

TOMORROW'S HIGHER EDUCATION STUDENT
DEVELOPMENT PROCESS MODEL: A STUDY
OF LEVELS OF AGREEMENT AND IMPLEMENTATION
AMONG CHIEF STUDENT PERSONNEL ADMINISTRATORS
IN PUBLIC, SMALL AND RURAL COMMUNITY COLLEGES

by

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Chapter 1

INTRODUCTION AND OVERVIEW

Colleges manifest concern for meeting the individual service and developmental needs of students through formal activities, programs, and services usually called student personnel services. The label "student personnel services" is not universally accepted and utilized by educators. Labels such as "student services" and "student affairs" enjoy common usage in post-secondary institutions. Increasingly, an alternative label is becoming recognized as one possibly more appropriate to describe the actual motivation, intent, and reality of professional work in this field. This alternative label is "student development."

It is not significant that a new name may be given to old practices. The significance of this relabeling process is that it seems to be occurring as a direct result of widespread concern within the profession of student personnel services that the natural evolutionary process of change within post-secondary circles has resulted in student personnel services drifting away from the mainstream -- educational activities, programs, and services. In the late 1960's, this drifting process caused general concern among professional leaders in student personnel services who envisioned reduced relevance to the primary educational purposes of higher

education for student services and a reduced ability to accomplish important tasks associated with meeting individual and collective student needs. This general concern was manifested most noteably *notably* within the American College Personnel Association (ACPA), a national professional organization of several thousand members of the student personnel services profession.

BACKGROUND FOR THE STUDY

Given a concern for the relevancy of student personnel services in post-secondary education, ACPA embarked upon a long-term, pervasive program to analyze and to reconceptualize the fundamental nature of professional work in student personnel services in terms of positive outcomes in students. The result of this analysis and reconceptualization yielded the term "development" as most descriptive of desired student outcomes. This program of the American College Personnel Association was known as the Tomorrow's Higher Education (T.H.E.) Project.

The T.H.E. Project was organized into phases. Phase I consisted of an intensive review of relevant research in post-secondary education pertaining to student outcomes which could be attributed to professional interventions. Phase I was organized to answer the question, "Is student development a myth?" in terms of intentional professional interventions; that is, "Would the outcomes in students have occurred through maturation regardless of professional interventions?" The results of Phase I investigations

suggested clearly that student development does occur in part as a direct result of professional interventions. This finding lent considerable strength to the reconceptualization effort, suggesting that the primary work of student personnel services professionals should be directed toward intentional student development.

Phase I of the T.H.E. Project was completed with the publication of an ACPA monograph, Student Development in Tomorrow's Higher Education: A Return to the Academy (Brown, 1972). Brown reported the findings of Phase I and offered recommendations for more "desirable" or "educative" roles for student personnel service professionals within post-secondary settings.

Phase II of the T.H.E. Project was structured to build a conceptual model for the practice of student development (the alternative new label for student personnel/student services). This model was envisioned as a set of processes based upon relevant theories of development and upon research findings. Because certain members of the model development group were instrumental in the development of other student development models, the T.H.E. Model was thought to be a culmination of the efforts of other professional associations and many leading professional authorities' efforts to provide meaningful and relevant direction to the profession of student personnel services (Miller and Prince, 1976, p. xiii).

The T.H.E. Model was general, perhaps even vague, since it was intended to apply to all settings in post-secondary education. The Model was first published in the Journal of College Student

Personnel in 1975 (ACPA, 1975), and later described in greater detail by Miller and Prince in a 1976, ACPA sponsored book, The Future of Student Affairs.

The remainder of the phases of the T.H.E. Project (particularly Phase III) were intended to address implementation issues such as organizational models for student development. Recently, the T.H.E. Phase III chairperson, the ACPA president, and the ACPA president-elect indicated that research about implementation efforts had been extremely limited (Schmalfeld, 1978; Creamer, 1978; Mable, 1978). Two ACPA survey research projects were completed and reported in March, 1979, in a report to the ACPA Executive Council; however, both studies were very limited in role and scope (Creamer, 1979). One dissertation related to the T.H.E. Model has been completed, but several limitations of the study restrict its usefulness in answering specific questions about the T.H.E. Model. A review of the literature and communications with ACPA leaders revealed that little evidence existed that the T.H.E. Model and underlying assumptions and process steps were accepted by practitioners in theory or in practice.

THE PROBLEM

The problem was that an over-generalized model for student development processes was proposed by the American College Personnel Association (ACPA) with the expectation that practitioners would be

willing and able to implement it in all aspects. However, little research was published to date to suggest either that the Model was seen as desirable, that it was understood, or that comprehensive efforts had been made to implement it on college campuses.

RESEARCH QUESTIONS

This research study was designed to address some of the implementation issues unresolved by current literature about the T.H.E. Model. Specifically, answers were sought to four major research questions. The major research questions were:

1. To what extent do practitioners agree with the basic constructs and underlying assumptions of the T.H.E. Model?
2. To what extent do practitioners agree with the process steps of the T.H.E. Model?
3. To what extent is there evidence that the process steps of the T.H.E. Model are being implemented currently on college campuses?
4. What relationships exist between practitioners' agreement with the process steps of the T.H.E. Model and the presence of evidence that the process steps of the T.H.E. Model are being implemented on college campuses?

INDEPENDENT VARIABLES

It was reasonable to believe certain variables might relate directly to the level of agreement with and implementation of the T.H.E. Model. An a priori decision was made to identify these variables which then became the independent variables for this study.

The following four variables were controlled as independent variables:

Chief Student Personnel Administrator Variables

1. Experience in the student personnel field (low to high),
2. Discipline of educational training (student personnel or related field/other),
3. Professional responsibilities (student personnel services only/responsibility for some instructional management/responsibility for student personnel and instruction), and

Student Personnel Staff Variable

4. Ratio of number of professional student personnel staff to student headcount enrollment (low to high).

DEPENDENT VARIABLES

The dependent variables for the study were scores on the Student Development Process Inventory (SDPI)-Community College Form (see Appendix A), an inventory developed for this study. The

Inventory was constructed in four parts with the first three parts addressing research questions one through three respectively. Items in Parts II and III were designed as corresponding items. Relationships between scores on Parts II and III addressed the fourth research question. The fourth part of the SDPI was designed to secure data about the characteristics of the population and the independent variables.

Two statistical procedures were employed to answer research questions one, two, and three. First, frequency distributions of scores on items in each of the three parts of the Inventory were reported. Secondly, crosstabulations and the chi-square statistic were computed (controlling for the independent measures) for each item in the Inventory. Each chi-square statistic was reported and the significant ($p \leq .01$) crosstabulation tables were described.

Three statistical procedures were utilized to answer the fourth research question. First, crosstabulations and chi-squares were reported for relationships between corresponding items in Parts II and III of the Inventory. Significant ($p \leq .01$) crosstabulation tables were discussed. Secondly, items in Parts II and III which were designed to address the six process steps of the Model were grouped and summative process step scores were computed. Six t-tests were computed to determine if significant differences ($p \leq .01$) existed between agreement with each process step. Thirdly, in an effort to determine the impact of the independent variables on the

differences between agreement and implementation of the six process steps, 24 one-way analysis of variance (ANOVA) tests were computed. Deviation scores of each process step were the dependent measures and significant ANOVAs were reported.

