO

Review of the Literature

A review of the literature provides the context and background for this study. This review is divided into four sections. These sections are: (a) Historical Perspective, (b) Functions of Student Services, (c) Influence of Human Development Theories, and (d) Future Directions.

Historical Perspective

According to Fenske (1980) student services developed by default. As administrators and faculty abandoned unwanted tasks, those tasks became the responsibility of an emerging profession. Three major developments in higher education lead to the birth of student services: a decreasing emphasis on religion, the population growth, and a change in faculty focus.

By the mid-nineteenth century, colleges had begun to respond to a decreasing emphasis on religion and the increasing expectation of students that higher education was a means to a better way of life. Also, boards of trustees, administrators, and faculty were no longer primarily drawn from the clergy (Fenske, 1980).

A main event which directed the focus of education away from religion was the development and growth of the publicly supported sector of higher education. The development of public colleges coupled with increased student enrollments

gave rise to the need for specialists who could give the president relief from some of his responsibilities. The first specialists added to the staff included persons to manage the business affairs of the college, to keep discipline, and to maintain and care for the instructional materials (Creamer, 1980).

Early in the nineteenth century Oberlin College opened its doors to women. This led to the appointment of a specialist to care for the needs of women students (Williamson, 1961). Also, by this time, deans of men had been appointed and were assuming other roles in addition to discipline (Creamer, 1980).

With the decline in emphasis on religion and the shift from an exclusive focus on the intellectual development of students, the faculty became more involved in scholarly research activities. The prevailing idea by this time was one in which the student developed best by dealing with problems outside the classroom and without administration or faculty involvement (Fenske, 1980).

Additional factors which led to the development and helped shape student services included the introduction of the elective system in the curriculum, the influence of World War I and World War II which resulted in a new technology in human assessment that was quickly adopted by the educational community, the Truman Commission's report in 1947 which

recommended that all racial, ethnic, and financial barriers to educational opportunities be removed, the National Defense Act of 1958 following the launching of Sputnik, the social movements of the 1960s, the women's movement, and the more diversified nature of the students enrolled in colleges.

Functions of Student Services

By the end of the 1930s, a definition of student services, developed by Cowley, was commonly accepted. This definition suggested that, "personnel work constitutes all activities undertaken or sponsored by an educational institution, aside from curricular instruction, in which the student's personal development is the primary consideration" (Cowley, 1936, cited in Humphreys, 1937, p.26).

Humphreys (1937) suggested that an adequate program of student services included selection of students, orientation, educational counseling, vocational counseling, personal counseling, student health, financial help, placement, student activities, housing and boarding of students, personnel records, and coordination of student personnel service.

However, it was not until the American Council on Education (ACE) published the Student Personnel Point of View, and suggested the title Student Personnel Services, did these special student services gain a professional identity (ACE, 1937). In addition to establishing an identity for the profession, the statement expounded a philosophy committed to

the development of the whole person, described a comprehensive program of 23 services, and provided the foundation on which the profession was built. The 1949 version enumerated 17 services which closely correlated with the 1937 list. However, the most important contribution of the 1949 statement was the addition of three goals: to educate for the inclusion of democratic principles in all aspects of life, to educate for international understanding, and to educate for the solution of social problems (ACE, 1949).

In the 1960s, the American Association of Junior Colleges, with funding from the Carnegie Corporation, sponsored the "Project for Appraisal and Development of Junior College Student Personnel Programs" (commonly referred to as the Carnegie Study). The two-year study, under the direction of a national advisory committee chaired by T. R. McConnell, was coordinated by Max Raines. The focus of the study was to evaluate student personnel programs in two-year colleges in the light of the phenomenal growth and financial resources available to two-year colleges at that time. The study, produced the most authoritative list of student services functions considered to comprise a basic student personnel program at any two-year college. These 21 functions were divided into seven categories: Orientation functions, including precollege information, student induction, group orientation, and career information; appraisal functions,

including personnel records, educational testing, and applicant appraisal; consultation functions, including student counseling, student advisement, and applicant consulting; participation functions, including co-curricular activities, and student self-government; regulation functions, including student registration, academic regulation, and social regulation; service functions, including financial aid, and placement; and organizational functions, including program articulation, in-service education, program evaluation, and administrative organization (Collins, 1967).

Influence of Human Development Theories

As early as the late 1960s and early 1970s, student personnel philosophy had begun to change from a services-oriented base to a developmental-oriented base. A growing understanding of human development theories provided by Kohlberg (1969), Chickering (1969), and Erikson (1963), among others, resulted in new models of practice being proposed to facilitate the developmental process in students on college campuses.

O'Banion, Thurston, and Gulden (1972) suggested a new role was emerging for student services professionals. This emerging role called for a human development facilitator who would help create a learning climate more conducive to student development.

The Council of Student Personnel Associations in Higher Education (COSPA) and the Tomorrow's Higher Education (T.H.E.) Project conducted by the American College Personnel Association are the two models that have had the most influence in defining the student development movement. The COSPA model identified three competencies necessary to facilitate student growth. The competencies were organized into three areas: Clientele, including individuals, groups, and organizations; competencies, including goal setting, assessment, and change processes; and roles, including administrator, instructor, and consultant (COSPA, 1975). The T.H.E. model basically included the same competencies with the addition of evaluation. The competencies included goal setting, assessment, change strategies (including instruction, consultation, and milieu management), and evaluation (Miller & Prince 1976).

In the literature of the 1970s and early 1980s numerous articles can be found suggesting various models of practice for the effective implementation of student development concepts. The ecosystem model (Banning & Kaiser, 1974) called attention to the fit between the student and the campus environment, while other student services professionals suggested categorizing student development by type of development (King & Fields, 1980) or by administrative function or role (Chandler, 1973; Havery, 1974; Herman &

Fontaine, 1987; Prior, 1973). Still other professionals suggested organizational models (Appleton, Moore & Vinton, 1978; Deegan, 1984; Flynn, 1986; Keyser, 1985) and some professionals felt the model was still emerging (Dassance, 1984). Additional examples of literature on models of practice may be found in the summary report of a national colloquium entitled "Toward The Future Vitality of Student Development Services in the Two-Year College" (Keyser, 1985), and a series of articles published in the Winter 1985 edition of the Journal of Staff, Program, and Organization Development by members of the National Council on Student Development.

Future Directions

Beginning in the mid-nineteen eighties, the literature began to reflect a change from calling for new models of practice to the issues of leadership and strategies for student success. The summary report of a national colloquium entitled "Toward Mastery Leadership in Student Development Services" (Keyser, 1986) is an excellent example of this type of literature. Other excellent examples in the literature include the leadership profile of the student services professional (Creamer, 1986; Thomas & Hickson, 1987) and student service leadership strategies (Creamer, 1988; Floyd, 1988).

Examples of literature that focused on student success would include the League for Innovation in the Community

College (League for Innovation, 1987) entitled "Assuring Student Success In the Community College: The Role of Student Development Professionals" and McCabe (1989) who suggested a comprehensive student progress monitoring program to ensure student success.

Summary

This review of the literature has traced the historical foundations, the functions, the forces that have influenced those functions, and the future directions of two-year college student services. The literature revealed a lack of research concerning student personnel functions in two-year colleges. The Humphreys study, the first major study of student personnel functions, was completed in 1952. The Carnegie study, the most comprehensive study of student personnel functions, was completed in 1965. This study recommended that a follow-up study be conducted. The follow-up study was completed in 1971 and commonly referred to as the Esso study. No other major study of student personnel functions has been conducted.

CHAPTER THREE

Methodology

This study describes and evaluates what are considered to be basic student personnel functions in 1994 in two-year public colleges. This was accomplished through the development and administration of a questionnaire, the Basic Services Questionnaire (BSQ) and subsequent data analysis. The questionnaire was completed by the principal student affairs officer at each college surveyed.

The Sample

This was a replication of the original 1965 Carnegie study and the same sampling criteria were used. The sample was stratified by college size and region of the college. In view of the phenomenal growth of the two-year college since 1965, it was determined that new criteria needed to be established for this variable (see Table 1). The population for the 1965 Carnegie study included 719 junior colleges. Of these colleges, 208 enrolled over 1,000 students and 511 enrolled less than 1,000 students.

The American Association of Community and Junior Colleges was contacted by telephone in March, 1993, to determine what enrollment a two-year college would need to be considered large. According to Margaret Reves, Membership Director, the

Table 1

Comparison of Two-Year Colleges 1965 to 1993 According to Size

Size	1965			1993		
	Number	Number	Percent	Number	Number	Percent
	Surveyed			Surveyed		
Large	208	50	24	508	100	20
Small	511	100	20	305	100	33
Totals	719	150	21	813	200	25

median enrollment for two-year colleges was 2,500 students (headcount enrollment in credit classes). This figure was used to classify the colleges into the size categories. A college with an enrollment of 2,500 students or more was classified as large. The target population consisted of 508 large public two-year colleges enrolling 5,004,878 students and 305 small public two-year colleges enrolling 463,001 students. The 1992 AACJC Membership Directory was used as the source document for the sample.

For purposes of this study, multi-campus and multi-district colleges were considered to be one institution. For example, Northern Virginia Community College was considered to be one college as was the Dallas County Community College District.

The Community College of the Air Force was not included in this study because of its unique nature. A college whose enrollment was not listed in the reference source also was dropped from the target population.

Regional divisions were restructured to accommodate growth. In addition, the states of Alaska and Hawaii were added to the West Region. As in the 1965 Carnegie study, the population was stratified by region to ensure a representative sample from both large and small colleges. This regional stratification was only used to determine the number of large and small colleges in each region and what proportion of these

colleges were to be surveyed. This variable was not used in any statistical analysis in the 1965 Carnegie study; and therefore, no analysis were conducted by this variable in the present study. A map of the regional distribution of sampled colleges can be found in Appendix A.

In the 1965 Carnegie study, 24 percent or 50 of the colleges classified as large were surveyed and 20 percent or 100 of the colleges classified as small were surveyed.

By 1993, the proportion of colleges classified as large and small had reversed. In 1965, 208 colleges were classified as large as compared to 509 in 1993 and 511 were classified as small as compared to 304 in 1993. It was decided to survey 100 large colleges or 20 percent of the population, and 100 small colleges or 33 percent of the population. The colleges from both categories to be surveyed were selected randomly and distributed across the five regional divisions proportional to the distribution of large and small colleges in each region (see Table 2). This was accomplished by assigning each college a numerical value from one to the maximum number of members for that region and size classification. A table of random digits was then consulted to select the colleges that were surveyed. All colleges surveyed are listed by size and region in Appendix B.

Table 2

Regional Distribution of Two-Year Colleges in 1993

Region	Number of Colleges		Percent of Total	
	Large	Small	Large	Small
I	79	38	16	12
II	93	79	18	26
III	82	70	16	23
IV	126	79	25	26
V	128	39	25	13

Survey Instrument

The Basic Services Questionnaire (BSQ) was developed from four primary sources. These were the 1965 Carnegie study, the "1984 Traverse City Statement: Toward the Future Vitality of Student Development Services," "Assuring Student Success in the Community College," a statement of the League for Innovation in the Community College, and Junior College Student Personnel Programs: What They Are and What They Should Be. A copy of the BSQ can be found in Appendix C.

The questionnaire was used to determine what differences existed between 1965 and 1994 in student personnel functions at large and small two-year colleges, to determine what differences existed between large and small two-year colleges in student personnel functions purportedly offered in 1994, to determine what differences existed between large and small two-year colleges in the scope and quality of student personnel functions in 1994, and to determine what differences existed between large and small two-year colleges in ten selected institutional factors in 1994. Section I of the BSQ listed 28 basic service functions divided into seven categories that were selected from the four primary sources previously identified. The respondents were instructed to indicate if the basic service function was provided as a student personnel service. If the function was provided as a student personnel service, respondents were instructed to

indicate the scope of the service at their institution based on the following scale: 1=very limited, 2=limited, 3=in between, 4=broad, 5=very broad. In addition, respondents were instructed to indicate the quality of the service at their institution based on the following scale: 1=very poor, 2=poor, 3=fair, 4=good, 5=very good.

Section II of the BSQ was used to collect demographic information on the respondent and institutional information concerning student personnel services. Also, ten items were used to collect general impressions of student personnel services at the institution. The respondents were instructed to indicate their perception of the ten items during the most recent five years according to the following scale: 1=decreased considerably, 2=decreased slightly, 3=remained the same, 4=increased slightly, 5=increased considerably. Respondents were also given the opportunity to make any comments they wished. Respondents' comments deemed pertinent to the study are listed in Appendix D.

The questionnaire was pre-tested on members of the Student Services Division of Southside Virginia Community College (Appendix E). After completing the BSQ, the pre-test team members were questioned to determine the content validity of the questionnaire. The team members were asked the following questions:

1. Were the instructions clear?
2. Were the definitions clear?
3. Were there any student personnel functions that needed to be eliminated?
4. Were there any student personnel functions that needed to be added?
5. Was the questionnaire of reasonable length?
6. Were there any other suggestions for changes or improvements?

Several suggestions were made by the pre-test team. In response to question #1 the following comments were received. The instructions need to specify that the illustrations of related task for the identified student personnel functions were not all inclusive.

In response to question #2 (were the definitions clear) the pre-test team indicated that scope and quality needed to be defined in the instructions.

In response to question #3, two members of the pre-test team indicated that one item should be eliminated from the list of additional student personnel functions. However, two separate functions were identified. These functions were partnership development and college mission. The remaining members of the pre-test team did not

agree that these functions should be eliminated from the questionnaire.

In response to question #4, one pre-test member recommended adding personal counseling and referral as a student personnel function. The remaining members of the pre-test team felt that these functions would come under one or more of the identified student personnel functions.

In response to question #5, the pre-test team agreed that the questionnaire was of reasonable length. The average time required to complete the questionnaire was less than 20 minutes. The shortest reported time required to complete the questionnaire was 12 minutes and longest reported time was 27 minutes.

The suggestions by the pre-test team concerning changes in the instructions were incorporated into the revised questionnaire. However, since the suggested changes to eliminate two of the student personnel functions and to add two additional student personnel functions were supported by only one member of the pre-test team, the majority of the pre-test team concluded that the changes should not be included in the revised questionnaire.

Administration of the BSQ

The researcher requested permission to conduct this project, as required, from the Institutional Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University and by the Administrative and Educational Services Division of the College of Education in a letter dated March 15, 1994. Dr. E. R. Stout, Associate Provost for Research, Virginia Polytechnic Institute and State University, reviewed and approved the study in a letter dated May 11, 1994. Copies of these letters can be found in Appendix F.

Principal student affairs officers in each study group were mailed a cover letter and the initial copy of the BSQ on June 27, 1994. Each cover letter discussed the importance of the survey, the selection process, confidentiality of responses, and the importance of recipient participation. The instrument was distributed to the target sample by mail.

On July 6, 1994, a follow-up post card was mailed to all members of the target sample thanking them if they had completed and returned the questionnaire and asking those who had not completed the questionnaire to please do so. On July 20, 1994, a follow-up letter and questionnaire were mailed to the members of the sample who had not returned the completed BSQ emphasizing the importance of the study and asking them to complete and return the questionnaire immediately. On August

17, 1994, the third and final follow-up letter and a replacement questionnaire were mailed to members of the sample who had not returned the completed BSQ emphasizing the importance of their participation in the study. (It should be noted that the survey procedures followed in this study were recommended by Dillman, 1978.) Copies of all correspondence are included in Appendix G.

Data Analysis

The data were analyzed from four perspectives. The first analysis used the Chi Square Test of Independence to determine if differences between 1965 and 1994 in student personnel functions at large and small two-year colleges were significant. The second analysis also used the Chi Square Test of Independence to determine if differences between large and small two-year colleges in student personnel functions purportedly offered in 1994 were significant. For the third analysis, the Multivariate Analysis of Variance (MANOVA) was used to determine if differences between large and small two-year colleges in the scope and quality of student personnel functions provided in 1994 were significant. The final analysis used the Chi Square Test of Independence to determine if differences between large and small two-year colleges in ten selected institutional factors in 1994 were significant. Further discussion of the data analysis is provided in Chapter Four.

Summary

The methodology utilized in this study was discussed in this chapter. This discussion included the sampling criteria employed, the development of the survey instrument, the administration of the survey instrument and the methodology employed in the data analysis.

CHAPTER FOUR

Results and Discussion

The purpose of this study was to evaluate perceptions of student personnel functions in the nation's public two-year colleges. This objective was accomplished through the development, administration, and data analysis of the Basic Services Questionnaire (BSQ). The BSQ was mailed in June 1994 to the principal student affairs officer at each college in the target sample.

The following research questions were proposed for investigation:

1. What differences exist between 1965 and 1994 in student personnel functions at large and small two-year colleges?
2. What differences exist between large and small two-year colleges in student personnel functions purportedly offered in 1994?
3. What differences exist between large and small two-year colleges in the scope and quality of student personnel functions provided in 1994?
4. What differences exist between large and small two-year colleges on ten selected institutional factors in 1994?

The target population consisted of 813 public two-year colleges in the United States. This population was stratified by college size and regional location of the college. Large

colleges were defined as those with enrollments of 2,500 or above, and small colleges were defined as those with enrollments below 2,500 students. A national sample of 200 colleges, 100 in each size category, were selected randomly from the target population to be surveyed and were distributed across the five regional divisions proportional to the distribution of large and small colleges in each region.

Demographic Information

One hundred seventy-two of the 200 BSQs were returned for a combined response rate of 86 percent. Responses were received from 86 of the 99 large colleges for a response rate of 86.8 percent and from 86 of the 101 small colleges for a response rate of 85.1 percent. A summary of the demographic characteristics of the respondents from large and small colleges is given in Table 3.

An inspection of Table 3 reveals that males make up almost three-fourths of the respondents. Females constituted a little over a third (36.9%) of the respondents at large colleges and less than a sixth (15.3%) of the respondents at small colleges. The average age of the respondents was nearly the same at large and small colleges (49.0 at large and 49.8 at small). Caucasian/White American (Non-Hispanic) accounted for 84.6 percent of the respondents by race. Not including other related degrees such as Human Resources Management and Higher Education Administration, the highest earned degree for

Table 3

Demographic Information--Principle Student Affairs Officers

Item	Large Colleges n (%)	Small Colleges n (%)	Total n (%)
BSQ Mailed	99	101	200 (100%)
BSQ Returned	86 (86.8%)	86 (85.1%)	172 (86%)
Female	31 (36.9%)	13 (15.3%)	44 (26%)
Male	53 (63.1%)	72 (84.7%)	125 (74%)
Race			
Asian-American/ Pacific Islander	1 (1.2%)	2 (2.4%)	3 (1.8%)
American Indian/ Alaskan Native	0	0	0
African-American	9 (10.6%)	9 (10.7%)	18 (10.7%)
Hispanic-American	5 (5.9%)	0	5 (3.0%)
Caucasian/White American (Non- Hispanic)	70 (82.4%)	73 (86.9%)	143 (84.6%)
Highest Degree Earned			
Student Personnel	24 (28.2%)	12 (14.3%)	36 (21.3%)
Counseling	12 (14.1%)	30 (35.7%)	42 (24.9%)
Psychology	4 (4.7%)	3 (3.6%)	7 (4.1%)

Table 3 cont'd

Demographic Information--Principle Student Affairs Officers

Item	Large Colleges	Small Colleges	Total
	n (%)	n (%)	n (%)
Other (Related)	31 (36.5%)	22 (26.2%)	53 (31.4%)
Other (Unrelated)	14 (16.5%)	17 (20.2%)	31 (18.3%)
Average Age	49	49.8	49.4
Average Years of Experience in a Two-Year College	18.1	18.3	18.2
Average Years of Experience in Student Personnel	17.5	18.6	18.2

the respondents was earned in Counseling (24.9%) followed closely by Student Personnel (21.3%). The degrees listed in the categories other related and other were of such a mixture that these categories did not yield usable information. A complete listing of the information from these two categories may be found in Appendix G.

Institutional Demographics

Several items of general interest concerning the institution were included in the questionnaire. A summary of the demographic characteristics of the colleges is presented in Table 4. The average number of full-time equivalent professional staff was 14.8. As would be expected, this average was almost three times greater at large colleges (21.2) as compared to small colleges (8.4). In the area of full-time equivalent support staff, the institutional average was 16.5. Again, the average number for large colleges (25.9) was almost four times greater than the average number at small colleges (7.1).

The percentage of the institutional budget allocated to student personnel services and the percentage of the student personnel budget allocated to professional continuing education activities was approximately the same at large and small colleges.

Professional staff at large colleges attended almost three times as many off-campus professional continuing

Table 4

Demographic Information About Sampled Institutions

Item	Colleges		Average
	Large	Small	
Average Number of Full-Time Equivalent			
Professional Staff	21.2	8.4	14.8
Support Staff	25.9	7.1	16.5
Average Number of Professional Continuing Education Activities Attended	45.3	16.4	30.2
Percentage of Institutional Budget Allocated to Student Personnel Services	11.3%	10.8%	11.1%
Percentage of Student Personnel Services Budget Allocated to Professional Continuing Education Activities	5.0%	4.0%	4.5%

education activities as did their peers at small colleges. This appeared to be a function of staff size. The average number of activities attended by professional staff was nearly the same at large and small colleges (2.1 at large and 1.9 at small).

Student Personnel Functions 1965-1994

Findings for research question one, "What differences exist between 1965 and 1994 in student personnel functions at large and small two-year colleges?", are presented below. The 1965 Carnegie study included 49 large colleges and 74 small colleges; while the current study included 86 large colleges and 86 small colleges. All percentages used in the analysis represent the mean percent of "yes" responses to each item by the principal student affairs officer. A "yes" response indicated that the function was provided at the college. Each of the provided student personnel functions were assigned to one of seven categorical divisions used in the 1965 Carnegie study. The Chi Square Test of Independence was used to determine whether the differences between the responses in 1965 and 1994 were significant at the .05 level. A summary of the responses for large colleges is presented in Table 5.

Large Colleges

All of the 21 basic student personnel functions identified in the 1965 Carnegie study were provided in 1994 by 83 percent or more of the large two-year colleges.

Table 5

Percentage Of Large Colleges Reporting "Yes" That Student Personnel Functions Were Provided 1965 And 1994.

Item	1965 N=49	1994 N=86	p < .05
ORIENTATION FUNCTIONS			
Pre-College Information	86%	97%	.0213
Student Inductive Group Orientation	90%	100%	.0032
Career Information	85%	99%	.0007
APPRAISAL FUNCTIONS			
Personnel Records	85%	88%	NS
Educational Testing	94%	85%	NS
Applicant Appraisal	72%	94%	.0003
CONSULTATION FUNCTIONS			
Student Counseling	88%	98%	.0189
Student Advisement	92%	97%	NS
Applicant Consulting	100%	88%	.0126
PARTICIPATION FUNCTIONS			
Co-Curricular Activities	82%	99%	.0002
Student Self-Government	77%	99%	.0000
REGULATION FUNCTIONS			
Student Registration	53%	94%	.0000
Academic Regulation	71%	87%	.0140
Social Regulatory	86%	95%	NS
SERVICE FUNCTIONS			
Financial Aid	73%	97%	.0001
Graduate Placement	88%	87%	NS
ORGANIZATIONAL FUNCTIONS			
Program Articulation	83%	89%	NS
In-Service Education	72%	92%	.0020
Program Evaluation	84%	83%	NS
Administrative Organization	53%	100%	.0000

NS = Not Significant

Significant differences at the .05 level were found to exist in 14 of the 21 functions. Thirteen functions were found to have increased significantly from 1965 to 1994 in the percentage of colleges indicating that these functions were provided as student personnel functions. These 13 functions were pre-college information, student inductive, group orientation, career information, applicant appraisal, student counseling, co-curricular activities, student self-government, student registration, academic regulation, financial aid, in-service education, and administrative organization. The largest increase in functions provided occurred in the administrative organization function where "yes" responses were received from 53 percent of the respondents in 1965 and 100 percent of the respondents in 1994. Administrative organization function included such tasks as identifying and interpreting staffing needs, preparing program budgetary request, preparing job descriptions, and organizational patterns.

One function, applicant consulting, was found to have decreased significantly from 1965 to 1994 in the percentage of colleges indicating that this function was provided as a student personnel function. Applicant consulting included such tasks as the giving of information pertinent to interpretation of test and other data, and proffering

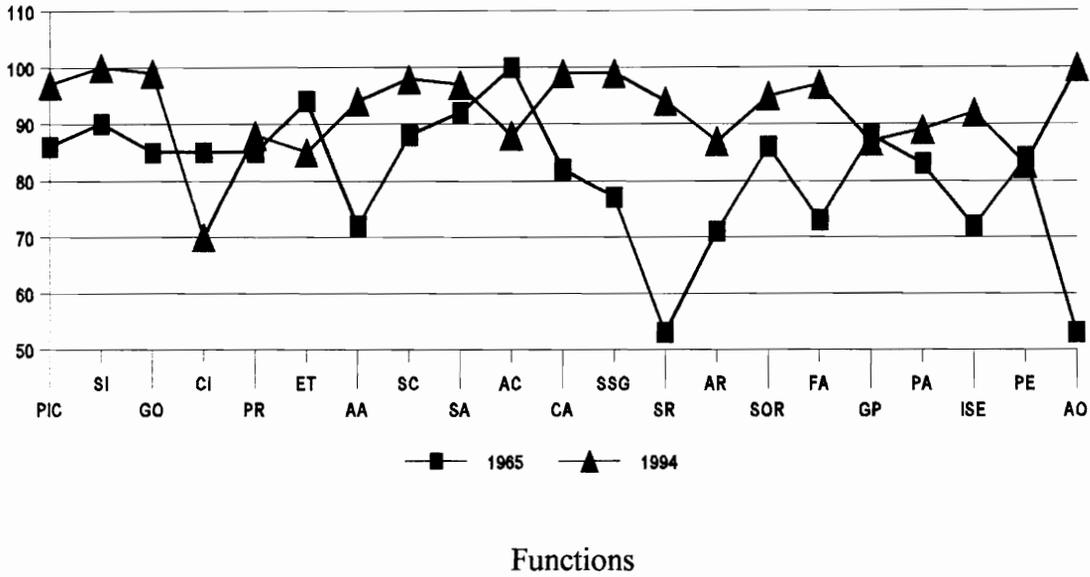
educational and occupational service to applicants prior to formal admission to the college.

Although increases occurred in four and decreases occurred in three of the remaining functions, no significant differences were found to exist at the .05 level from 1965 to 1994 in the percentage of colleges indicating that these functions were provided as student personnel functions. A visual representation of the data is presented in Figure 1.

Small Colleges

All of the 21 basic student personnel functions identified in the 1965 Carnegie study were provided in 1994 by 81 percent or more of the small two-year colleges. A summary of the responses for small colleges is presented in Table 6. Significant changes at the .05 level were found to exist in 18 of the 21 functions. All eighteen functions were found to have increased significantly from 1965 to 1994 in the percentage of colleges indicating that these functions were provided as student personnel functions. These 18 functions were pre-college information, student inductive, group orientation, career information, personnel records, applicant appraisal, student counseling, student advisement, co-curricular activities, student self-government, student registration, academic regulation, social regulatory, financial aid, graduate placement, program articulation, in-service education, and administrative organization. The

Percentage “Yes”



Legend

- | | | | |
|-----|--------------------------|-----|-----------------------------|
| PIC | Pre-College Information | SSG | Student Self-Goverment |
| SI | Student Inductive | SR | Student Registration |
| GO | Group Orientation | AR | Academic Regulation |
| CI | Career Information | SOR | Social Regulatory |
| PR | Personnel Records | FA | Financial Aid |
| ET | Educational Testing | GP | Graduate Placement |
| AA | Applicant Appraisal | PA | Program Articulation |
| SC | Student Counseling | ISE | In-Service Education |
| SA | Student Advisement | PE | Program Evaluation |
| AC | Applicant Consulting | AO | Administrative Organization |
| CA | Co-Curricular Activities | | |

Figure 1: Percentage of Large Colleges Reporting “Yes” That Student Personnel Functions Were Provided 1965 and 1994

Table 6

Percentage Of Small Colleges Reporting "Yes" That Student
Personnel Functions Were Provided 1965 and 1994

Item	1965 N=74	1994 N=86	p < .05
ORIENTATION FUNCTIONS			
Pre-College Information	56%	98%	.0000
Student Inductive Group Orientation	80%	97%	.0009
Career Information	75%	95%	.0003
	77%	97%	.0002
APPRAISAL FUNCTIONS			
Personnel Records	63%	87%	.0005
Educational Testing	84%	88%	NS
Applicant Appraisal	55%	92%	.0000
CONSULTATION FUNCTIONS			
Student Counseling	70%	98%	.0000
Student Advisement	72%	88%	.0075
Applicant Consulting	91%	92%	NS
PARTICIPATION FUNCTIONS			
Co-Curricular Activities	74%	97%	.0000
Student Self-Government	53%	95%	.0000
REGULATION FUNCTIONS			
Student Registration	36%	97%	.0000
Academic Regulation	31%	91%	.0000
Social Regulatory	61%	94%	.0000
SERVICE FUNCTIONS			
Financial Aid	69%	98%	.0000
Graduate Placement	60%	84%	.0007
ORGANIZATIONAL FUNCTIONS			
Program Articulation	56%	81%	.0008
In-Service Education	45%	95%	.0000
Program Evaluation	78%	81%	NS
Administrative Organization	13%	97%	.0000

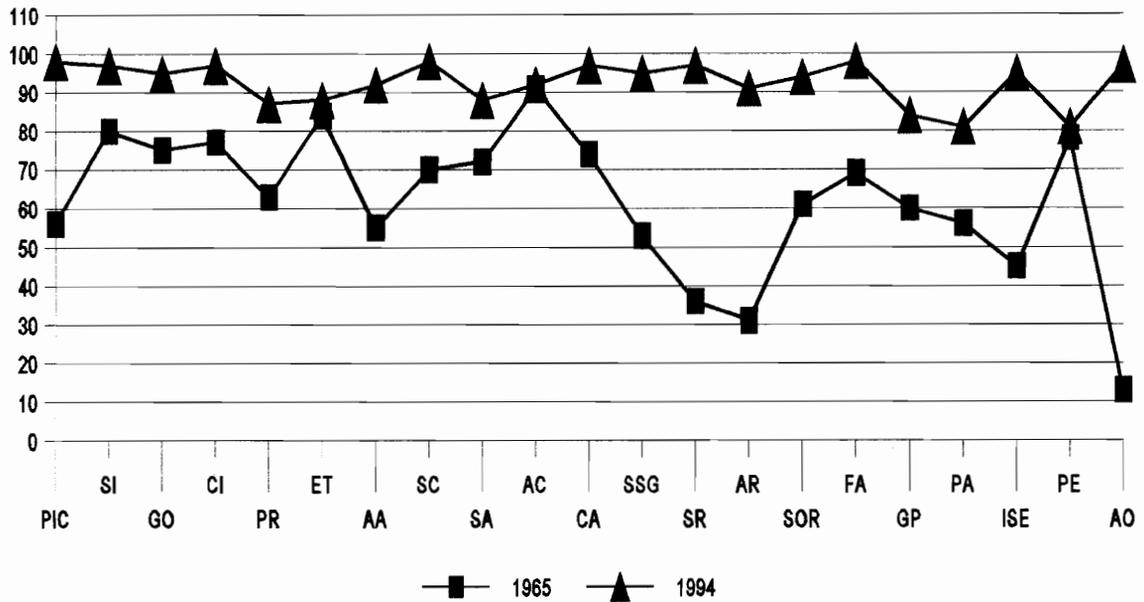
NS = Not Significant

largest increase in functions provided occurred in the administrative organization function where "yes" responses were received from 13 percent of the respondents in 1965 and 97 percent of the respondents in 1994. Administrative organization function included such tasks as identifying and interpreting staffing needs, preparing program budgetary request, preparing job descriptions, and organization patterns. Increases occurred in the remaining three functions; however, no significant differences were found to exist at the .05 level from 1965 to 1994 in the percentage of colleges indicating that the functions were provided as student personnel functions. A visual representation of the data is presented in Figure 2.