DEFINITION OF TERMS

"Small college" -- a college listed in the 1978 American Association of Community, Junior, and Technical College Directory as enrolling 2,000 or fewer credit students (headcount) as of October, 1977.

"Rural college" -- a college identified as such by it's president in a Fall, 1977, American Association of Community and Junior Colleges (AACJC) survey.

"Public college" -- a college labeled as such in the 1978 American Association of Community, Junior, and Technical Colleges Directory.

"Community college" -- a college listed in the 1978 American Association of Community, Junior, and Technical Colleges Directory whose name included one, some, or all of the following terms: community college, junior college, college, community junior college, but did not include the term "technical" without either community college, community junior college, or junior college also as a part of it's title.

"Public, small and rural community college" -- a college in the continental United States which met the criteria defined for small college, rural college, public college, and community college, and which was not identified as a branch or a subordinate campus in the 1978 American Association and Community, Junior and Technical Colleges Directory.

"T.H.E. Model" -- the Tomorrow's Higher Education student development process model proposed by the American College Personnel Association.

"Student personnel services" -- post-secondary student services such as student activities, financial aid, placement, counseling, health services, housing, veterans affairs, admissions, registration, record-keeping, and discipline.

"Student development programs" -- a term that is sometimes used as a descriptor of a student personnel services program with the addition of programs utilizing a theory-based model of student development education.

"Chief student personnel administrator" -- a post-secondary administrator employed to supervise student personnel services and student development programs.

POPULATION FOR THE STUDY

The population for this study was chief student personnel administrators employed in public, small, and rural community

colleges. Two hundred and four colleges were identified which met the criteria.

Public, small, and rural community colleges were selected for this study for the following reasons:

1. The public, small, and rural community college group appeared to be homogeneous by nature. By limiting the study to one type of institution, a major extraneous variable--type of school was controlled. According to Kerlinger (1973), "to eliminate the effect of a possible influential independent variable on a dependent variable, one can choose subjects so they are as homogeneous as possible on that independent variable" (p. 309).
2. Little research had been conducted on public, small, and rural community colleges. AACJC, through its Commission on Small/Rural Community Colleges, had recommended that research efforts be accelerated to study these schools, particularly since more than one-half of all American two-year colleges were thought to be small and/or rural institutions (Templin and Sullins, 1978).

METHODOLOGY

With the assistance of a panel of experts, the researcher developed the Student Development Process Inventory (SDPI)--Community College Form. A survey of the population using the SDPI was the primary data collection methodology. After two

follow-up survey mailings were completed, the data were analyzed and reported.

LIMITATIONS OF THE STUDY

The study was limited to public, small, and rural community colleges in the continental United States. Each college participating was listed in the 1978 American Association of Community, Junior, and Technical Colleges Directory as a public institution. During a Fall, 1977, AACJC survey, each college selected was identified as "rural" by respective presidents. Institutions reporting 2,000 or less student credit headcount enrollment as of October, 1977 were identified as "small." Colleges listed in the 1978 American Association of Community, Junior, and Technical Colleges Directory as "community colleges," "community junior colleges," "junior colleges," "colleges," or as "technical institutes" with either "community college," "junior college," or "community junior college" as a part of their title were included in the population.

Even though the Inventory was designed for all types of community colleges, the study was limited to public, small, and rural single-campus community colleges in the continental United States.

SIGNIFICANCE OF THE STUDY

The leadership of the American College Personnel Association had indicated that research efforts related to the T.H.E. Model were needed in order to proceed with certain aspects of Phase III of the T.H.E. Project.

Before the completion of this study, published material about the acceptance and implementation of the T.H.E. Model by practitioners in the United States was limited. The results of this study contributed potentially important information in an area where little data existed previously.

Other contributions of this study included:

1. providing the Student Development Process Inventory (SDPI) which was based on the T.H.E. Model that could be used in other research and in assessment activities,
2. reporting the results of an administration of the Inventory with one population, and
3. reporting relationships between certain independent variables and the dependent measures.

The data generated and the Inventory developed have utility for the leadership of the American College Personnel Association in their efforts to complete Phase III of the T.H.E. Project.

SUMMARY

This chapter served as an introduction and overview of the study. An introduction to the study through a discussion of the background of the T.H.E. Project preceded a discussion of the problem. Four major research questions were designed to address the problem. The primary data collection methodology was a national mail survey. Independent and dependent variables were described and the data analysis procedures were discussed. Terms were defined, the population and limitations were described, and the significance of the study was discussed.

Chapter 2

REVIEW OF THE LITERATURE

This chapter contains a review of relevant literature pertaining to the American College Personnel Association's Tomorrow's Higher Education (T.H.E.) Project and the T.H.E. Model. The chapter is organized as follows: 1) historical highlights of student personnel work, 2) the student personnel point of view, 3) the student development point of view, and 4) relevant student development literature.

HISTORICAL HIGHLIGHTS OF STUDENT PERSONNEL WORK

The origin of American student personnel work may be traced to early colonial colleges. As colonial institutions grew and developed, headmasters (presidents) and teachers perceived a need for specialized assistance with such services as housing, discipline, activities, and advisement. Leonard (1956) identified and described these services as ones which were perceived by both teachers and citizens as necessary in order to separate the pursuit of intellectual and moral knowledge from non-intellectual activities. In addition to teaching, most colonial presidents served as the chief student personnel officer; the diversified duties of colonial presidents often were overwhelming and a need for assistance with support services was evident.

Williamson (1961) noted certain events during the nineteenth century which contributed further to the development of postsecondary student personnel services. The opening of Oberlin College in 1833 to women signaled a need for "preceptoresses" or female principals to "give special attention to the problems of women students" (Williamson, 1961, p.4). Harvard appointed a dean of the college in 1870 whose duties included functions such as discipline and the maintenance of campus order. In the late nineteenth century, the establishment of land-grant colleges in which many new students were added to traditional curricula, contributed to the need for support services.

The development of large-scale testing by the Army during World War I contributed to the development of specialized college counseling services (Brubacher and Rudy, 1958, p. 323). As a direct result of federal legislation such as the Wagner-Peyser Act of 1933, vocational guidance and counseling emerged during the early part of the twentieth century as integral components of college student personnel services. Further evidence of increased emphasis on guidance services was the first national guidance conference in Boston in 1910 and the first university level course in vocational guidance taught at Harvard in 1911 (Shertzer and Stone, 1968, p. 29). According to Lloyd-Jones (1949), student personnel work did not take on the characteristics of a "true" profession until about 1913 when Teachers College, Columbia University established a graduate level program to "train" deans and advisors of women.

The depression of the 1930's and World War II also had direct consequences in the development of student personnel and counseling services. A major result of the depression was widespread unemployment in American society, and occupational programs to train the unemployed became common to many colleges. Consequently, characteristics of college student bodies became more heterogeneous leading to a greater prominence of vocational and career guidance programs. Veterans of World War II enrolled in American colleges in large numbers, thus further contributing to the diversity of student bodies and a concomitant demand for student personnel services.