Student Personnel Functions 1994

Findings for research question two, "What differences exist between large and small two-year colleges in student personnel functions purportedly offered in 1994?", are presented below. The present study included 86 large two-year colleges and 86 small two-year colleges. All percentages used in the analysis represent the mean percent of "yes" responses to each item by the principal student affairs officer. A "yes" response indicated that the function was provided at the college. Each of the provided student personnel functions were assigned to one of seven categorical divisions used in the 1965 Carnegie study. The Chi Square Test of Independence

Percentage “Yes”



Functions

Legend

- | | | | |
|-----|--------------------------|-----|-----------------------------|
| PIC | Pre-College Information | SSG | Student Self-Government |
| SI | Student Inductive | SR | Student Registration |
| GO | Group Orientation | AR | Academic Regulation |
| CI | Career Information | SOR | Social Regulatory |
| PR | Personnel Records | FA | Financial Aid |
| ET | Educational Testing | GP | Graduate Placement |
| AA | Applicant Appraisal | PA | Program Articulation |
| SC | Student Counseling | ISE | In-Service Education |
| SA | Student Advisement | PE | Program Evaluation |
| AC | Applicant Consulting | AO | Administrative Organization |
| CA | Co-Curricular Activities | | |

Figure 2: Percentage of Small Colleges Reporting “Yes” That Student Personnel Functions Were Provided 1965 and 1994

was used to determine whether the difference between the responses of large and small two-year colleges in 1994 were significant. A summary of the responses for large and small colleges is presented in Table 7.

Original 21 Functions

As previously reported, all of the 21 basic student personnel functions identified in the 1965 Carnegie study were provided as student personnel functions in 1994 by both large and small two-year colleges. Significant differences at the .05 level were found to exist in only one of the 21 original functions. This one function was student advisement where "yes" responses were received from 97 percent of the respondents in large colleges and 88 percent of the respondents in small colleges. Student advisement included such tasks as the giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, and academic progress.

Seven Additional Functions

A review of the literature suggested seven additional functions that might be provided as student personnel functions in two-year colleges. The seven functions identified were included in the BSQ under the appropriate category. No special mention or other identifying marks were included in the BSQ. It was felt that by not identifying them as new or bringing any special attention to these seven

Table 7

Percentage of Large and Small Colleges Reporting "Yes" That Student Personnel Functions Were Provided In 1994

Item	Colleges		p < .05
	Large N=86	Small N=86	
ORIENTATION FUNCTIONS			
Pre-College Information	97%	98%	NS
Student Inductive	95%	97%	NS
Group Orientation	99%	95%	NS
Career Information	99%	97%	NS
APPRAISAL FUNCTIONS			
Personnel Records	88%	87%	NS
Educational Testing	85%	88%	NS
Applicant Appraisal	94%	92%	NS
[Enrollment Management]	90%	89%	NS
CONSULTATION FUNCTIONS			
Student Counseling	98%	98%	NS
Student Advisement	97%	88%	.0457
Applicant Consulting	88%	92%	NS
[Student Development]	98%	97%	NS
PARTICIPATION FUNCTIONS			
Co-Curricular Activities	99%	97%	NS
Student Self-Government	99%	95%	NS
REGULATION FUNCTIONS			
Student Registration	94%	97%	NS
Academic Regulation	87%	91%	NS
Social Regulatory	95%	94%	NS
SERVICE FUNCTIONS			
Financial Aid	97%	98%	NS
Graduate Placement	87%	84%	NS
[Special Support Services]	96%	85%	.0099

Table 7 cont'd

Percentage of Large and Small Colleges Reporting "Yes" That Student Personnel Functions Were Provided In 1994

Item	Colleges		p < .05
	Large N=86	Small N=86	
ORGANIZATIONAL FUNCTIONS			
Program Articulation	89%	81%	NS
In-Service Education	92%	95%	NS
Program Evaluation	83%	81%	NS
Administrative Organization	100%	97%	NS
[College Mission]	82%	80%	NS
[Educational Technology]	84%	79%	NS
[Partnership Development]	97%	92%	NS
[Outcome Assessment]	72%	70%	NS

NS = Not Significant

Brackets = Additional Functions That Might Be Provided

functions, principal student affairs officers would not be influenced to respond one way or the other.

All of the seven additional functions were provided as student personnel functions in 1994 by both large and small two-year colleges. Significant differences at the .05 level were found to exist in only one of the seven functions. This one function was special support services where "yes" responses were received from 96 percent of the respondents in large colleges and 85 percent of the respondents in small colleges. Special support services included such tasks as providing child care, health care, transportation services as necessary, and to provide access and other services for the handicapped and learning disabled.

Scope and Quality of Provided Student Personnel Functions

Findings for research question three, "What differences exist between large and small two-year colleges in the scope and quality of student personnel functions provided in 1994?", are presented below. Principal student affairs officers were asked to indicate their perception of the scope and quality of the provided student personnel functions at their institutions based on the following scales. Scope: 1 = very limited, 2 = limited, 3 = in between, 4 = broad, 5 = very broad. Quality: 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good. A summary of the responses for large and small colleges is presented in Table 8. All responses in Table 8 are reported

Table 8

Scope and Quality Mean Comparisons Between Institutional Size

Item	College Size	Mean Scope Rating	Mean Quality Rating	Correlation
ORIENTATION FUNCTIONS				
Pre-College Information	Large	3.91	4.04	.69
	Small	4.02	4.07	.58
Student Induction	Large	3.48	3.59	.64
	Small	3.50	3.60	.57
Group Orientation	Large	3.69	3.81	.58
	Small	3.80	3.89	.55
Career Information	Large	3.72	3.89	.72
	Small	3.64	3.57	.76
APPRAISAL FUNCTIONS				
Personnel Records	Large	4.21	4.15	.72
	Small	4.31	4.35	.57
Educational Testing	Large	4.10	4.26	.49
	Small	3.97	4.25	.58
Applicant Appraisal	Large	4.01	3.97	.57
	Small	4.01	4.07	.65
Enrollment Management	Large	3.26	3.40	.55
	Small	3.43	3.52	.74
CONSULTATION FUNCTIONS				
Student Counseling	Large	3.75	4.00	.62
	Small	3.86	3.97	.65
Student Advisement	Large	4.20	4.17	.63
	Small	3.96	3.97	.53
Applicant Consulting	Large	3.26*	3.45*	.65
	Small	3.69*	3.77*	.63

Table 8 cont'd

Scope and Quality Mean Comparisons Between Institutional Size

Item	College Size	Mean Scope Rating	Mean Quality Rating	Correlation
CONSULTATION FUNCTIONS cont'd				
Student Development	Large	3.54	3.78	.75
	Small	3.42	3.53	.76
PARTICIPATION FUNCTIONS				
Co-Curricular Activities	Large	3.70	3.90*	.57
	Small	3.48	3.59*	.78
Student Self-Government	Large	3.95	4.04	.67
	Small	3.72	3.77	.74
REGULATION FUNCTIONS				
Student Registration	Large	4.62	4.44	.50
	Small	4.56	4.46	.49
Academic Registration	Large	4.45	4.31	.67
	Small	4.32	4.37	.74
Social Regulation	Large	3.79	3.93	.56
	Small	3.72	4.02	.62
SERVICE FUNCTIONS				
Financial Aid	Large	4.49	4.32*	.57
	Small	4.59	4.61*	.38
Graduate Placement	Large	3.26	3.37	.75
	Small	3.54	3.59	.74
Special Support Services	Large	3.86*	4.05*	.76
	Small	3.25*	3.58*	.69
ORGANIZATIONAL FUNCTIONS				
Program Articulation	Large	3.80	3.90	.65
	Small	3.57	3.69	.85

Table 8 cont'd

Scope and Quality Mean Comparisons Between Institutional Size

Item	College Size	Mean Scope Rating	Mean Quality Rating	Correlation
ORGANIZATIONAL FUNCTIONS cont'd				
In-Service Education	Large	3.67	3.88	.63
	Small	3.53	3.60	.86
Program Evaluation	Large	3.21	3.37	.73
	Small	3.19	3.26	.79
Administrative Organization	Large	4.19*	4.04	.76
	Small	3.80*	3.88	.73
College Mission	Large	4.11	4.19	.66
	Small	3.88	4.03	.67
Educational Technology	Large	3.76	3.92	.80
	Small	3.78	3.88	.81
Partnership Development	Large	3.75	3.80	.82
	Small	3.58	3.62	.65
Student Outcome Assessment	Large	3.05	3.20	.85
	Small	3.15	3.18	.66

*Mean differences between large and small colleges yielded a significant multivariate F with univariate F ratios significant for each scale as indicated by location of asterisk.

as mean responses for the 28 provided student personnel functions by size of college. In addition, the correlation of the means for scope and quality are reported for each function by size of college. An examination of Table 8 reveals that all of the correlation coefficients for both scales have moderate to very high positive correlations, except the financial aid function for small colleges which has a correlation coefficient of .38. However, the means of the two scales on this function were very high, 4.59 for scope and 4.61 for quality on a 5.0 scale. This would tend to account for the lower correlation as the means tend to approach the top of the scale. In general, we can conclude that a high score on one scale indicated a high score on the other scale. Therefore, the broader the perceived scope the better the perceived quality of the provided student personnel function on the part of the principal student affairs officers at both large and small colleges. A Multivariate Analysis of Variance (MANOVA) was applied to the scope and quality mean responses for each function comparing the responses of large with small colleges. In all instances of significance, the multivariate F test was significant, even though in some instances the univariate F was significant for only one of the dependent variables (scope or quality).

All 28 of the provided student personnel functions in 1994 by large and small two-year colleges had means of 3.0 or

greater on both the scope and quality scales. On the scope scale, nine provided student personnel functions at large colleges had means of 4.0 (broad) or better. These functions were personnel records, educational testing, applicant appraisal, student advisement, student registration, academic regulation, financial aid, administrative organization, and college mission. For small colleges, the six provided student personnel functions with means of 4.0 (broad) or better included pre-college information, personnel records, applicant appraisal, student registration, academic regulation, and financial aid.

On the quality scale, 11 provided student personnel functions at large colleges had means of 4.0 (good) or better. These functions were pre-college information, personnel records, educational testing, student counseling, student advisement, student self-government, student registration, academic regulation, financial aid, special support services, administrative organization, and college mission. In small colleges, nine provided student personnel functions had means of 4.0 (good) or better. These functions included: pre-college information, personnel records, educational testing, applicant appraisal, student registration, academic regulation, social regulation, financial aid, and college mission.

There were four provided student personnel functions at both large and small two-year colleges that had means of 4.0 or better on both the scope and quality scales. These functions were personnel records, student registration, academic regulation, and financial aid.

Results of the computed MANOVAs indicated a significant difference at the .05 level in the mean responses of principal student affairs officers on four of the 28 provided student personnel functions. These functions were co-curricular activities, financial aid, special support services, and administrative organization.

Selected Institutional Factors

Findings for research question four, "What differences exist between large and small two-year colleges on ten selected institutional factors in 1994?", are presented below. Principal student affairs officers were asked to indicate their perceptions of the ten factors at their institutions based on the following scale for the most recent five year period: 1 = decreased considerably, 2 = decreased slightly, 3 = remained the same, 4 = increased slightly, 5 = increased considerably. Responses to each of the ten factors are reported by individual scale value, mean, and standard deviation. The Chi Square Test of Independence was used to determine whether the differences between the responses of large and small two-year colleges in 1994 were significant.

Table 9

Comparison of Selected Factors for the Most Recent Five Years Between Large and Small Colleges

Item	Size	Decreased		Remained		Increased		X ²	M	SD
		Considerably	Slightly	The Same	Slightly	Increased	Considerably			
		1	2	3	4	5				
Physical Facilities For Student Personnel Services	Large	0	4	27	41	13	6.71	3.74	.77	
	Small	2	6	38	29	10		3.46	.88	
Size of Student Personnel Services Professional Staff	Large	2	12	27	38	6	.96	3.40	.90	
	Small	2	9	32	37	5		3.40	.85	
Size of Student Personnel Services Support Staff	Large	0	11	28	43	3	5.51	3.45	.76	
	Small	0	9	43	31	2		3.31	.69	
Percent of Total Institutional Budget Allocated to Student Personnel Services	Large	0	10	41	30	2	.04	3.29	.71	
	Small	0	11	42	30	2		3.27	.71	
Percent of Total Institutional Budget Allocated to Continuing Education Activities	Large	0	12	57	14	0	6.34	3.02	.56	
	Small	4	12	49	19	1		3.01	.78	

Table 9 cont'd

Comparison of Selected Factors for the Most Recent Five Years Between Large and Small Colleges

Item	Size	Decreased		Remained		Increased		χ^2	M	SD
		Considerably	Slightly	The Same	Slightly	Considerably				
		1	2	3	4	5				
Support of Student Personnel Services from Administration	Large	0	3	39	33	11	4.67	3.60	.76	
	Small	2	7	41	26	9		3.39	.87	
Support of Student Personnel Services from Teaching Faculty	Large	0	4	44	34	2	2.26	3.40	.62	
	Small	0	7	50	26	2		3.27	.64	
Number of Student Personnel Services	Large	0	0	30	47	9	4.54	3.76	.63	
	Small	0	2	26	48	7		3.68	.69	
Overall Scope of Student Personnel Services	Large	0	0	19	54	13	3.41	3.93	.61	
	Small	0	3	20	48	14		3.86	.73	
Overall Quality of Student Personnel Services	Large	0	1	12	61	12	8.64*	3.98	.57	
	Small	0	5	20	43	17		3.85	.81	

*Computed Chi Squares were significant at the .05 level. However, many of the expected cell frequencies were less than five and results should be viewed with caution.

A summary of the responses for large and small colleges is presented in Table 9.