In conclusion, the historical roots of student personnel work clearly shows a services orientation. Student personnel professionals provided services to the president by relieving this person of many administrative duties, to the students by offering advice and counseling, and to parents and citizens by assisting colleges to act in loco parentis. The popularization of American higher education during the late nineteenth and early to mid-twentieth centuries contributed to the need for more student personnel professionals, particularly in the areas of vocational and career counseling. By the end of World War II the student personnel profession had gained national recognition and professional stature as a necessary component within postsecondary institutions (Brubacher and Rudy, 1958, p. 323).

THE STUDENT PERSONNEL POINT OF VIEW

In 1925, the National Research Council sponsored a meeting to discuss problems of college vocational guidance. The Inter-collegiate Council on Personnel Methods emerged from that meeting to "investigate ways and means of making available to educational institutions knowledge concerning students as individuals" (Zook, 1937, p. iii). During the following year the American Council on Education established a Committee on Personnel Methods to study personnel practices in colleges and universities. This Committee sponsored several studies of personnel practices during the following decade. As a result of these studies "certain tools were prepared including cumulative record cards, personality rating scales, and comparable achievement tests" which contributed to the improvement of the student personnel profession (Zook, 1937, p. iii).

In 1936, the American Council on Education abolished the Committee on Personnel Methods and discharged its functions to a new committee called the Committee on Measurement and Guidance. "The Council, however, recognized the need for further investigation of so-called personnel work" and scheduled an invitational conference in 1937 of leaders in the personnel field to discuss professional issues and to make recommendations on the future of the profession (Zook, 1937, p. iv).

The report of the conference, The Student Personnel Point of View (ACE, 1937), was accepted by the ACE and a Committee on Student

Personnel Work was established to propose "a program of action in line with the general statement of the conference (Zook, 1937, p. iv). Prior to this report, most statements about student personnel work overemphasized vocational guidance, counseling, and research (Wrenn, 1949, p. 266).

As a result of the "continuous and strong" demand for The Student Personnel Point of View (ACE, 1937), and because student personnel work developed "so markedly" during the next twelve years, the ACE sponsored another invitational conference in 1948 to revise the 1937 statement (Zook, 1949). The revised statement, The Student Personnel Point of View, (Williamson, 1949) reflected a "new formulation of the philosophical basis" for the profession and outlined fundamental "elements in a comprehensive institutional program" (Zook, 1949, pp. ii-iv).

Both statements titled The Student Personnel Point of View included a philosophical stance that the development of the student as a whole being was a major obligation of educational institutions. (This stance was stronger, however, in the 1949 statement than in the 1937 statement.) "Wholeness" included human intellectual, emotional, physical, social, vocational, moral and religious, economic, and aesthetic development (ACE, 1937). All forms of nonintellectual learning were implied to be a responsibility of educators.

Both 1937 and 1949 statements emphasized the need for institutional commitments to the objective of total development

through "coordinated" (ACE, 1937, pp. 5-9) and "integrated" (Williamson, 1949, pp. 2-3) efforts on the part of all college professionals. Each statement implied that the student should be treated as a unique, developing person and that the total college environment should be conducive to the facilitation of total development. These statements placed the ultimate responsibility for each student's development with the individual; however, it was suggested that all professionals should assume an appropriate role to assist students in their total development.

These two ACE statements were significant forerunners in broadening the base of student personnel work, as evidenced by the frequency of referencing in contemporary student development literature. Both statements suggested that the student personnel worker assume more important roles than of "clerk" or "disciplinarian". In 1951, Wrenn, a participant in the 1937 ACE conference, elaborated on this premise and declared that "student personnel services and instructional services together form the instructional program" (p. 27). Lloyd-Jones, a participant in both the 1937 and 1949 ACE conferences, suggested that in the future student personnel workers should assume roles of expert educators as opposed to expert technicians (1954, pp. 12-13). She admonished the student personnel profession to grow away from a "services" perspective, toward a "deeper teaching" perspective regarding the basic philosophy underlying student personnel work.

According to Wrenn (1949, p. 266), The Student Personnel Point of View (ACE, 1937) had a major impact on the 1938 charter statement of the American College Personnel Association (ACPA), the association responsible for the T.H.E. student development model which is a major aspect of this research. The ACPA charter statement refined further the role of student personnel work in colleges and universities.

THE STUDENT DEVELOPMENT POINT OF VIEW

Student development as a point of view gained prominence during the 1960's and 1970's. The first known usage of the phrase "student development point of view" appeared in a 1970 "Information and Ideas" section of the Journal of College Student Personnel (COSPA, 1970). This point of view was outlined in a brief working paper titled, "A Student Development Point of View of Education" drafted by W. Harold Grant on behalf of the Commission on Professional Development of the Council of Student Personnel Associations in Higher Education (COSPA).

Crookston (1975) discussed certain forces which provided impetus to the perspective which was called the student development point of view. Two of these forces were student unrest on college campuses and the demise of in loco parentis. During the 1960's and early 1970's many students assumed activist roles regarding campus policies and procedures and toward national policies. Students experimented with drugs, moved off campus, and sought

ways to encounter their developmental and maturational problems. The demise of in loco parentis suggested strongly that deans of students no longer should control or parent students through the use of administrative powers but rather that students should be treated as developing human beings.

COSPA Student Development Model

During this period of unrest and change leaders of student personnel professional associations created a Council to coordinate efforts and to shape the future of student personnel work. The membership of the Council was composed of representatives of major national student personnel associations. The Council convened in the late 1960's to prepare statements on issues of general professional concern. This group, known as the Council of Student Personnel Associations in Higher Education (COSPA), was organized into commissions, one of which was the Commission on Professional Development. This Commission developed the COSPA Model.

The COSPA Model was first published in 1972 (Cooper, 1972). Prior to the 1972 publication, W. Harold Grant presented a paper at an ACPA Workshop in which he named the COSPA cube a "Student Development Model" (Grant, 1972). Grant described the model as necessary to pull together counselors, administrators, and instructors in "some kind of equal balance" (p. 4). Grant held that the ultimate goal of the model was the development of students

and that "you can work with them [students] at three different levels" -- individually, in groups, or in organizations (p. 2). Finally, Grant indicated that the professional facilitation of student development requires competencies in goal setting, assessment, and in the use of change strategies.

The report describing the COSPA Model (Figure 1) included a detailed description of consultant, instructor, and administrator roles and presented a discussion of major aspects of each role (COSPA, 1975a). Goal setting, assessment, and change strategies were discussed as competencies to implement the roles of consultant, instructor, and administrator in relationships with individuals, groups, and organizations. The three competencies were described in terms of illustrative program objectives for graduate preparation programs (COSPA, 1975a). Little attention was given to an analysis or description of prescribed or potential change strategies.

According to Saddlemire (1979), COSPA records were not catalogued with the ERIC Clearinghouse or elsewhere; thus, certain working papers which lead to the final COSPA Model were unavailable for analysis. However, two working papers were published in "Information and Ideas" of the Journal of College Student Personnel in 1970 and 1974 (COSPA, 1970, 1975).