An inspection of Table 9 reveals that on average all ten selected institutional factors "remained the same" during the most recent five year period. Principal student affairs officers at large colleges indicated the largest increase (.98 points) occurred in the overall quality of student personnel services. At small colleges, the largest increase (.86 points) occurred in the overall scope of student personnel services. For both large and small colleges, the smallest increase (.02 and .01 points respectively) occurred in the percent of total institutional budget allocated to Continuing Education Activities. Significant differences at the .05 level were found to exist in only one of the ten factors. This one factor was overall quality of student personnel services. However, many of the expected cell frequencies were less than five and results should be viewed with caution.

Summary

The results of the study were presented in this chapter. Demographic information on both the principal student affairs officers and their institutions were reported by size of college. Three Chi Square Test of Independence were used to analyze the data. The first Chi Square Test of Independence was utilized to determine whether differences between 1965 and 1994 in student personnel functions provided at large and

small two-year colleges were significant. Significant differences were found to exist on 14 of the 21 student personnel functions for large colleges and on 18 of the 21 student personnel functions for small colleges. The second Chi Square Test of Independence was utilized to determine whether differences between large and small two-year colleges in student personnel functions purportedly offered in 1994 were significant. Significant differences were found to exist on one of the 21 original student personnel functions and on one of the seven newly identified student personnel functions. The third Chi Square Test of Independence was utilized to determine whether differences between large and small two-year colleges in ten selected institutional factors in 1994 were significant. Significant differences were found to exist on one of the ten selected institutional factors. However, many of the expected cell frequencies were less than five and results should be viewed with caution. The final analysis of the data utilized the Multivariate Analysis of Variance (MANOVA) to determine whether differences between large and small two-year colleges in the perceived scope and quality of student personnel functions provided in 1994 were significant. Significant differences were found to exist on the scope scale for three of the 28 provided student personnel functions and on the quality scale for four of the 28 provided student personnel functions.

The results of the study indicated that the 21 basic student personnel functions identified in the 1965 Carnegie study were being provided by both large and small two-year colleges in 1994. In addition, seven additional basic student personnel functions were identified as being provided by both large and small two-year colleges in 1994. The majority of principal student affairs officers at both large and small two-year colleges indicated that the 28 student personnel functions provided at their institutions were not limited in scope and that the quality of functions provided ranged from fair to very good. Finally, principal student affairs officers at both large and small two-year colleges indicated that on average all ten selected institutional factors had "remained the same" at their colleges during the most recent five year period.

CHAPTER FIVE

CONCLUSIONS

Included in this chapter is a brief summary of the study, a discussion of the findings, and recommendations for future research.

Summary of the Study

The purpose of this study was to conduct a survey to determine if differences existed: (a) between 1965 and 1994 in student personnel functions at large and small two-year colleges, (b) between large and small two-year colleges in student personnel functions purportedly offered in 1994, (c) between large and small two-year colleges in the scope and quality of student personnel functions provided in 1994, and (d) between large and small two-year colleges in ten selected institutional factors in 1994.

The survey sample consisted of 200 randomly selected public two-year colleges stratified by college size and regional location. The Basic Services Questionnaire (BSQ) was developed by the researcher from four primary sources. Those were the 1965 Carnegie study, the "1984 Traverse City Statement: Toward the Future Vitality of Student Development Services," "Assuring Student Success in the Community College," a statement of the League for Innovation in the Community College, and Junior College Student Personnel Programs: What They Are and What They Should Be. The BSQ was

then mailed to the principal student affairs officer at each college surveyed. Three follow-up contacts were made with those individuals not responding to the survey. These survey procedures resulted in 172 of the original 200 surveys returned for a response rate of 86 percent.

The Chi Square Test of Independence was utilized to determine if differences existed between 1965 and 1994 in student personnel functions at large and small two-year colleges. Of the 21 basic student personnel functions identified in the 1965 Carnegie study, statistically significant differences at the .05 level were found to exist between the responses of principal student affairs officers at large colleges on 14 of the 21 provided functions. For principal student affairs officers at small colleges, statistically significant differences at the .05 level were found to exist on 18 of the 21 provided functions.

The Chi Square Test of Independence also was utilized to determine if differences existed between large and small two-year colleges in student personnel functions purportedly offered in 1994. Of the 28 basic student personnel functions identified in this study, statistically significant differences at the .05 level were found to exist between the responses of principal student affairs officers at large and small two-year colleges on two of the 28 provided functions.

The Multivariate Analysis of Variance was utilized to determine if differences existed in the scope and quality of student personnel functions provided in 1994. On the scope scale, statistically significant differences at the .05 level were found to exist between the responses of principal student affairs officers at large and small two-year colleges for three of the 28 provided functions. On the quality scale, statistically significant differences at the .05 level were found to exist between the responses of principal student affairs officers at large and small two-year colleges for four of the 28 provided functions.

Again, the Chi Square Test of Independence was utilized to determine if differences existed between large and small two-year colleges in ten selected institutional factors in 1994. Statistically significant differences at the .05 level were found to exist between the responses of principal student affairs officers at large and small two-year colleges on only one factor, overall quality of provided student personnel services. However, since many of the expected cell frequencies were less than five the results should be viewed with caution.

Discussion of the Findings

A further examination of the size classification (large or small) revealed that very few of the 172 colleges that responded to the survey had student headcount enrollments

clustered around the median (2,500). Only 4 of the 172 colleges had enrollments that fell between 2,500 - 2,599 and only 2 colleges had enrollments that fell between 2,400 and 2,499.

Several conclusions can be reached based upon the comparison of the data for large and small two-year colleges between the 1965 Carnegie study and the present study. First, all of the 21 basic student personnel functions identified in the 1965 Carnegie study were provided as student personnel functions by both large and small two-year colleges in 1994. Second, the greater increase in the percentage of "yes" responses, indicating that the function was provided as a student personnel function, were found to be in small two-year colleges. Therefore, it could be concluded that more small two-year colleges are providing the 21 basic student personnel functions in 1994 than in 1965. Finally, large two-year colleges appeared to be providing the applicant consulting function to a lesser degree in 1994 than in 1965. However, this could have been the result of several factors that have impacted these colleges such as increased enrollments, increased demands on staff time from other areas, and staffing that remained stable or increased little in proportion to increased student enrollments.

An examination of the responses by large and small two-year college principal student affairs officers in 1994

revealed one of the major findings of the study. Seven additional functions were identified by principal student affairs officers at both large and small two-year colleges as being student personnel functions provided in 1994. The addition of these seven functions brought the total number of student personnel functions provided in 1994 to 28.

It can be concluded that the scope of student personnel functions provided have not only increased in the percentage of two-year colleges providing these functions, but also in the number of functions provided. In addition, large and small two-year colleges are essentially providing the same functions for their students. However, a larger percentage of large two-year colleges indicated that they provided the student advisement and special support services functions than small two-year colleges.

The results of the MANOVA's revealed statistically significant differences in the perception of principal student affairs officers on three of the student personnel functions provided on the scope scale and four of the student personnel functions provided on the quality scale. It can be concluded that at large two-year colleges, principal student affairs officers believe that the scope of the administrative organization and special support services functions are broader than these same functions at small two-year colleges. Also, principal student affairs officers at large two-year

colleges believe that the quality of the co-curricular activities and special support services functions are better than these same functions at small two-year colleges.

A greater percentage of large two-year colleges indicated that the special support services function was provided as a student personnel function in 1994 than small two-year colleges. The fact that the function was being provided to a greater degree by large two-year colleges may influence the perceived scope and quality of that function. In addition, principal student affairs officers at large two-year colleges may have more involvement in administrative affairs than their counterparts at smaller two-year colleges, thus influencing the perception that their administrative organization is broader in scope. The same reasoning can be applied to the co-curricular activities function. A greater number of activities and a larger staff to carry them out could lead one to believe that more is equated to better.

In contrast, principal student affairs officers at small two-year colleges believe that the scope of the applicant consulting function is broader than the same function at large two-year colleges. Also, principal student affairs officers at small two-year colleges believe that the quality of the applicant consulting and financial aid functions are better than these same functions at large two-year colleges.

The perceived broader scope and better quality of the applicant consulting function by principal student affairs officers at small two-year colleges could have at least two explanations. The first, would be the apparent consistency with the drop from 1965 to 1994 in the percentage of large two-year colleges indicating that they provide this function as a student personnel function at their college. The second, could be the smaller number of students to work with, thus resulting in more time available to work with potential students. Also, the perceived better quality in the financial aid function could be the result of the smaller number of students to work with, or the larger percentage of students receiving financial assistance because of greater financial need, or more time to follow-up the application process because of the smaller student body.

An examination of the resulting means for the ten selected institutional factors revealed that all ten selected institutional factors on average "remained the same" during the most recent five year period at both large and small two-year colleges. The largest increases were reported in the number of student personnel services provided, the overall scope of the services provided, and the overall quality of the services provided. Principal student affairs officers at large two-year colleges tended to indicate slightly greater gains than their counterparts at small two-year colleges. At

both large and small two-year colleges, the principal student affairs officers indicated the smallest gain in the percent of student personnel services budget allocated to professional continuing education activities. The overall quality of student personnel services was perceived to have increased at both large and small two-year colleges. This was the only selected institutional factor in which a statistically significant difference existed between the response of principal student affairs officers at large and small two-year colleges. However, since many of the expected cell frequencies were less than five the results should be viewed with caution.

Recommendations for Future Research

Several suggestions can be made concerning future research. First, this type of study should be continued. Only three major studies have been completed over the approximately 60 year history of student personnel functions in the two-year college prior to the present study. Second, when conducting a future study, consideration should be given to surveying other constituents of the college in addition to the principal student affairs officer. The other constituent groups could include students, faculty, and other administrators. Including these groups could become cost prohibitive and the overall study design may need to be modified. Such modifications could include site visits to a

selected group of representative colleges to determine which services are provided. Third, principal student affairs officers could use the results of this study as a basis to evaluate the student personnel program at their particular college. Finally, in addition to being an evaluation tool, the results can be used as the standard for which colleges strive to meet in providing student personnel services for their students.

Summary

This chapter included a summary of the study, discussion of the findings, and recommendations for future research. Several major conclusions were reached based on the analysis of the data. First, all of the 21 basic student personnel functions identified in the 1965 Carnegie study were being provided by both large and small two-year colleges in 1994. Second, the majority of the 21 basic student personnel functions were being provided by a greater percentage of two-year colleges in 1994 than in 1965. Third, a larger percentage of small two-year colleges were providing the student personnel functions in 1994 than 1965. Fourth, seven additional functions were identified as basic student personnel functions provided by two-year colleges in 1994. Fifth, the majority of the 28 student personnel functions were being provided at both large and small two-year colleges with the same scope and quality in 1994. Finally, it can be

concluded that all 28 basic student personnel functions identified in 1994 were provided in over 70 percent of the two-year colleges in the sample.

REFERENCES

- American College Personnel Association, Tomorrow's Higher Education Project. (1975). A student development model for student affairs in tomorrow's higher education. Journal of College Student Personnel, 16(4), 334-341.
- American Council on Education Studies. (1937). The student personnel point of view. Washington, D. C.: American Council on Education, Series I, Volume I, Number 3.
- American Council on Education Studies. (1949). The student personnel point of view. Washington, D. C.: American Council on Education, Series VI, Volume XIII, Number 13.
- Allen, K. E., & Garb, E. L. (1993). Reinventing student affairs: Something old and something new. NASPA Journal, 30(2). 93-100.
- Appleton, J. R., Moore, P. L., & Vinton, J. C. (1978). A model for the effective delivery of student services in academic schools and departments. Journal of Higher Education, 49(4), 372-381.
- Banning, J. H., & Hughes, B. M. (1986). Designing the campus environment with commuter students. NASPA Journal, 24(1), 17-24.
- Banning, J. H., & Kaiser, L. (1974). An ecological perspective and model for campus design. Personnel and Guidance Journal, 52(6), 370-375.
- Barnes, S. F., Morton, W. E., & Austin, A. O. (1983). The call for accountability, the struggle for program definition in Student Affairs. NAPSA Journal, 20(4), 10-20.
- Berdie, R. F. (1986). Student personnel work: Definition and redefinition (1965). In G. L. Saddlemire & A. L. Rentz (Eds.). Student affairs: A profession's heritage (pp. 239-249). Alexandria, VA: American College Personnel Association.
- Berg, E. H. (1972). Curriculum development and instruction: A proposal for reorganization. In T. O'Banion & A. Thurston (Eds.), Student development programs in the community junior college (pp. 134-146). New Jersey: Prentice-Hall, Inc.

- Berg, T. G. (1983). Student development and liberal arts education. NASPA Journal 21(1), 9-16.
- Blasser, W. W. (1978). Organization change and student development. Journal of College Student Personnel, 19(2) 109-118.
- Blocher, D. H. (1974). Toward an ecology of student development. Personnel and Guidance Journal, 52(8), 360-365.
- Borland, D. T. (1977). Aggressive neglect, matrix organization, and student development implementation. Journal of College Student Personnel, 18(6) 452-461.
- Borland, D. T., & Thomas, R. E. (1976). Student development implementation through expanded professional skills. Journal of College Student Personnel, 17, 145-149.
- Canon, H. J. (1976). A developmental model for divisions of student affairs. Journal of College Student Personnel, 17(3), 178-180.
- Canon, H. J. (1984). Developmental task for the profession: The next 25 years. Journal of College Student Personnel, 25(2) 105-111.
- Carroll, B. W., & Tarasuk, P. E. (1991). A new vision for student development services for the 90's. Community College Review, 19(2), 32-42.
- Chandler, E. M. (1973). Student affairs administration in transition. Journal of College Student Personnel, 14(5) 392-398.
- Chaney, A. C., & Hurst, J. C. (1980). The applicability and benefits of a community mental health outreach model for campus ombudsman programs. Journal of College Student Personnel, 21(3), 215-222.
- Chickering, A. W. (1969). Education and identity. San Francisco: Jossey-Bass, Inc.
- Clarke, J. H., & Mansfield, B. K. (1988). Developing a matrix organization to unify learning support services. NASPA Journal, 26(2), 118-123.
- Cohen, A. M., & Brawer, F. B. (1982). The american community college. San Francisco: Jossey-Bass, Inc.

- Collins, C. C. (1967). Junior college student personnel programs: What they are and what they should be. Washington, D. C.: American Association of Junior College.
- Conant, J. B. (1966). The American college: How it grew. In W. P. Lineberry (Ed.), Colleges at the crossroads, 37(6), (pp. 10-26). New York: H. W. Wilson.
- Conyne, R. K., & Clark, R. J. (1975). The consultation intervention model: Directions for action. Journal of College Student Personnel, 16(5), 413-417.
- Council of Student Personnel Associations in Higher Education, Professional Development Commission. (1975). Student development services in post secondary education. Journal of College Student Personnel, 16(6), 524-528.
- Creamer, D. G. (1980). Historical and Contemporary Perspectives on Community College Student Services. Unpublished manuscript, Virginia Polytechnic Institute and State University, Community College Education and Student Personnel Services, Blacksburg, VA.
- Creamer, D. G. (1984). How developmental are community college student personnel purposes? Community College Review, 12(4), 27-30.
- Creamer, D. G. (1986). Opportunities in the future. In D. G. Creamer & C. R. Dassance (Eds.). Opportunities for student development in two-year colleges (pp. 73-87). NASPA Monograph Series: Vol. 6. Washington, D.C.: National Association of Student Personnel Administrators.
- Creamer, D. G. (1987). Key issues in the practice of college student personnel: A commitment to excellence. Blacksburg, VA: Virginia Tech. (ERIC Clearinghouse Document Reproduction Service CC 020021).
- Creamer, D. G. (1987). A performance standard for community college counseling: Institutional goal attainment. The Journal of Staff, Program and Organization Development, 5(1), 5-14.
- Creamer, D. G. (1988). Excellence in the practice of student affairs in the two-year college. Journal of Staff, Program, & Organization Development, 6(1), 3-10.

- Creamer, D. G. (1989). Changing internal conditions: Impact on student development. In W. L. Deegan & T. O'Banion (Eds.), Perspectives on student development (pp. 31-34). New Directions for Community Colleges #67.
- Creamer, D. G., Creamer, E. G., Erwin, T. D., Huebner, L. A., King, P. M., Lawson, J. M., Miller, T. K., Rodgers, R. F., Strange, C. C., Welfel, E. R., & Winston, R. B., Jr. (1990). College student development. Theory and practice for the 1990's. Alexandria, VA: American College Personnel Association.
- Creamer, D. G. , & Frederick, P. M. (1991). Administrative and management theories: Tools for change. In T. K. Miller & R. B. Winston (Eds.). Administration and leadership in student affairs (pp. 135-156). Muncie, IN: Accelerated Development.
- Crookston, B. B. (1972). An organizational model for student development. NASPA Journal, 10(1), 3-13.
- Dameron, J., & Eddy, J. (1982). Consultation needs in college student services. Community/Junior College Research Quarterly, 7, 39-43.
- Dassance, C. R. (1984). Community college student personnel work: Is the model still emerging? Community College Review, 12(3), 25-29.
- Dassance, C. R. (1987). National standards for student affairs: Opportunity for renewal. Paper Presented at the Annual Convention of the American Association of Community and Junior College. (ERIC Document Reproduction Service No. ED 283537)
- DeCinque, G. (1985). Student activities. Student development. Journal of Staff, Program, & Organization Development, 3(4), 125-127.
- Deegan, W. L. (1982). The managements of student affairs programs in community colleges: Revamping processes and structures. Washington, D.C.: American Association of Community and Junior Colleges.
- Deegan, W. L. (1984). Revitalizing student services programs. Community and Junior College Journal, 54(8), 14-17.

- Deegan, W. L., & Tillery, D. (1987). Toward a 5th generation of community colleges. Community and Junior College Journal, 57(5), 36-40.
- Delworth, U., Svob, R., Ford, M., & Hawley K. (1975). Designing campus ecosystems. NASPA Journal, 13(1), 40-44.
- Delworth, W., & Hanson, G. R. (1980). Student services: A handbook for the profession. San Francisco: Jossey-Bass, Inc.
- Dickson, G. L. (1991). Developmental theory and organizational structure: An integration. NASPA Journal, 28(3), 202-215.
- Dillman, D. A. (1978). Mail and telephone surveys. The total design method. New York: John Wiley.
- Donald, D. J., Evans, N. D. (1978). Career education: A comprehensive community college model. Community and Junior College Journal, 48(8), 8-11.
- Drum, D. (1980). Understanding student development. In W. H. Marrill, & J. C. Hurst (Eds.). Dimensions of intervention for student development (pp. 14-38). New York: John Wiley & Sons.
- Elsner, P., & Ames, C. (1983). Redirecting student services. In G. B. Vaughan and Associated (Eds.). Issues for community college leaders in a new era (pp. 139-158). San Francisco: Jossey-Bass. Inc.
- Erikson, E. (1963). Childhood and society. New York: Norton.
- Erwin, T. D., & Tollefson, A. L. (1982). A data base management model for student development. Journal of College Student Personnel, 23(1), 70-76.
- Evans, N. D., & Donald, D. J. (1978). Career education: A comprehensive community college model. Community and Junior College Journal, 48(8), 8-11.
- Fenske, R. H. (1980). Historical foundations. In U. Delworth & C. Hanson (Eds.), Student services: A handbook for the profession (pp. 3-24). San Francisco: Jossey-Bass, Inc.

- Fitzpatrick, R. (1968). The history of college counseling. In M. Siegel (Ed.), The counseling of college students (pp. 3-14). New York: The Free Press.
- Floyd, D., & Weihe, L. (1985). Commitments to non-credit students: Issues for student development educators. Journal of Staff, Program, & Organization Development, 3(4), 128-132.
- Floyd, D. L. (1988). Leadership strategies for student success. Issues and challenges in the community college. Journal of Staff, Program & Organizational Development, 6(3), 113-116.
- Flynn, R. T. (1986). The emerging role for community college student affairs personnel. NASPA JOURNAL, 24(1), 36-42.
- Garland, P. H. (1985). Serving more than students: A critical need for college student personnel services (ASHE-ERIC Higher Education Report No. 7). Washington, D. C.: Association for the Study of Higher Education.
- Geller, W. W. (1982). Strengthening the academic-student affairs relationship. Journal of College Student Personnel, 23(4), 355-357.
- Grites, T. J. (1977). Student development though academic advising: A 4x4 model. NASPA Journal, 14(3), 33-37.
- Harr, T. B., & Harr, G. (1989). The future (disappearance) of community college counseling. The Journal of Staff, Program, and Organizational Development, 7(2), 79-85.
- Harris, K. A., & Ruch, C. P. (1977). A data-based planning model for community college counseling centers. Community/Junior College Research Quarterly, 1, 327-340.
- Harvey, J. (1972). Administration by objectives in student personnel programs. Journal of College Student Personnel, 13(4), 293-296.
- Harvey, T. R. (1974). Some future directions for student personnel administration. Journal of College Student Personnel, 15(4), 243-247.
- Herman, S. (1985). A new organizational reality: Student services in partnerships. Journal of Staff, Program, & Organization Development, 3(4), 119-120.

- Herman, S. J., & Fontaine, R. R. (1987). An approach to revitalizing student development: Generalist theory. Journal of Staff, Program, & Organization Development, 5(4), 169-175.
- Higgins, E. B. (1981). Community college counseling centers: Structure and focus. Community College Review, 19(1), 18-23.
- Hill, J. R. (1974). Human management concepts for student development administrators. Journal of College Student Personnel, 15(3), 168-170.
- Hood, A. B., & Arceneaux, C. (1990). Key resources on student services. A guide to the field and its literature. San Francisco: Jossey-Bass.
- Hughes, R. (1983). The non-traditional student in higher education: A synthesis of the literature. NASPA Journal, 20(3), 51-64.
- Humphreys, J. A. (1952). Toward improved programs of student personnel services. Junior College Journal, 52, 382-392.
- Humphreys, J. A. (1937). Personnel service in the junior college. Junior College Journal, 8(1), 26-30.
- Hurst, J. C. (1987). Student development and campus ecology: A rapprochement. NASPA Journal, 25(1), 5-17.
- Hurst, J. C., & Ivey, A. E. (1971). Toward a radicalization of student personnel. Journal of College Student Personnel, 12(3), 165-168.
- Hurst, J. C., Weigel, R. G., Morrill, W. H., & Richardson, F. C. (1973). Reorganizing for human development in higher education: Obstacles to change. Journal of College Student Personnel, 14(1), 10-15.
- Isakson, R. L., Lawson, J. M., & McArthur, J. D. (1987). Student development and the college curriculum: What is the connection? NASPA Journal, 25(1), 70-78.
- Jacoby, B., & Girrell, K. W. (1981). A model for improving services and programs for computer students. NASPA Journal, 18(3), 36-41.
- Jones, J. D., & Osborne, T. (1977). An educational support program: The result of merging academics and student

- personnel services. Journal of College Student Personnel, 18(4), 251-254.
- Jones, P. E. (1988). Student services perspective from a different point of view: Theory and application of functional coordination. NASPA Journal, 25(3), 213-217.
- Kaiser, L. R. (1975). Designing campus environments. NASPA Journal, 13(1), 33-39.
- Kerr, C. (1966). The frantic race to remain contemporary. In W. P. Lineberry (Ed.) College at the crossroads, 37(6), (pp. 26-47). New York: H. W. Wilson.
- Keyser, J. (1989). The student success systems model. In T. O'Banion (Ed.), Innovation in the community college, (pp. 70-97). New York: Macmillan.
- Keyser, J. S. (1985). 1984 traverse city statement: Toward the future vitality of student development services. In J. S. Keyser (Ed.), Toward the future vitality of student development service. The American College Testing Program.
- Keyser, J. S. (1985). Toward a new leadership role in student development services. Journal of Staff, Program, & Organization Development, 3(4), 121-124.
- Keyser, J. S. (1985). The integrated model of student services: A qualified success. Journal of Staff, Program, & Organization Development, 3(1), 7-9.
- Keyser, J. S. (1986). 1985 traverse city statement: Toward mastery leadership in student development services. In J. S. Keyser (Ed.), Toward mastery leadership in student development services. The American College Testing Program.
- King, P. M., & Fields, A. L. (1980). A framework for student development: From student development goals to educational opportunity practice. Journal of College Student Personnel, 21(6), 541-548.
- Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization theory and research. New York: Rand McNally.

- Kozloff, J. (1987). A student-centered approach to accountability and assessment. Journal of College Student Personnel, 28(5), 419-424.
- Kramer, H. C. (1980). Boundary spanning: Implications for student personnel. Journal of College Student Personnel, 21(2), 105-108.
- Kuh, G. D. (1977). Student development theory in practice. NASPA JOURNAL, 15(2), 48-52.
- Kuh, G. D. (1981). Beyond student development: Contemporary priorities for student affairs. NASPA Journal, 18(4), 29-36.
- Kuh, G. D. (1984). A frameworks for understanding student affairs works. Journal of College Student Personnel, 25(1), 25-31.
- Kuh, G. D. (1985). What is extraordinary about ordinary student affairs organizations. NASPA Journal, 23(2), 31-43.
- Kuh, G. D., Whitt, E. J., & Shedd, J. D. (1987). Student affairs works, 2001: Paradigmatic odyssey. Alexandria, VA: American College Personnel Association.
- League for Innovation in the Community College. (1987). Assuring student success in the community college: The role of student development professionals. A statement of the League for Innovation in the Community college. Los Angeles, CA: Author.
- Lewis, C. L. (1973). College student personnel: A current estimate. Journal of College Student Personnel, 14(1), 5-9.
- Mable, P., Terry, M. J., & Duvall, W. H. (1977). A model of student development through community responsibility. Journal of College Student Personnel, 18 (1), 50-56.
- Mahoney, J., & Jimenez, E. (Eds.). (1992). Who's who in community, technical, and junior colleges. Washington, D.C.: American Association of Community Colleges.
- Mahoney, J., & Jimenez, E. (Eds.). (1992). Community technical, and junior colleges statistical yearbook. Washington, D.C.: American Association of Community Colleges.

- Mahoney, J., & Sallis, L. (Eds.). (1992). Membership directory. Washington, D.C.: American Association of Community and Junior Colleges.
- Matson, J. E. (March, 1972). A perspective on student personnel services. Community College Journal, 42(6), 48-52.
- McCabe, R. H. (1989). Future directions for student services: A view from the top. In W. L. Deegan & T. O'Bannion (Eds.), Perspectives on student development (pp. 85-92). San Francisco: Jossey-Bass. New Directions for Community Colleges #67.
- McConnell, T. R. (1965). Junior College Student Personnel Programs: Appraisal and Development. Report to the Carnegie Corporation. Washington, D. C.: American Association of Junior Colleges.
- McDaniel, J. W., & Lombardi, R. A. (1972). Organization and administration of student personnel work in the community college. In T. O'Banion and A. Thurston (Eds.), Student development program in the community junior college, (pp. 78-91). NJ: Prentice-Hall, Inc.
- McDonald, J. R. (1985). The community career college. Journal of Staff, Program, & Organization Development, 3(4), 137-140.
- McIntyre, J. P. (1974). The management of student personnel programs. Journal of College Student Personnel, 15(6), 487-491.
- Miller, T. K., & Prince, J. S. (1976). The future of student affairs: A guide to student development for tomorrow's higher education. San Francisco: Jossey-Bass.
- Morrill, W. H., Oetting, E. R., & Hurst, J. C. (1974). Dimensions of counselor functioning. Personnel and Guidance Journal, 52(6), 354-359.
- Nash, R. J., Saurman, L. P., & Sousa, G. M. (May, 1976). A humanistic direction for student personnel-student development educators. Journal of College Student Personnel, 17(3), 243-251.
- Nidorf, L. J. (1970). Community mental health model applied to student personnel work. Journal of College Student Personnel, 11(1), 19-27.

- Nolting, E., & Saffian, S. R. (1972). A new direction for student affairs on large campuses: The information and referral service. NASPA Journal, 10(2), 142-149.
- Obler, S. S., & Ramer, M. H. (1987). Is there life after college? A customized assessment and planning model. In D. Bray, & M. J. Belcher (Eds.), Issues in student assessment. San Francisco: Jossey-Bass. New Directions for Community Colleges #59.
- O'Banion, T., Thurston, A., & Gulden, J. (1972). Junior college student personnel work: An emerging model. In T. O'Banion & A. Thurston (Eds.), Student development programs in the community junior college (pp. 199-213). NJ: Prentice-Hall, Inc.
- Pace, C. R. (1984). Historical prospectives on students outcomes: Assessment with implications for the future. NASPA Journal, 22(2), 10-18.
- Parker, C. A. (1971). Institutional self-renewal in higher education. Journal of College Student Personnel, 12(6), 405-409.
- Parker, C. A. (1974). Student development: What does it mean? Journal of College Student Personnel, 15(4), 248-256.
- Parker, C. A., & Morrill, W. (1974). Student Development alternatives. Journal of College Student Personnel, 15(3), 163-167.
- Penn, J. R., Manspeaker, J., & Millette, B. J. (1975). The model merry-go-round. NASPA Journal, 12(4), 222-225.
- Penny, J. R. (1972). Perspective and challenge in college personnel works. Springfield, Illinois: C. C. Thomas.
- Plato, K. (1978). The shift to student development: An analysis of the patterns of change. NASPA Journal, 15(4), 32-36.
- Plucker, F. E. (1987). A developmental model for the community/junior colleges. Community College Review, 15(3), 26-32.
- Preston, F. R., & Schetlin, E. M. (1985). Identifying student affairs educational activities: A model that works. NASPA Journal, 23(2), 25-30.