The exact dates and titles of COSPA Model statements vary as illustrated by the publication of the COSPA Model in several

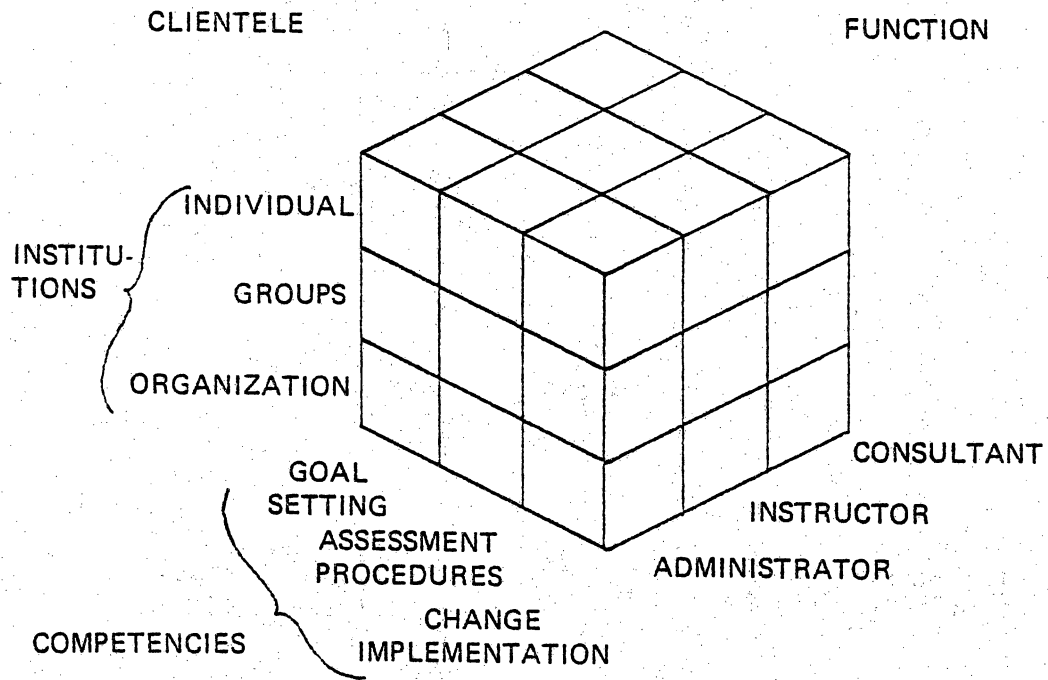


Figure 1

Council of Student Personnel Associations in Higher Education (COSPA) Student Development Model

sources, all with different versions and dates (COSPA, 1975a, 1975b, 1978). According to Saddlemire (1979), of these three sources, the 1975 report (1975a [1972 reprint]) is the only accurate representation of the COSPA Model. The 1975 journal article (COSPA, 1975b) was edited and thus misrepresented certain basic elements of the original statement. A chapter in Eddy's (1978) book did not reflect the model as a "cube" and thus misrepresented the actual COSPA Model.

Compounding the confusion over the accuracy of the COSPA Model is the recent referencing of a COSPA I and COSPA II Model by Rodgers (in preparation). According to Saddlemire (1979) there never was a COSPA I and II Model. There was only one model which was written from several working papers, two of which were published in the Journal of College Student Personnel.

In the 1975 (COSPA, 1975a, 1975b) report, Cooper pointed out that The Student Personnel Point of View (ACE, 1937; Williamson, 1949) served as a major force in the initial development of the COSPA Model statement. While the terminology in the COSPA "Student Development Point of View" statements differ from those of the 1937 and 1949 statements, many of the concepts are the same. The COSPA statements emphasized the importance of cognitive and affective development and held that the responsibility for such development should be shared collaboratively among all educators. It was proposed that a positive effect on student

development would be enhanced by an integration of efforts by all educators.

The COSPA (1975a) statement called for a "curricular innovation" in graduate preparation programs. "They [graduate students] should be [prepared in the] competencies of assessment, goal setting, and change processes as appropriate in implementing the roles of consultant, administrator, and instructor in relationship with individuals, groups, and organizations" (COSPA, 1975a, p. 9).

COSPA is defunct, however, the "spirit of COSPA still lives" (Saddlemire, 1979) as evidenced by communication among student personnel professionals and by continuing professional activities and publications concerned with implementing a model of student development. One outcome of COSPA's efforts was the American College Personnel Association's Tomorrow's Higher Education Project, which resulted in the T.H.E. Model.

Tomorrow's Higher Education (T.H.E.) Project

The Tomorrow's Higher Education (T.H.E.) Project of the American College Personnel Association (ACPA) was organized into phases. The first phase began in 1968 when the ACPA president, Donald Hoyt, appointed a committee to examine the future of student personnel work (Miller and Prince, 1976, p. xiii). This action was followed on December 9, 1968 by an ACPA Executive Council motion that the "reconceptualization and redefinition

of the student personnel function" was essential and that the student personnel point of view should be updated and revised (ACPA, 1968).

The Project name first appeared in ACPA Executive Council minutes on April 8, 1971, wherein the Association president outlined an implementation plan to "pull the project together and seek funding" (ACPA, 1971a). A T.H.E. Project progress report to the ACPA Executive Council on October 2, 1971, suggested a three-phase organization plan (ACPA, 1971b). Phase I was to address the future of the profession. Phase II was to design a model. Phase III was to address implementation of the model.

In 1972, the result of Phase I of the T.H.E. Project was published titled, Student Development in Tomorrow's Higher Education: A Return to the Academy (Brown, 1972). Brown (1972) reviewed the current status of the student personnel profession and projected future trends in higher education. After an extensive review of literature and research, Brown (1972) concluded that colleges have a differential impact on students and that developmental changes in students are a result of their experiences in college environments. Brown also speculated that student personnel professionals should alter their roles to increase their impact on student development. Nine alternative roles to traditional student personnel roles were proposed: diagnostician, consultant, programmer, technologist, college professor,

administrator, behavioral scientist, researcher, and unemployment (Brown, 1972, pp. 38-42). Brown added that the unemployment role was not included for satirical or comical reasons but rather to indicate that in the future the adherence to traditional student personnel roles may lead to unemployment. An ideal role for student personnel according to Brown (1972), would be one which required direct ties with academic areas, direct contact with students, and a "behavioral scientist" orientation (pp. 42-43). Brown's (1972) recommendations included a need for student personnel professionals to reorganize their functions and roles and to acquire new sets of competencies which interface with instructional aspects of learning (pp. 45-48). "...[Brown's 1972] white paper was designed to initiate the essential dialogue that would lead to subsequent model building and implementation phases of the T.H.E. Project" (Miller and Prince, 1976, p. xiii).

Tomorrow's Higher Education (T.H.E.) Model

In June, 1974, ACPA president, W. Harold Grant, a former member of the COSPA model building group, hosted an invitational student development model building conference at the University of Georgia to initiate Phase II of the T.H.E. Project. Participants in the conference were John Blackburn, Robert D. Brown, Richard B. Caple, Everett M. Chandler, Don G. Creamer, Burns B. Crookston, K. Patricia Cross, W. Harold Grant, Melvane D. Hardee, and Theodore

K. Miller. Judith S. Prince was the process team chairperson. The report of this conference was presented to the Executive Council on September 4, 1974 (ACPA, 1974a), and was published in the Journal of College Student Personnel in 1975 under the title of "A Student Development Model for Student Affairs in Tomorrow's Higher Education" (ACPA, 1975). In 1974, a copyrighted model statement was published as a white paper and was distributed to the ACPA membership for reactions, comments, and feedback (ACPA, 1974b). Miller's introductory comments to the paper solicited descriptions of exemplary programs from practitioners which utilized the Model rationale and competencies for student development. Several of the exemplary programs submitted were included in The Future of Student Affairs (Miller and Prince, 1976).