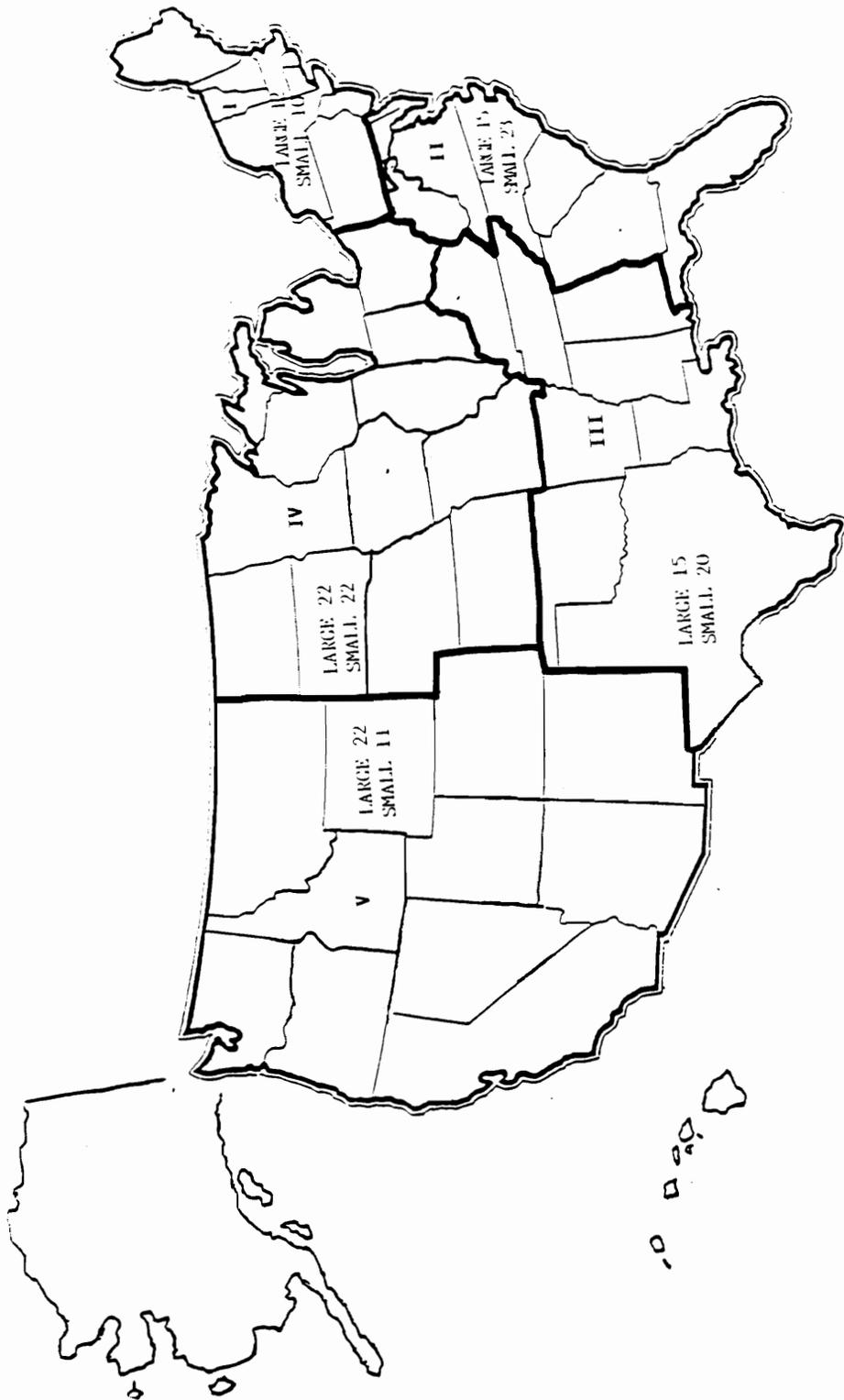
- Prior, J. J. (1973). The reorganization of student personnel services: Facing reality. Journal of College Student Personnel, 14(3), 202-205.
- Raines, M. R. (1966). The student personnel situation. Junior College Journal, 36(5), 6-8.
- Rentz, A. L., & Saddlemire, G. L. (Eds.). (1988). Student affairs functions in higher education. Springfield, IL: Charles C. Thomas.
- Rippy, D. (1981). What is student development? Washington, D.C.: American Association for Community and Junior Colleges.
- Rohen, T. M., Cadoret, R. J., & Clodfelder, D. L. (1972). A model for psychiatric consultation in a university counseling center. Journal of College Student Personnel, 13(6), 530-533.
- Saddlemire, G. L., & Rentz, A. L. (1986). Student affairs: a profession's heritage (rev. ed.). Alexandria, VA: American College Personnel Association.
- Satryb, R. P. (1974). A budget model for student personnel. NASPA Journal, 12(1), 51-56.
- Schuh, J. H., & Allan, M. R. (1978). Implementing the ecosystem model. Journal of College Student Personnel, 19(2), 119-122.
- Sedlacek, W. E., & Horowitz, J. L. (1974). Changing perceptions: An individual or environmental approach. NASPA Journal, 11(1), 48-51.
- Seigle, M. (1968). The counseling of college students. NY: The Free Press.
- Shaffer, R. H. (1973). An emerging role of student personnel- Contributing to organizational effectiveness. Journal of College Student Personnel, 14(5), 368-391.
- Shaffer, R. H. (1984). Critical dimensions of student affairs in the decades ahead. Journal of College Student Personnel, 25(2), 112-114.
- Shaffer, R. H. (1993). "Whither student personnel work from 1968 to 2018?": A 1993 retrospective. NASPA Journal, 30(3), 162-168.

- Shaw, R. G. (1989). Telling the truth, warming the heart: The future of student development in the community college. In W. L. Deegan & T. O'Banion (Eds.), Perspectives on student development (pp. 73-84). San Francisco: Jossey-Bass. New Directions for Community Colleges #67.
- Sims, Jr., O. S., & Kozoll, C. E. (1974). A case for management by objectives for student development services. NASPA Journal, 12(1), 44-50.
- Smith, D. G. (1982). The next step beyond student development--Becoming partners within our institutions. NASPA Journal, 21(1), 2-8.
- Smith, T. B., & Weith, R. A. (1985). Value-added: The student affairs professional as promoter of intellectual development. NASPA Journal, 23(2), 19-30.
- Stage, F. K. (1991). Common elements of theory: A framework in college student development. Journal of College Student Development, 32(1), 56-61.
- Stamatakos, L. C., & Rogers, R. R. (1984). Student affairs: A profession in need of a philosophy. Journal of College Student Personnel, 25(5), 400-411.
- Stevens, J. (1992). Applied multivariate statistics for the social sciences (2nd Ed.) Hillsdale, NJ: Lawrence Erlbaum Associates.
- Strange, C. (1983). Human development theory and administrative practice in student affairs: Ships passing in the daylight? NASPA Journal, 21(1), 2-8.
- Sullivan, C. E. (1987). Developmental, ecological theories and wellness approaches: A synthesis for student life programming. NASPA Journal, 25(1), 18-27.
- T. H. E. Phase II Model Building Conference. (1986). A student development model for student affairs in tomorrow's higher education. In G. L. Saddlemire & A. L. Rentz (Eds.), Student affairs: A profession's heritage (pp. 416-428). Alexandria, VA: American College Personnel Association.

- Thomas, R. E., & Hickson, D. (1987). Three useful student services concepts in order to succeed in the 1990's. Journal of Staff, Program, & Organization development, 5(4), 159-162.
- Thornton, J. W., Jr. (1972). The community junior college (3rd ed.). NY: John Wiley & Sons, Inc.
- Vaala, L. D. (1989). Practical theories for student affairs administration. NASPA Journal, 27(2), 108-115.
- Vaughan, G. B., & Associates. (1983). Issues for community college leaders in a new era. San Francisco: Jossey-Bass.
- Whitt, E. J., Carnaghi, J. E., Matkin, J., Scalese-Love, P., & Nestor, D. (1990). Believing is seeing: Alternative perspectives on a statement of professional philosophy for student affairs. NASPA Journal, 27(3), 178-184.
- Williamson, E. G. (1961). Student personnel services in colleges and universities. NY: McGraw-Hill.
- Young, J. W., & Harris, K. A. (1977). A community college model of counseling. Journal of College Student Personnel, 18(2), 133-137.
- Young, R. B. (1983). Organizational alternatives for the future of student development. In A. S. Thurston & W. A. Robbins (Eds.), Counseling: A crucial function for the 1980's. San Francisco: Jossey-Bass, New Directions for Community College #43.
- Young, R. B. (1986). The small college point of view: An ideology of student affairs. Journal of College Student Personnel, 27(1), 4-9.
- Young, R. B. (1993). Examining the history of student affairs through the lens of professional education. NASPA Journal, 30(4), 243-251.

APPENDIX A
REGIONAL DISTRIBUTION OF
SAMPLED COLLEGES

Regional Distribution of Sample Colleges



APPENDIX B
RANDOM SAMPLE OF TWO-YEAR COLLEGES
BY SIZE AND REGION

Random Sample of Two-Year Colleges Having Enrollments
of 2,500 Students or More

I. NORTHEAST REGION

New Jersey, New York, Pennsylvania, and Connecticut.

1. Brookdale Community College (New Jersey)
2. Broome Community College (New York)
3. Community College of Beaver County (Pennsylvania)
4. Hudson County Community College (New Jersey)
5. Jamestown Community College (New York)
6. Montgomery County Community College (Pennsylvania)
7. Norwalk Community College (Connecticut)
8. Passaic County Community College (New Jersey)
9. Reading Area Community College (Pennsylvania)
10. Rockland Community College (New York)
11. South Central Community College (Connecticut)
12. Tompkins-Cortland Community College (New York)

II. SOUTH ATLANTIC REGION

Maryland, Florida, North Carolina, Virginia, South Carolina.

13. Allegany Community College (Maryland)
14. Brevard Community College (Florida)
15. Caldwell Community College & Technical Institute (North Carolina)
16. Central Piedmont Community College (North Carolina)
17. Gulf Coast Community College (Florida)
18. Hillsborough Community College (Florida)
19. Lord Fairfax Community College (Virginia)
20. New River Community College (Virginia)
21. Pensacola Junior College (Florida)
22. Prince George's Community College (Maryland)
23. Spartanburg Technical College (South Carolina)
24. St. Johns River Community College (Florida)
25. Tallahassee Community College (Florida)
26. Valencia Community College (Florida)
27. Vance-Granville Community College (North Carolina)

III. SOUTH REGION

Texas, Kentucky, Louisiana, Mississippi, and Tennessee.

28. Angelina College (Texas)
29. Ashland Community College (Kentucky)
30. Delgado Community College (Louisiana)

31. Houston Community College System (Texas)
32. Kilgore College (Texas)
33. Lee College (Texas)
34. McLennan Community College (Texas)
35. Midland College (Texas)
36. Mississippi Gulf Coast Community College (Mississippi)
37. Northeast State Technical Community College (Tennessee)
38. Paducah Community College (Kentucky)
39. Roane State Community College (Tennessee)
40. Shelby State Community College (Tennessee)
41. Southwest Texas Junior College (Texas)
42. Texas Southmost College (Texas)

IV. NORTH CENTRAL REGION

Kansas, Ohio, Iowa, Illinois, Michigan, Minnesota, Wisconsin, and Missouri.

43. Barton County Community College (Kansas)
44. Butler County Community College (Kansas)
45. Cuyahoga Community College District (Ohio)
46. Des Moines Area Community College (Iowa)
47. Elgin Community College (Illinois)
48. Hocking Technical College (Ohio)
49. John A. Logan College (Illinois)
50. Joliet Junior College (Illinois)
51. Kalamazoo Valley Community College (Michigan)
52. Lake Michigan College (Michigan)
53. Lakewood Community College (Minnesota)
54. Macomb Community College (Michigan)
55. Madison Area Technical College (Wisconsin)
56. Mineral Area College (Missouri)
57. McHenry County College (Illinois)
58. Muskegon Community College (Michigan)
59. Normandale Community College (Minnesota)
60. North Hennepin Community College (Minnesota)
61. Northeast Wisconsin Technical College (Wisconsin)
62. Owens Technical College (Ohio)
63. Richland Community College (Illinois)
64. Rock Valley College (Illinois)

V. WEST REGION

Oregon, California, New Mexico, Washington, Hawaii, Arizona.

65. Blue Mountain Community College (Oregon)
66. Butte College (California)
67. Chaffey Community College (California)
68. Citrus Community College (California)
69. Clovis Community College (New Mexico)
70. Community Colleges of Spokane (Washington)
71. Cuesta College (California)
72. Honolulu Community College (Hawaii)
73. Long Beach City College (California)
74. Merced College (California)
75. Mohave Community College (Arizona)
76. Mt. Hood Community College (Oregon)
77. Napa Valley College (California)
78. Ohlone College (California)
79. Palomar College (California)
80. Rogue Community College (Oregon)
81. San Juan College (New Mexico)
82. Santa Clarita Community College District
(California)
83. South Puget Sound Community College (Washington)
84. Victor Valley College (California)
85. Wenatchee Valley College (Washington)
86. Yakima Valley Community College (Washington)

Random Sample of Two-Year Colleges Having Enrollment
of Less Than 2,500 Students

I. NORTHEAST REGION

New Jersey, New York, Massachusetts, Maine, Connecticut,
and Pennsylvania.

1. Cumberland County College (New Jersey)
2. Fulton-Montgomery Community College (New York)
3. Greenfield Community College (Massachusetts)
4. Herkimer County Community College (New York)
5. Kennebec Valley Technical College (Maine)
6. Northwestern Connecticut Community College
(Connecticut)
7. Southern Maine Technical College (Maine)
8. Sussex County Community College (New Jersey)
9. Thaddeus Stevens State School of Technology
(Pennsylvania)
10. Thames Valley State Technical College
(Connecticut)

II. SOUTH ATLANTIC REGION

Georgia, North Carolina, Maryland, Florida, Virginia,
and South Carolina.

11. Athens Area Technical Institute (Georgia)
12. Blue Ridge Community College (North Carolina)
13. Chesapeake College (Maryland)
14. Chipola Junior College (Florida)
15. Davidson County Community College (North Carolina)
16. Eastern Shore Community College (Virginia)
17. Florence-Darlington Technical College
(South Carolina)
18. Horry-Georgetown Technical College
(South Carolina)
19. Isothermal Community College (North Carolina)
20. Lake-Sumter Community College (Florida)
21. Martin Community College (North Carolina)
22. Mayland Community College (North Carolina)
23. McDowell Technical Community College
(North Carolina)
24. Nash Community College (North Carolina)
25. North Florida Junior College (Florida)
26. Orangeburg-Calhoun Technical College
(South Carolina)
27. Pamlico Community College (North Carolina)
28. Paul D. Camp Community College (Virginia)

29. Randolph Community College (North Carolina)
30. Rockingham Community College (North Carolina)
31. Technical College of the Lowcountry
(South Carolina)
32. Tri-County Community College (North Carolina)
33. Wilkes Community College (North Carolina)

III. SOUTH REGION

Alabama, Texas, Oklahoma, Mississippi, and Kentucky.

34. Bessemer State Technical College (Alabama)
35. Bevill State Community College (Alabama)
36. Clarendon College (Texas)
37. Connors State College (Oklahoma)
38. Enterprise State Junior College (Alabama)
39. Hazard Community College (Kentucky)
40. Hill College (Texas)
41. Hobson State Technical College (Alabama)
42. Holmes Community College (Mississippi)
43. J. F. Drake State Technical College (Alabama)
44. J. F. Ingram State Technical College (Alabama)
45. Maysville Community College (Kentucky)
46. Mississippi Delta Community College (Mississippi)
47. Northeast Alabama State Junior College (Alabama)
48. Ranger Junior College (Texas)
49. Snead State Junior College (Alabama)
50. Southwest Mississippi Community College
(Mississippi)
51. Sparks State Technical College (Alabama)
52. Vernon Regional Junior College (Texas)
53. Western Texas College (Texas)

IV. NORTH CENTRAL REGION

Kansas, Minnesota, Wisconsin, Ohio, Iowa, Indiana, Michigan, North Dakota, Missouri, and South Dakota.