A second invitational conference was held in February, 1976, for the purpose of further exploration of organizational and implementation issues of the T.H.E. Model (ACPA, 1976). Participants in this conference included Maureen Connors, Robert Conyne, Don G. Creamer, John P. Donohue, W. Harold Grant, J. Eugene Knott, Thomas Leemon, Stephen Lenton, Theodore K. Miller, Clyde A. Parker, Anne S. Pruitt, Celestine Schall, Walter Shaw, and Robert G. Schmalfeld. A chapter concerning organization development in The Future of Student Affairs reflected the events of this conference (Miller and Prince, 1976).

The most complete source reporting the T.H.E. Model is contained in The Future of Student Affairs by Miller and Prince (1976). The Model described in the book

...extends ideas put forward in 1938 [1937], and revised in 1949, by the American Council on Education's Committee on Student Personnel Work and published as The Student Personnel Point of View. It also reflects the endeavors of the Commission on Professional Development of the Council of Student Personnel Associations (COSPA) in Higher Education.... (Miller and Prince, 1976, p. xiii)

The Miller and Prince (1976) book had two primary purposes. First, it was to provide the basic "theories and principles of a useful approach to integrating human development concepts in higher education" (p. xiii) and secondly, it was to "describe specific strategies that can be used by those who wish to apply the model on their campuses" (p. xii). Miller and Prince (1976) proposed an "intentional student development" plan, the purpose of which was to "offer postsecondary institutions an alternative to test out and apply in the years ahead" (p. 23).

The intentional student development approach to student services was described as one which is designed to meet the needs of all students. According to this plan, college professionals should plan change collaboratively rather than react to change, and they should design experiences appropriate for all students, regardless of students' ages or backgrounds (Miller and Prince, 1976, p. 21). It was suggested that the intentional student development

plan could accommodate all students because the intent of the plan was to assist students developmentally by helping them to progress sequentially through developmental stages. "To accomplish these goals, the model has six basic components: goal setting, assessment, instruction, consultation, milieu management, and evaluation" (Miller and Prince, 1976, p. 21). Miller and Prince (1976) proposed a plan for promoting the "kinds of developmental learning and skills that students have identified as desirable for their own life purposes" (p. 20). Recognizing that they offered no "magic formulas," the authors suggested that this student development model could help many colleges and academic communities "...shape the future rather than merely adjust to it" (p. 25).

Miller and Prince (1976, p. 3) defined student development at a most basic level as "the development of the whole" human being. Their more specific definition which applies to the T.H.E. Model is that student development is the

...application of human development concepts in postsecondary settings so that everyone involved may master increasingly complex developmental tasks, achieve self-direction, and become interdependent. It is, then, both a philosophical goal and the means for achieving it. (Miller and Prince, 1976, p. 3)

Miller and Prince (1976) recognized that the student development point of view or philosophy "has been with us for some time but has seldom been fully realized in practice" (p. 3). In fact,

the basic underlying assumptions of the T.H.E. Model are the same assumptions as those of The Student Personnel Point of View statements of 1937 and 1949. The common assumptions follow:

1. the individual student must be considered as a whole;
2. each student is a unique person and must be treated as such;
3. the total environment of the student is educational and must be used to achieve his or her full development, and
4. the major responsibility for students personal and social development rests with the student and his or her personal resources. (Miller and Prince, 1976, p. 4)

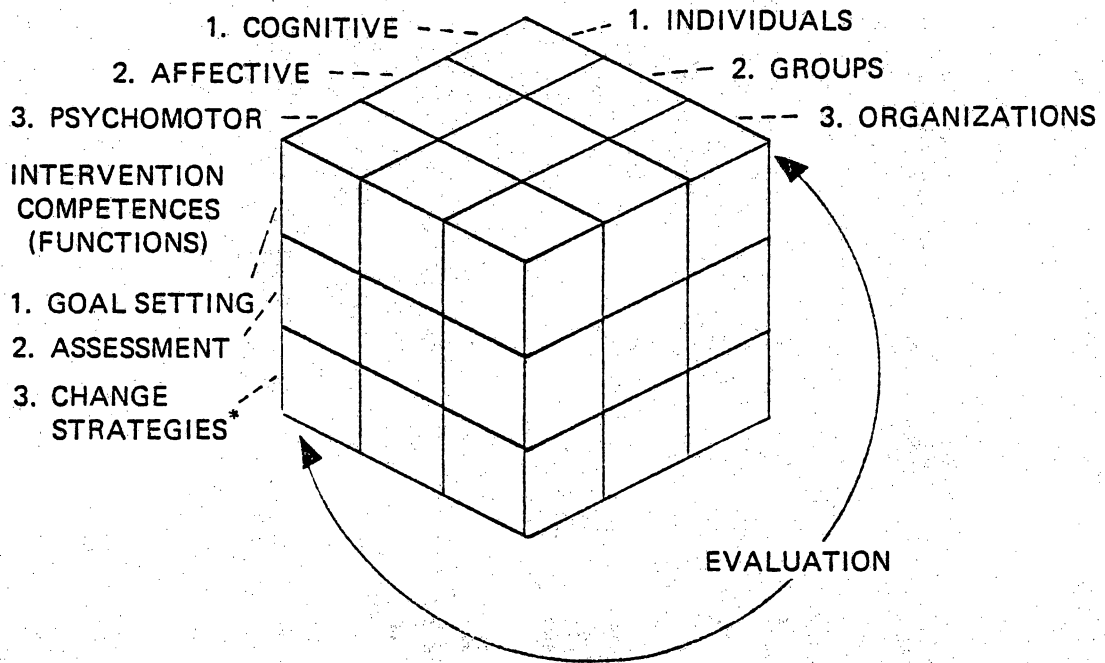
Even though terminology differed, both The Student Personnel Point of View statements and the T.H.E. Model statements supported a belief that development in students is enhanced when faculty, administrators, students, and student affairs professionals collaborate to achieve student development goals.

As shown in Figure 2, the T.H.E. Model differed somewhat from its predecessor, the COSPA Model. Both "cube" models involved the basic process steps of goal setting, assessment, and change strategies. However, one major process step--evaluation--was included in the T.H.E. Model and was not a part of the COSPA Model or the narrative describing the Model. Cognitive, affective, and psychomotor domains of student development were a part of the T.H.E. Model cube and not a part of the COSPA cube, even though COSPA documents reference the need to develop students fully or in whole.¹

¹It is debatable whether the psychomotor domain of development was a part of the T.H.E. Model. A discussion of this debate follows in the section of the T.H.E. Model process steps.

DOMAINS OF STUDENT DEVELOPMENT

TARGET POPULATIONS



*INSTRUCTION, CONSULTATION, and MILIEU MANAGEMENT

Figure 2

Tomorrow's Higher Education (T.H.E.)
Student Development Model

The COSPA roles of consultant, instructor, and administrator were not a part of the T.H.E. Model cube; however, Miller and Prince (1976) referred to these roles frequently.