54. Allen County Community College (Kansas)
55. Austin Community College (Minnesota)
56. Blackhawk Technical College (Wisconsin)
57. Central Ohio Technical College (Ohio)
58. Garden City Community College (Kansas)
59. Hawkeye Institute of Technology (Iowa)
60. Indiana Vocational Technical College-Lafayette
(Indiana)
61. Indiana Vocational Technical College-South Central
(Indiana)
62. Lima Technical College (Ohio)

63. Muskingum Area Technical College (Ohio)
64. North Central Michigan College (Michigan)
65. North Dakota State College of Science
(North Dakota)
66. Northeast Iowa Community College (Iowa)
67. Northeast Metro Technical Institute (Minnesota)
68. Pratt Community College (Kansas)
69. Southern State Community College (Ohio)
70. Southwestern Community College (Iowa)
71. Southwest Wisconsin Technical College (Wisconsin)
72. State Fair Community College (Missouri)
73. Washington State Community College (Ohio)
74. West Shore Community College (Michigan)
75. Western Dakota Vocational Technical Institute
(South Dakota)

V. WEST REGION

Idaho, Hawaii, Montana, New Mexico, Utah, California,
and Oregon.

76. Dawson Community College (Montana)
77. Eastern Idaho Technical College (Idaho)
78. Hawaii Community College (Hawaii)
79. Kauai Community College (Hawaii)
80. Miles Community College (Montana)
81. New Mexico Military Institute (New Mexico)
82. Northern New Mexico Community College (New Mexico)
83. Snow College (Utah)
84. Taft College (California)
85. Tillamook Bay Community College (Oregon)
86. Umpqua Community College (Oregon)

APPENDIX C
BASIC SERVICES QUESTIONNAIRE

A NATIONAL STUDY OF PUBLIC TWO-YEAR COLLEGE STUDENT SERVICES

BASIC SERVICES QUESTIONNAIRE

This research project has been approved, as required, by the Institutional Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University and by the Administrative and Educational Services Division of the College of Education. Questions or problems regarding your rights as a participant should be addressed to Dr. David Alexander, Division Director of Administrative and Educational Services at (703) 231-5642 or Dr. E. R. Stout, Associate Provost for Research, at (703) 231-6077.

Adapted from the 1965 Carnegie study, "Junior College Student Personnel Programs: Appraisal and Development", from the book Junior College Student Personnel Programs: What They Are and What They Should Be, from the "1984 Traverse City Statement: Toward the Future Vitality of Student Development Services", and from "Assuring Student Success in the Community College: The role of Student Development Professionals", a statement of the League for Innovation in the Community College, 1987.

SECTION I.

INSTRUCTIONS: Listed below are a series of basic service functions and some examples of related tasks. Please **CIRCLE** the appropriate number (1=NO, 2=YES) in the column labeled "FUNCTION PROVIDED AS A STUDENT PERSONNEL SERVICE." If the function is not provided as a student personnel service at your institution, please go to the next item. If the function is provided as a student personnel service at your institution, please indicate the scope and quality of the service. In the column labeled "SCOPE," indicate your response regarding the range of operation or the extent of the service provided at your institution by **CIRCLING** the appropriate number on the RESPONSE SCALE. In the column labeled "QUALITY," indicate your response regarding the concentrated expenditure of involvement, concern, or commitment to the service provided at your institution by **CIRCLING** the appropriate number on the RESPONSE SCALE.

DEFINITION OF BASIC STUDENT PERSONNEL SERVICE: A cluster of related tasks designed to support the instructional program, respond to student needs, and foster institutional development.

Use the following scale to indicate the scope and quality of the basic services provided by your institution.

SCOPE: 1=VERY LIMITED, 2=LIMITED, 3=IN BETWEEN, 4=BROAD, 5=VERY BROAD

QUALITY: 1=VERY POOR, 2=POOR, 3=FAIR, 4=GOOD, 5=VERY GOOD

A. ORIENTATION FUNCTIONS	FUNCTION PROVIDED AS A STUDENT PERSONNEL SERVICE		SCOPE	QUALITY
	NO	YES		
1. Pre-College Information: (dissemination of information to encourage college attendance)	1	2	1 2 3 4 5	1 2 3 4 5
2. Student Induction: (academic, social, attitudinal, and other psychological orientation of students to the college)	1	2	1 2 3 4 5	1 2 3 4 5
3. Group Orientation: (an information-giving associated with orientation into college; attitude development, effective study skills, test interpretation, vocational and educational planning)	1	2	1 2 3 4 5	1 2 3 4 5
4. Career Information: (providing sources of occupational information, and developing effective methods for disseminating career information)	1	2	1 2 3 4 5	1 2 3 4 5
B. APPRAISAL FUNCTIONS				
5. Personnel Records: (developing an integrated records system; maintaining policies regarding record accessibility)	1	2	1 2 3 4 5	1 2 3 4 5

SCOPE: 1=VERY LIMITED, 2=LIMITED, 3=IN BETWEEN, 4=BROAD, 5=VERY BROAD

QUALITY: 1=VERY POOR, 2=POOR, 3=FAIR, 4=GOOD, 5=VERY GOOD

	<u>FUNCTION PROVIDED AS A STUDENT PERSONNEL SERVICE</u>		<u>SCOPE</u>	<u>QUALITY</u>
	<u>NO</u>	<u>YES</u>		
6. Educational Testing: (measurement of aptitude, interest, values, achievement, and testing in reading, English and mathematics)	1	2	1 2 3 4 5	1 2 3 4 5
7. Applicant Appraisal: (evaluating transcripts of previous course work, test interpretation, and interviewing of students to effect proper placement)	1	2	1 2 3 4 5	1 2 3 4 5
8. Enrollment Management: (designing and implementing student systems from entry to graduation and beyond to assist educational planning)	1	2	1 2 3 4 5	1 2 3 4 5

C. CONSULTATION FUNCTIONS

9. Student Counseling: (professional service to students in clarifying basic values, attitudes, interests and abilities, assisting with decision making, identifying and resolving problems interfering with plans and progress)	1	2	1 2 3 4 5	1 2 3 4 5
10. Student Advisement: (giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, academic progress)	1	2	1 2 3 4 5	1 2 3 4 5
11. Applicant Consulting: (giving of information pertinent to interpretation of tests and other data, and proffering educational and occupational service to applicants prior to formal admission)	1	2	1 2 3 4 5	1 2 3 4 5
12. Student Development: (promoting student learning and personal development through both in- and out-of class activities)	1	2	1 2 3 4 5	1 2 3 4 5

D. PARTICIPATION FUNCTIONS

13. Co-Curricular Activities: (arranging for cultural activities, sponsoring of clubs and organizations, advising student publications)	1	2	1 2 3 4 5	1 2 3 4 5
14. Student Self-Government: (advising student government, conducting leadership programs, supervising student elections)	1	2	1 2 3 4 5	1 2 3 4 5

SCOPE: 1=VERY LIMITED, 2=LIMITED, 3=IN BETWEEN, 4=BROAD, 5=VERY BROAD

QUALITY: 1=VERY POOR, 2=POOR, 3=FAIR, 4=GOOD, 5=VERY GOOD

E. REGULATION FUNCTIONS	FUNCTION PROVIDED AS A STUDENT PERSONNEL SERVICE		SCOPE	QUALITY
	NO	YES		
15. Student Registration: (designing forms and procedures, processing class changes, withdrawals, recording grades, providing transcripts)	1	2	1 2 3 4 5	1 2 3 4 5
16. Academic Regulation: (implementing academic policies, evaluating graduation eligibility, reviewing suspension appeals)	1	2	1 2 3 4 5	1 2 3 4 5
17. Social Regulation: (implementing social policies, maintaining social calendar, handling cases of social misconduct)	1	2	1 2 3 4 5	1 2 3 4 5
F. SERVICE FUNCTIONS				
18. Financial Aid: (administering student loans, handling part-time employment, seeking funds for grant-in-aids, analyzing financial needs of students)	1	2	1 2 3 4 5	1 2 3 4 5
19. Graduate Placement: (maintaining liaison with employment agencies, consulting with prospective employers, arranging placement interviews, conducting follow-up studies)	1	2	1 2 3 4 5	1 2 3 4 5
20. Special Support Services: (promote and provide services such as child care, health care, and transportation as necessary; provide access and other services for the handicapped and learning disabled)	1	2	1 2 3 4 5	1 2 3 4 5
G. ORGANIZATIONAL FUNCTIONS				
21. Program Articulation: (arranging for staff to serve on faculty committees, arranging joint meetings of staff with high school counselors, arranging visits of staff to senior colleges)	1	2	1 2 3 4 5	1 2 3 4 5
22. In-Service Education: (providing for counselor and staff supervision, arranging for faculty advisor training, arranging for staff participation in professional meetings, workshops and seminars)	1	2	1 2 3 4 5	1 2 3 4 5
23. Program Evaluation: (interpreting studies of student characteristics and needs, arranging for follow-up studies of dropouts, graduates, and transfers, student evaluation of services)	1	2	1 2 3 4 5	1 2 3 4 5

SCOPE: 1=VERY LIMITED, 2=LIMITED, 3=BETWEEN, 4=BEYOND, 5=VERY BEYOND
 QUALITY: 1=VERY POOR, 2=POOR, 3=FAIR, 4=GOOD, 5=VERY GOOD

	FUNCTION PROVIDED AS A STUDENT PERSONNEL SERVICE		SCOPE	QUALITY
	NO	YES		
24. Administrative Organization: (identifying and interpreting staffing needs, preparing program budgetary requests, preparing job descriptions and organizational patterns)	1	2	1 2 3 4 5	1 2 3 4 5
25. College Mission: (participate in reviewing and redefining the mission statement, to include student development concepts and resource allocation to reflect mission statement)	1	2	1 2 3 4 5	1 2 3 4 5
26. Educational Technology: (use of technological methods in the delivery of services to students such as career exploration, course selection, job placement, transfer articulation, registration, and financial aid)	1	2	1 2 3 4 5	1 2 3 4 5
27. Partnership Development: (develop effective working relationships with internal administrative units, identify, develop, and maintain linkages with external agencies that serve the needs of the institution and students)	1	2	1 2 3 4 5	1 2 3 4 5
28. Student Outcome Assessment: (documenting student outcomes in terms of their stated goals)	1	2	1 2 3 4 5	1 2 3 4 5

SECTION II. DEMOGRAPHIC INFORMATION

INSTRUCTIONS: Respond to each of the following:

PERSONAL

1. Age: _____
2. Gender:
 _____ Female
 _____ Male
3. Race:
 _____ Asian-American or Pacific Islander
 _____ American Indian or Alaskan Native
 _____ African-American
 _____ Hispanic-American
 _____ Caucasian/White American (non-hispanic)

4. Indicate the major in which you received your highest earned degree:
- _____ Student Personnel
 - _____ Counseling
 - _____ Psychology
 - _____ Other related major (Please specify) _____
 - _____ Other (Please specify) _____

5. Number of years experience in a two-year college: _____

6. Number of years experience in student personnel services: _____

INSTITUTIONAL

7. Is your institution's student headcount enrollment in credit classes 2,500 or more: _____ Yes _____ No

8. Number of full-time equivalent (FTE) professional staff assigned to student personnel services: _____

9. Number of full-time equivalent (FTE) support staff assigned to student personnel services: _____

10. Approximate percentage of total institutional budget allocated to student personnel services: _____ %

11. Approximate percentage of student personnel services budget allocated to professional continuing educational activities for professional staff: _____ %

12. Estimated total number of off-campus professional continuing education activities (courses, workshops, seminars) attended by professional staff assigned to student personnel services during the past 12 months: _____

13. Indicate if the factors below have decreased, remained the same, or increased during the most recent five years by **CIRCLING** the appropriate number on the RESPONSE SCALE:

SCALE: 1=Decreased Considerably, 2=Decreased slightly, 3=Remained the same, 4=Increased Slightly, 5=Increased Considerably

Physical Facilities for student personnel services	1	2	3	4	5
Size (FTE) of student personnel services professional staff	1	2	3	4	5
Size (FTE) of student personnel services support staff	1	2	3	4	5
Percent of total institutional budget allocated to student personnel services	1	2	3	4	5
Percent of student personnel services budget allocated to professional continuing education activities	1	2	3	4	5
Support of student personnel services from administrators	1	2	3	4	5
Support of student personnel services from teaching faculty	1	2	3	4	5
Number of student personnel services	1	2	3	4	5
Overall scope of student personnel services	1	2	3	4	5
Overall quality of student personnel services	1	2	3	4	5

Use this survey to help inform the work we do here.

Enclose your survey in the preaddressed,
postage paid envelope and drop it in the
mail.

Thank you. Your contribution to this effort is greatly appreciated.

APPENDIX D
RESPONDENTS' COMMENTS

COMMENTS
LARGE COLLEGES

- Educational testing, study skills assistance, tutoring, and assistance for students with disabilities and responsibilities of other departments. I had difficulty responding to questions 6 & 20 (Section I) which combine these areas with tasks which are the responsibility of my department.

- Section I, Question 23. Students Services evaluates its own student programs and services, goals and objectives and achievements, but hard research on students, their profiles, success, follow-up is done by our institutional research division which is used by all of the college's areas.

Section I, Question 28. Same as above-Student Services does student outcomes assessment on individual student support programs and goals but institutional research does outcomes assessment in academic areas.

Section II, Question 13. Remain the Same-is a positive statement if situation was as good as it is here.

- Since 1992 admissions and records functions were moved from Student Personnel Services Division to Academic Affairs Division.
- Section II, Question 10. Will not be valid due to what may or may not be included in total operational expenditures of varying institutions.
- There is an increase in services needed/wanted by the present student population. But!! the budget monies and staff have not kept pace with demand. This could lead to a lack of service and non-access for many marginal students. A real problem!!
- Student "Personnel" is an old term that should be changed to Student "Development" Student Services programs are "required" to do more with less (i.e.: federal and state regulations). Counselors and faculty need to do more cooperative work in "advising" (academic/program) students. Need more faculty "buy in".
- A point to make-federal funds provide Student Services the opportunity to increase services; however, this creates the tenuous situation of reliance on these funds

for programming and services;

- i.e.:
- Single Parent/Homemakers monies
 - _____ Vocational
Education monies
 - Federal "welfare to work" initiative, i.e.,
JOBS (Job Opportunities and Basic Skills)
 - a community partnership federal voc-ed project
with the college, a housing project, and the
providers of family services
 - Sex Equity projects

All of the above are newer activities added in
the last two years with federal monies, not the
general funds provided to the college.

COMMENTS
SMALL COLLEGES

- This combination is becoming a real problem with budget shortfalls. (Referring to support of student personnel services from teaching faculty and overall scope of student personnel services)
- You might want to add the following for your next survey:
Developmental Education
Disability & access
On campus Housing or Campus managed Community Service/Programs
- Answers to questions 8 & 9 (Section II) on opposite page include admissions & financial aid staff. The offices are part of student affairs on this campus. I apologize for returning this so late.

APPENDIX E
PRE-TEST TEAM MEMBERS

PRE-TEST TEAM MEMBERS

The pre-test team consisted of the following members of the student services staff of Southside Virginia Community College, Christanna Campus, Alberta, VA and John H. Daniel Campus, Keysville, VA.

1. Dr. John Sykes
Director of Admissions
and Institutional Research
2. Ms. Judy Shepherd
Coordinator of Counseling
Christanna Campus
3. Ms. Beverly Baugh
Counselor
Christanna Campus
4. Ms. Barbara Perkins
Counselor
John H. Daniel Campus
5. Ms. Tawanna Oliver
Counselor
John H. Daniel Campus
6. Mr. Chuck Terrell
Counselor
Christanna Campus
7. Mr. Tim Owen
Enrollment Services

Specialist
John H. Daniel Campus

APPENDIX F

**CORRESPONDENCE REQUESTING PERMISSION TO
CONDUCT RESEARCH INVOLVING HUMAN SUBJECTS**



Southside Virginia Community College

John H. Daniel Campus

Route 1, Box 15 / Keysville, Virginia 23947-9703 / 804-736-8484

March 15, 1994

Dr. M. David Alexander
College of Education, AES
East Eggleston Hall
VA TECH
Blacksburg, VA 24061-0302

Dear Dr. Alexander:

Enclosed please find an abstract and a copy of the Basic Services Questionnaire (BSQ) that I plan to administer to a randomly selected national sample of 200 principal student affairs officers. I am requesting an "expedited review" by the Institutional Review Board as the research involves human subjects, but with minimal risk to them.