T.H.E. Model Process Steps. The T.H.E. Model included six major process steps. Goal Setting, the first step, was described as the act of "establishing specific outcomes objectives" and necessary "mapping" for purposeful development (Miller and Prince, 1976, p. 21). Goal setting also was described as a collaborative process among learners and educators. It was suggested that the role of the student development educator was to assist students to learn how to set long-term and short-term goals. Student development program goal setting was described as a collaborative activity including students, student affairs professionals, and others with expertise in the goal setting process (Miller and Prince, 1976).

The second process step, assessment, was described as the act of identifying information necessary to assist students in their development (Miller and Prince, 1976, p. 21). Program planning was to be based on identified developmental needs of students, and like goal setting, was to be "done with students rather than for or about them" (Miller and Prince, 1976, p. 21). A sound assessment program was described as including a self-assessment component. Miller and Prince (1976) also described assessment as "the process through which students, groups, and organizations systematically

acquire and use data from a variety of sources to describe, appraise, and modify their own development" (p. 47).

The third, fourth, and fifth steps of the T.H.E. Model were change strategies--instruction, consultation, and milieu management. These components were to be "...seen as strategies for bringing about the desired growth..." of students (Miller and Prince, 1976, p. 21).

The instruction process step was based on premises that many ways exist to teach and to learn and that a well-developed person should integrate cognitive and affective learning in the application of what was learned. Miller and Prince (1976) cited several humanistic writers of the 1970's to support their premise that "any developmental task which can be taught systematically is suitable subject for academic instruction" (p. 24). Instruction included formal "classroom teaching and informal methods for satisfying developmental needs that are not otherwise met on campus" (Miller and Prince, 1976, p. 21). Student development educators were admonished to be prepared in competencies to teach human development courses and informal developmental seminars (Miller and Prince, 1976, p. 86-87).

The process step of consultation was modeled after the use of consultants in the business world (Miller and Prince, 1976, p. 88). In the context of the T.H.E. Model, a consultant works effectively with educators and learners to maximize the probability

of students' cognitive and affective learning (Miller and Prince, 1976, pp. 89-90). The consultant should possess skills in working with individuals, groups, and organizations. It was proposed that student affairs professionals assume consultant roles with students, faculty, and staff. And, they should utilize consultation skills in the development and implementation of in-services programs for faculty, administrators, and staff. In short,

...the consultation strategy assumes that the primary means to self-direction is accepting responsibility for one's development. So the consultant's role is primarily to guide program direction and facilitate action while the client, whether student or colleague, controls the decisions and takes the consequences. (Miller and Prince, 1976, p. 22)

The third change strategy and fourth process step, milieu management,

...is probably the most complex and least understood strategy. The term milieu refers to the physical environment, the human community, the curriculum, and other aspects of the students' world. The term management, however, is not synonymous with control. Rather it means a collaborative effort to coordinate resources and design activities that will establish a developmental climate for growth. (Miller and Prince, 1976, p. 22)

Since an environment has a variety of effects on students' development, it was maintained that students should learn the value of self-determination and ways to maximize the positive benefits from their environment. Student development educators were seen to have responsibility to assist students in achieving self-direction and self-determination.

The final step of the T.H.E. Model was evaluation. Evaluation encompasses the entire T.H.E. cube, "...symbolizing the importance of comprehensive program evaluation to the student development model" (Miller and Prince, 1976, p. 23). Evaluation referred to "...student development programs and their staff members, not to students..." (Miller and Prince, 1976, p. 22) and was intended as a process of determining how well goals and objectives were met.

It should be noted that three domains of development--cognitive affective, and psychomotor--were graphically depicted by Miller and Prince (1976, p. 8) as a part of the T.H.E. Model; however, no comments on the psychomotor domain were made in model building documents. Furthermore, the authors emphasized cognitive and affective domains of development throughout the book without a discussion of psychomotor development. Therefore, since the working documents of the T.H.E. Model building group did not mention psychomotor development and since Miller and Prince (1976) did not discuss the domain in the book's narrative, it was assumed that the psychomotor domain was added to the model cube by the authors and reported in The Future of Student Affairs, even though it was not a part of the original T.H.E. Model.

RELEVANT STUDENT DEVELOPMENT LITERATURE

The T.H.E. Model is both the result of prior efforts within ACPA and the stimulus for continuing effort. It is clear from an

examination of current related literature that the publication of the T.H.E. Model has influenced the content of scholarly articles and reports as evidenced by an accelerated frequency of references to the Model. This increased activity is most noticeable since 1975, the year of the publication of the T.H.E. Model in the Journal of College Student Personnel (ACPA, 1975).

The literature which reflects the impact or consequences of the T.H.E. Model can be categorized into three topic areas: 1) graduate preparation programs, 2) proposals for practitioners, and 3) general contributions to theory and concept building.

Graduate Preparation Programs

Relevance of the T.H.E. Model to graduate preparation programs has been shown by Ender and Miller (1976), Arner, Peterson, Arner, Hawkins, and Spooner (1976), Spooner (1979), Meadows and Higgins (1976), and Connors and Pruitt (1978).

Ender and Miller (1976) described a Student Development Laboratory at the University of Georgia which was designed to give graduate students experiences in assisting undergraduates in goal setting, assessment, and the effective utilization of change strategies. Arner, et al. (1976) proposed a process model which was very similar to the T.H.E. Model for graduate preparation programs. Spooner (1979) revised this model to include an evaluation component. A counselor training program at Auburn

University was described by Meadows and Higgins (1976) as one which was modeled after the T.H.E. Model. Connors and Pruitt (1978) discussed a competency-based approach to teaching goal setting to masters degree students.

Proposals for Practitioners

Practitioners have found value in the T.H.E. Model as indicated by descriptions of successful implementation efforts of selected aspects of the Model and by proposals to redesign existing programs to conform more nearly to the Model (Barr and Keating, 1978; Brown, 1978a; Brown and Citrin, 1977; Brown, Cetrin, Pflum, and Preston, 1978; Creamer and Kramer, 1978; Creamer and Rippey, 1976; Creamer, Fowler, and Horton, 1976; Conyne, 1978; Cooper, Epperly, Forrer, and Inge, 1977; Evans and Harris, 1977; O'Banion, 1971; Parker, 1971; Tollefson, 1975; and Young and Harris, 1977).

O'Banion (1971) proposed an alternative role for community college student personnel practitioners called Human Development Facilitator. Parker (1971) described a center to offer consultation on college-wide problems which required the collaborative efforts of faculty and student affairs professionals. Descriptions of various student development implementation efforts were reported in a survey research report by Tollefson (1975).

Several implementation activities at El Centro College in Dallas, Texas, including a self assessment laboratory (Creamer, et al., 1976), a collaboratively developed and implemented in-class orientation program (Creamer and Kramer, 1978), and a college-wide program to implement the T.H.E. Model (Creamer and Rippey, 1976) were described. An "interdependent, interactive, proactive, and client-centered" (p. 133) model for community college counseling was proposed by Young and Harris (1977). Cooper, et al., (1977) described a successful evaluation tool used by Northern Virginia Community College, Annandale Campus, to measure the effectiveness of non-credit developmental programs. A credit student development course which utilized audio-visual delivery systems at Triton College in River Grove, Illinois, was described by Evans and Harris (1977). Brown and Citrin (1977) proposed a student development transcript as a way to plan proactively for student development and to record students' personal growth. The results of a national survey revealed that student affairs and academic officers supported the concept of a transcript while registrars were moderately supportive (Brown, et al., 1978). A successful goal-setting workshop program for student organizations at the University of Texas, Austin, was reported by Barr and Keating (1978). A ten-step process to initiate consultation activities was reported as a helpful and successful guide for the counseling center staff at Illinois State University in Normal

(Conyne, 1978). Brown (1978a) described three models for practitioners to evaluate student development programs.