If you should have any questions, you may reach me at (804)736-2023 or contact my advisor, Dr. Don Creamer, at (703)231-9705.

Sincerely,

A handwritten signature in cursive script that reads "Ronald E. Mattox".

Ronald E. Mattox
Coordinator of Counseling

MEMORANDUM

TO: Ronald E. Mattox
Administrative and Educational Services

FROM: Ernest R. Stout 
Associate Provost for Research

DATE: May 11, 1994

SUBJECT: IRB EXPEDITED REVIEW/"Student Personnel Functions in the
Public Two-Year College"
Ref. 94-141

I have reviewed your request to the IRB for the above referenced project. I concur with Dr. Alexander that the experiments are of minimal risk to the human subjects who will participate and that appropriate safeguards have been taken.

This approval is valid for 12 months. If the involvement with human subjects is not complete within 12 months or there is a significant change in the protocol of the project, the project may be resubmitted for extension or approval.

On behalf of the Institutional Review Board for Research Involving Human Subjects, I have given your request expedited approval.

Best wishes.

ERS/php

cc: Dr. Alexander

INVESTIGATION INVOLVING HUMAN SUBJECTS

4

Principal Investigator(s) Ronald E. Matfox Department Adm. & Ed. Services

Project Title: Student Personnel Functions in the Public Two-Year College

Source of Support: Departmental Research Sponsored Research Proposal No. _____

1. The criteria for "expedited review" by the Institutional Review Board for a project involving the use of human subjects and with minimal risk is one or more of the following. Please initial all applicable conditions and provide a substantiating statement of protocol.

- a. Collection of:
 - 1) hair or nail clipping in a non-disfiguring manner;
 - 2) deciduous teeth;
 - 3) permanent teeth if patient care indicates need of extraction.
- b. Collection of excreta and external secretions: sweat, uncanalated saliva, placenta removed at delivery, amniotic fluid obtained at time of rupture of the membrane.
- c. Recording of data from subjects 18 years or older, using noninvasive procedures routinely employed in clinical practice. Exemption does not include exposure to electromagnetic radiation outside the visible range.
- d. Collection of blood samples by venipuncture (not exceeding 1.50 ml/8 week period, and no more than twice a week) from subjects 18 years or older, in good health and not pregnant.
- e. Collection of supra- and subgingival dental plaque and calculus, provided the procedure is no more invasive than routine scaling of the teeth.
- f. Voice readings.
- g. Moderate exercise by healthy volunteers.
- h. Study of existing data, documents, records, pathological specimens or diagnostic specimens.
- i. Research on drugs or devices for which an investigational exemption is not required.

2. If the project involves human subjects who are exposed to "more than minimal risk" and are not covered by the criteria above (1 to 9), the IRB review must involve the full IRB board. Please check if the research involves more than minimal risk** and provide a substantiating statement of protocol.

3. Human subjects would be involved in the proposed activity as either: Minors and/or Children* , Fetuses , Abortuses , Pregnant Women , Prisoners , Mentally Retarded , Mentally Disabled .

Note that if children are involved in the research as human subjects, they may have to provide consent as well as their parents.

Whether or not the project may undergo "expedited review" or must be reviewed by the full Institutional Review Board, it is necessary that the required informed consent forms also be reviewed. These should be submitted with the proposal. However, if there is insufficient time to meet the sponsor's deadline, submittal can be delayed up to thirty days after submittal of the proposal without jeopardizing the IRB certification to the prospective sponsor.

*Minimal risk means that the risks of harm anticipated in the proposed research are not greater, considering the probability and magnitude, than those encountered in daily life or during performance of routine physical or psychological examinations or tests.

**Subject at risk is an individual who may be exposed to the possibility of injury as a consequence of participation as a subject in any research, development or related activity which departs from the application of those established and accepted methods necessary to meet his needs or which increases the ordinary risks of daily life, including the recognized risks inherent in a chosen occupation or field of science.

This is to certify that the project identified above will be carried out as approved by the Human Subject Review Board, and will neither be modified nor carried out beyond the period approved below without express review and approval by the Board.

Ronald E. Matfox 3-15-94
Principal Investigator, Date

M. J. [Signature] 3/22/94
Departmental Reviewer, Date

The Human Subjects Review Board has reviewed the protocol identified above, as it involves human subjects, and hereby approves the conduct of the project for 12 months, at which time the protocol must be resubmitted for approval to continue.

[Signature] 5/8/94
Board Chairman Authorized Reviewer, Date

APPENDIX G
COVER LETTER AND FOLLOW-UP
CORRESPONDENCE

Cover Letter



Southside Virginia Community College

John H. Daniel Campus

Route 1, Box 15 • Keysville, Virginia 23947 • 804-736-2000 • Fax: 804-736-2082 • TDD: 804-949-7681

June 27, 1994

Dear :

The Carnegie Corporation, in 1965, funded the most thorough study of student personnel services in two-year colleges. One of the most significant results of the study was the identification of those functions considered to be basic to any student personnel program.

Your name was selected at random from a national listing of Principal Student Affairs Officers. In order that the results be truly representative, it is important that each questionnaire be completed and returned.

Your individual responses will be treated confidentially and only grouped data will be reported. Each questionnaire has been assigned an identification number for mailing purposes only. Your name will be checked off the mailing list when your questionnaire is received. No individual name will be identified with a questionnaire.

Upon request, you will receive a summary of the results.

If you have any questions, please write or call Ronald E. Mattox, Coordinator of Counseling at (804)736-2000 (office) or (804)696-4468 (home).

Thank you for your assistance.

Sincerely,

Ronald E. Mattox,
Coordinator of Counseling

Don G. Creamer, Ed.D
Professor of Education
Virginia Tech
Blacksburg, VA 24061-0302

First Follow-Up



Southside Virginia Community College
Route 1, Box 15
Keysville, Virginia 23947

Last week a questionnaire concerning student personnel services was mailed to you. Your name was selected at random from a national listing of Principal Student Affairs Officers.

If you have completed and returned the questionnaire to us, please accept our sincere thanks. If not, please do so today. You are one of a small number being asked to give your opinion. In order that the results be truly representative, it is important that each questionnaire be completed and returned.

If you have not received the questionnaire, or need a replacement, please call me at (804-736-2000) or (804-696-4468) today.

Sincerely,

Ronald E. Mattox,
Coordinator of Counseling

Second Follow-Up



Southside Virginia Community College

John H. Daniel Campus

Route 1, Box 15 • Keysville, Virginia 23947 • 804-736-2000 • Fax: 804-736-2082 • TDD: 804-949-7681

July 20, 1994

Dear _____ :

We requested your opinion on student personnel services approximately three weeks ago by questionnaire. We have not received your response.

It has been almost thirty years since a study of student personnel services in two-year colleges has been conducted. It is important that we receive your opinion.

Your name was selected at random from a national listing of Principal Student Affairs Officers. In order that the results be truly representative, it is important that each questionnaire be returned. Would you please consider completing and returning the questionnaire today!

Remember that all responses will be treated confidentially and only grouped data will be reported. Enclosed is another questionnaire in case you have misplaced the one previously sent. Your cooperation is greatly appreciated.

Sincerely,

Ronald E. Mattox
Coordinator of Counseling

NOTE: If your completed questionnaire has crossed this letter in the mail, thank you for responding!

Third Follow-Up



Southside Virginia Community College

John H. Daniel Campus

Route 1, Box 15 • Keysville, Virginia 23947 • 804-736-2000 • Fax: 804-736-2082 • TDD: 804-949-7681

August 17, 1994

Dear :

We are writing you concerning our study of student personnel services. We have not yet received your completed questionnaire.

You were one of a small group selected at random from a national listing of Principal Student Affairs Officers. Although a large number of questionnaires have been returned, we feel it is important that each questionnaire be completed and returned to ensure the accuracy of the data.

Enclosed you will find a replacement questionnaire in case our original correspondence did not reach you. We urge you to complete and return it as soon as possible

We greatly appreciate your contribution to this study.

Sincerely,

Ronald E. Mattox
Coordinator of Counseling

P.S.- A copy of the results will be sent to you upon request.

APPENDIX H
RESPONSES TO ITEM NUMBER 4, SECTION II,
HIGHEST EARNED DEGREE

SECTION II. DEMOGRAPHIC INFORMATION RESPONSES RECEIVED
TO ITEM NUMBER 4, HIGHEST EARNED DEGREE

LARGE COLLEGES

OTHER RELATED MAJOR

Human Resources Management
Higher Ed. Administration
Diversity
Law
Ed. Leadership
Human Development
Educational Leadership
Higher Ed. Administration
Educational Administration
Higher Ed. Administration
Ed. Administration
Sociology
Ed. Administration
School Administration
Political Science
Administration
Educational Administration
Higher Education
Sociology
Adult Cont. Ed.
Ed. Administration
Education
Ed. Administration
Higher Ed. Administration
Education
Educational Leadership
Ed. Administration
Higher Ed. Administration
Leadership
Education
Education

OTHER

Community College Administration
English
Public Administration
Administration
Higher Ed. Administration
Physical Education
Curriculum & Instruction
Business

Curriculum
Educational Psychology
History
Political Science
Physical Education
Higher Education

SECTION II. DEMOGRAPHIC INFORMATION RESPONSES RECEIVED
TO ITEM NUMBER 4, HIGHEST EARNED DEGREE

SMALL COLLEGES

OTHER RELATED MAJOR

Education
Educational Administration
Administration & Supervision
Human Resource Management
2 year College Administration
Administration
Ed. Leadership
Educational Administration
Administration
Administration
Educational Administration
Secondary Education
College Administration
Administration
English
Ed. Administration
Higher Ed. Administration
Higher Ed. Administration
Educational Administration
Educational Administration
Higher Ed. Administration
Technical Ed. Administration

OTHER

Education
Education
History
History
Botany
School Administration
History
Business Administration
Rhetorical Theory
Occupational Education
Administration Ed.
Clothing & Textiles
Business Education
Foreign Languages
Industrial Education
Administration-Higher Ed.
Business Education

APPENDIX I
STUDENT PERSONNEL FUNCTIONS AND
EXAMPLES OF RELATED TASKS

STUDENT PERSONNEL FUNCTIONS AND
EXAMPLES OF RELATED TASKS

FUNCTIONS

TASKS

A. ORIENTATION FUNCTIONS

- | | |
|----------------------------|---|
| 1. Pre-College Information | Dissemination of information to encourage college attendance |
| 2. Student Induction | Academic, social, attitudinal, and other psychological orientation of students to the college |
| 3. Group Orientation | All information-giving associated with induction into college, attitude development, effective study skills, test interpretation, vocational and educational planning |
| 4. Career Information | Providing sources of occupational information, and developing effective methods for disseminating career information |

B. APPRAISAL FUNCTIONS

- | | |
|------------------------|--|
| 5. Personnel Records | Developing an integrated records system, maintaining policies regarding record accessibility |
| 6. Educational Testing | Measurement of aptitude, interest, values, achievement, and testing in reading, English and mathematics |
| 7. Applicant Appraisal | Evaluating transcripts of previous course work, test interpretation, and interviewing of students to effect proper placement |

8. Enrollment
Management

Designing and Implementing student systems from entry to graduation and beyond to assist educational planning

C. CONSULTATION FUNCTIONS

9. Student Counseling

Professional service to students in clarifying basic values, attitudes, interests, and abilities, assisting with decision making, identifying and resolving problems interfering with plans and progress

10. Student Advisement

Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, academic progress

11. Applicant
Consulting

Giving of information pertinent to interpretation of tests and other data, and proffering educational and occupational service to applicants prior to formal admission

12. Student
Development

Promoting student learning and personal development through both in- and out-of class activities

D. PARTICIPATION FUNCTIONS

13. Co-Curricular
Activities

Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications

14. Student
Self-Government

Advising student government, conducting leadership programs, supervising student publications

E. REGULATION FUNCTIONS

- 15. Student Registration
Designing forms and procedures, processing class changes, withdrawals, recording grades, providing transcripts
- 16. Academic Regulation
Implementing academic policies, evaluating graduation eligibility, reviewing suspension appeals
- 17. Social Regulation
Implementing social policies, maintaining social calendar, handling cases of social misconduct

F. SERVICE FUNCTIONS

- 18. Financial Aid
Administering student loans, handling part-time employment, seeking funds for grant-in-aids, analyzing financial needs of students
- 19. Graduate Placement
Maintaining liaison with employment agencies, consulting with prospective employers, arranging placement interviews, conducting follow-up studies
- 20. Special Support Services
Promote and provide services such as child care, health care, and transportation as necessary, provide access and other services for the handicapped and learning disabled

G. ORGANIZATIONAL FUNCTIONS

- 21. Program Articulation
Arranging for staff to serve on faculty committees, arranging joint meetings of staff with high school counselors, arranging visits of staff to senior colleges

- | | |
|---------------------------------|--|
| 22. In-Service Education | Providing for counselor and staff supervision, arranging for faculty advisor training, arranging for staff participation in professional meetings, workshops and seminars |
| 23. Program Evaluation | Interpreting studies of student characteristics and needs, arranging for follow-up studies of dropouts, graduates, and transfers, student evaluation of services |
| 24. Administrative Organization | Identifying and interpreting staffing needs, preparing program budgetary request, preparing job descriptions and organizational patterns |
| 25. College Mission | Participate in reviewing and redefining the mission statement, to include student development concepts and resource allocation to reflect mission statement |
| 26. Educational Technology | Use of technological methods in the delivery of services to students such as career exploration, course selection, job placement, transfer articulation, registration, and financial aid |
| 27. Partnership Development | Develop effective working relationships with internal administrative units, identify, develop, and maintain linkages with external agencies that serve the needs of the institution and students |
| 28. Student Outcome Assessment | Documenting student outcomes in terms of their stated goals |

VITA

Ronald E. Mattox was born on August 22, 1948, the second son of Mr. and Mrs. David M. Mattox, Jr. After graduating from Victoria High School, he attended Phillip Business College, Lynchburg, VA and received a diploma in Higher Accounting in 1968. Following a three year stint in the U.S. Army, including a tour of duty in Vietnam, he graduated from Campbell University, Buies Creek, NC with a Bachelor of Science degree in Business Education in 1973. He earned a Master of Science degree in Guidance and Counseling from Longwood College, Farmville, VA in 1978. His professional experience has included employment as a financial aid and veterans officer, counselor, and the Coordinator of Counseling at Southside Virginia Community College. Also, he has served as a practicum/internship supervisor for Longwood College. In addition, he served on the Town Council of Victoria, VA from 1976-1980 and as Vice-Mayor for two of those years.

Mr. Mattox is married to the former Anita R. Hardy and they have three sons, James, Jason, and Joseph. He is a member of the American College Personnel Association and the American Counselor Association. He is a member of Chi Sigma Iota Counseling Academic and Professional Honor Society International. He is also a National Certified Counselor.

Ronald E. Mattox