General Contributions to Theory and Concept Building

Other recent literature shows continuing efforts to understand the general nature and value of the T.H.E. Model through comments about the theory and concept of student development (Bleasser, 1978; Brown, 1978b; Borland, 1977; Borland and Thomas, 1976; Canon, 1976; Creamer, 1975, in preparation; Conyne, 1977; Crookston, 1972a, 1972b, 1973, 1974, 1975, 1976; Ellison, 1977; Jolly, 1978; Knott, 1977; Mable, Terry, and Duvall, 1977; Nash, Sawman and Sousa, 1976; O'Banion, Thurston and Gulden, 1970; Parker, 1973, 1974; Personnel and Guidance Journal, 1978a, 1978b; Rhatigan, 1975).

Crookston (1972b) described specific differences between student personnel and student development professional behaviors. Rhatigan (1975) refuted Crookston's thesis by admonishing that if a difference exists in reality it should not since the basis of the student development point of view could be traced to the 1930's and 1940's. Crookston also commented on ways student personnel professionals could become more developmentally oriented in academic advisement (1972a) and milieu management (1975). Crookston's position papers about human development (1973) and intentional student development (1974) suggested that student

personnel professionals should broaden their roles in order to impact total student development. Crookston also described differences in student personnel, student affairs, and student development and suggested that the profession should adopt the term "student development" as an underlying philosophy and as a name for this aspect of post-secondary education (1976).

O'Banion et al. (1970) proposed a model for junior college student personnel services which emphasized humanistic education as a role for professionals. Canon (1976) proposed a collaborative working relationship among all college professionals. Mable et al. (1977) outlined a model for student development which emphasized student involvement and professional collaboration.

Parker (1973) envisioned future directions for student personnel work to include increased collaborative and integrative roles and programs. Later he reviewed three theory-based usages of the term "student development" and proposed that developmental stage theory was the most appropriate theory to understand college student development (Parker, 1974).

Conyne (1977) suggested that counselors assume a change agent role as they initiate college-wide linkages. Borland and Thomas (1976) stated that the organizational parameters of implementing student development must receive attention. In 1977, Borland proposed a matrix pyramid as a way to understand student development parameters. In a related vein, Blaesser (1978) noted that the implementation of the T.H.E. Model would

make only minimal progress unless sound principles of organization development and change are learned and implemented by professionals. Further indication of the profession's concern about organization development and the role of the consultant for student affairs professionals was revealed by the publication of two special issues of The Personnel and Guidance Journal (1978a, 1978b) on models, operational procedures, issues, and features related to organization development and consultation.

Creamer reviewed the T.H.E. Model in terms of its conceptualization and implementation (1975). Knott (1977) described the six process steps of the Model and offered suggestions for its full implementation. Nash et al. (1976) suggested that the implementation of the Model required a new professional role of Student Development Educator. Ellison (1977) challenged professionals to take steps to define more concretely and operationalize the concept of student development. Brown (1978b) elaborated on this thesis and called the T.H.E. Model "...vague and amorphous..." (p. 11). Brown (1978b) believed that in order to implement the Model, professionals should work toward defining it pragmatically.

Creamer (in preparation) explored issues related to student development, some of which included the theories underlying this point of view, definitions of student development, organization and implementation, and criticisms of student development.

Two evaluations of the T.H.E Model were planned by ACPA (ACPA, 1977) and the results were reported at the March, 1979, ACPA Convention. Both evaluations were limited in their comprehensiveness and usefulness (Creamer, 1979). Jolly (1978) completed an evaluation of The Future of Student Affairs; however, the study was restricted to Texas community colleges and was severely limited by design. He found that professional and institutional characteristics had little influence on selected variables associated with the Model; but, limitations of the instrument, the design, and the analysis procedures suggest that caution should be exercised in making certain inferences from his findings.

SUMMARY

This chapter contains a review of the relevant literature pertaining to the T.H.E. Model of student development.

A review of certain historical antecedents to the T.H.E. Model showed how professional leaders have made deliberate attempts to alter the fundamental character of student personnel work: first, by clarifying explicit service dimensions of the profession; and second, by tying these service characteristics to an emerging new role of higher education referred to as "the development of the total person." These efforts were reflected in the ACE statements of The Student Personnel Point of View in

1937 and again in 1949. Further efforts to sharpen the basic educational aspects of the profession were reviewed by pointing to the work of COSPA and the resulting model for student development. The T.H.E. Model was developed immediately following the COSPA efforts and built upon it. Both of these Models, and particularly the latter, were explicit efforts to reconceptualize the nature of student personnel by tying the models to developmental theory and suggesting that student personnel professionals were intentionally to assist students in their development, whether personal, moral, or educational.

A detailed description of the T.H.E. Model was presented including a review of each process step.

Finally, contemporary literature was reviewed showing the apparent impact of the T.H.E. Model on the profession as reflected in recent research, proposals for practitioners, attempts to modify graduate preparation programs, and general contributions to theory and concept clarification.

Chapter 3

METHODOLOGY

The procedures utilized in the collection and treatment of the data will be described in this chapter. The chapter is organized as follows: 1) construction and validation of the Inventory, 2) population for the study, 3) data collection procedures, and 4) statistical treatment of the data.

THE INVENTORY

Based on the T.H.E. Model, the researcher constructed an inventory to address the four major research questions. This inventory, the Student Development Process Inventory (SDPI)--Community College Form (see Appendix A), was constructed in four parts with the first three parts designed to answer research questions one through three respectively. To answer the fourth research question, relationships between Parts II and III were analyzed.

Part I of the SDPI was designed to address levels of agreement with items representative of the basic constructs and underlying assumptions of the T.H.E. Model. Part II of the SDPI was designed to assess levels of agreement with items representative of the six process steps of the Model. Items in Part III were

designed to assess whether evidence existed that the process steps of the Model were being implemented on college campuses. Part III items were constructed to correspond with Part II items.

Part IV of the Inventory was designed to collect information about the population. These data were analyzed and reported as demographic descriptors of the population. Certain portions of Part IV yielded information which was used in determining the independent variables for the analysis.

Validation of the Inventory

A panel of experts comprised of four student development specialists knowledgeable about the T.H.E. Model assisted in the construction and validation of the Inventory.

The experts were sent a draft SDPI, a rating instrument, and instructions. The instructions and cover letter included a description of the population, the relationship of the research questions to the Inventory, and scoring/rating instructions.

The experts were asked to indicate on the rating instrument whether each item was definitely acceptable, acceptable with revision, or definitely unacceptable. They were given the option of submitting additional items and/or rewriting existing items. The experts were informed that the draft pool of items needed to be limited and that their critical analysis and review was encouraged.

After reasonable construct and content validity was secured from the panel of experts and after another draft of the Inventory was compiled, the researcher field-tested the second draft SDPI among ten community college and/or student personnel doctoral students enrolled at Virginia Polytechnic Institute and State University. Items which were unclear or ambiguous were modified as necessary.

Panel of Experts

The panel of experts were selected for their knowledge and understanding of the T.H.E. Model and for their contribution to and leadership in the T.H.E. Project. The panel of experts and supportive criteria for their inclusion were:

1. Dr. Robert D. Brown--author of Student Development in Tomorrow's Higher Education: A Return to the Academy (1972), the ACPA monograph which reported the completion of Phase I of the T.H.E. Project. Dr. Brown was also a member of the model building conference and is an accomplished writer in the field of student development.
2. Dr. Judith S. Prince--co-author of The Future of Student Affairs (1976), the ACPA sponsored book which reports the culmination of the model building efforts of Phase II of the T.H.E. Project. Dr. Prince was the process chair-

person of the June, 1974, model building conference. She participated in the February, 1976, invitational conference (Phase III).

3. Dr. Theodore K. Miller--co-author of The Future of Student Affairs (1976). Dr. Miller is a past-president of ACPA and is an accomplished writer in the student development field. He was a member of the model building conference and the February, 1976, invitational conference.
4. Mr. Robert G. Schmalfeld--current chairperson of Phase III of the T.H.E. Project. Mr. Schmalfeld was the chairperson of the February, 1976, invitational conference on organizational issues relative to the implementation of the Model.

Excluding Mr. Schmalfeld, each member of the panel of experts was a member of the model building conference. With the exception of Dr. Brown, each participated in the February, 1976, invitational conference designed to explore organizational and implementation issues relative to the Model. Thus, the panel of experts included key persons in each of the three phases of the T.H.E. Project.

POPULATION

The Inventory was administered through a survey of the total population (n = 204) of chief student personnel administrators

employed in public, small, and rural community colleges in the continental United States.

The population was limited to this one type of community college in an effort to eliminate the influence of a major extraneous variable (type of institution) on the dependent measures.

DATA COLLECTION PROCEDURES

A cover letter, SDPI, and self-addressed pre-paid return envelope was mailed to each of the 204 chief student personnel administrators. The cover letter emphasized that this was a national study of student development programs and processes.

A follow-up letter, the SDPI, and a pre-paid return envelope were mailed to non-respondents four weeks after the initial mailing. Three weeks after the first follow-up was mailed, another follow-up letter was sent to non-respondents. Non-respondents were asked to return the Inventory and/or to indicate their reasons for not completing the survey.

Seventeen telephone calls were made to secure data from persons who did not complete major portions of Part IV of the Inventory. The researcher received six telephone calls from persons in the population regarding various aspects of the Inventory and the planned reporting of the data. After the second follow-up seven persons sent mailed correspondence indicating they had not received the first two surveys.

Additional inventories and pre-paid envelopes were sent to those seven.

Three weeks after the second follow-up was mailed, the researcher closed the process of data collection and began the analysis procedures. One hundred and forty-seven usable returns were received by this date representing a 72% response. A review of the returns and the non-respondents revealed that the non-respondents were distributed randomly. From this review it appeared that non-respondents fell into representative classification categories, e.g., there was no clear pattern of non-respondents in terms of geographic location.

STATISTICAL TREATMENT OF DATA

The major statistical analysis procedures employed to answer research questions one, two, and three included the computation of frequency distributions and crosstabulations. The chi-square statistic was used to analyze the crosstabulations and to test for significance at the .01 level.

In addition to the chi-square statistic, t-tests were computed to determine the statistical difference between summative mean scores on corresponding items representing the six process steps in Parts II and III. For example, mean process step scores for the items dealing with goal setting were computed for

Parts II and III. A t-test was then employed to test for statistically significant differences between Part II and III goal setting means. This same procedure was followed in the analysis of the other five process steps. Analysis of variance tests were conducted to test for statistical differences in process step deviation scores on Parts II and III using sub-categories of respondents as the independent variables. Process step deviation scores were computed by subtracting corresponding Part II process step mean scores from Part III process step mean scores. The deviation scores were the dependent variables in the ANOVA procedures. For instance, a one-way analysis of variance test was computed to determine if there were significant differences between goal setting deviation scores among the three professional responsibilities groups (independent variable three). This procedure was employed in the analysis of the relationships between the other three independent variables and process step deviation scores. These analytic procedures were utilized to answer the fourth research question.

Statistical Package for the Social Sciences (SPSS) was the computer program used in the analysis of the data.

Independent Variables

The first step employed to quantify the four independent variables was to categorize responses to all open-ended questions.

For example, item three in Part IV was designed to ascertain whether or not the chief student personnel administrator was trained formally in student personnel, guidance, or counseling (independent variable two). The four sub-parts of item three were categorized and coded on computer cards. The population was divided into two groups on this independent variable, viz., those who were trained formally (major, minor, or any degree) in student personnel, guidance, or counseling and those who were not trained in this discipline. A frequency distribution of the number in each of the two categories (trained and not trained) was computed.

A similar procedure of coding responses to open-ended questions, computing frequency distributions, and categorizing responses into groups was the primary method of determining the other three independent variables.

Dependent Variables

As indicated in Chapter one, the dependent variables were scores on the SDPI. Frequency distributions of population scores on each item in Parts I, II, and III were reported in addition to chi-squares, t-tests, and one-way analysis of variance tests.

The SPSS CROSSTABS procedure was utilized to produce "...a sequence of two-way tables displaying the joint frequency distribution of two variables" (Nie, Hull, Jenkins, Steinbrenner,

and Bent, 1975, p. 7). For example, crosstabulation tables were generated to show the joint frequency distribution of student affairs trained and non-trained professionals (independent variable two) by item scores in each of the three parts of the Inventory (dependent variables). For each crosstabulation, the chi-square statistic was computed to "measure the degree of association of the two variables based on the distribution of frequency counts in the table..." (Nie, et al., 1975, p. 7) and to measure "...the magnitude of the discrepancies between the observed and expected frequencies" (Ferguson, 1976, p. 189). The crosstabulation tables which were significant (observed frequencies differed significantly from what was expected) are described in Chapter four. This analysis enabled the researcher to determine the relationships between the independent variables (population characteristics) and scores on the Inventory. Thus, the first three research questions were answered through frequency distributions, crosstabulations, and the use of the chi-square statistic.

The SPSS CROSSTABS procedure and the chi-square statistic were also utilized to answer the fourth research question. The degree of association between population scores on corresponding items in Part II and Part III was determined by the creation of crosstabulation tables and the use of chi-squares.

To ascertain the probability levels for the differences between agreement with the six process steps of the Model and

implementation of the respective process steps, the t-tests and the analysis of variance (ANOVA) procedures were computed. The SPSS "subprogram T-TEST provides the capability of computing a t-test and probability levels for testing whether or not the differences between two ...means is significant" (Nie, et al., 1975, p. 267). Thus, six t-tests were computed to determine if significant differences existed between agreement with each process step in Part II and implementation of each corresponding process step in Part III, e.g., the difference between population mean scores of Part II assessment items and population mean scores of Part III assessment items.

Because the t-test statistic may only be used to determine the difference between two means or two groups, the analysis of variance (ANOVA) statistical procedure was utilized to determine if differences in Parts II and III process step scores were significant (controlling for the four independent variables). Twenty-four one-way ANOVAS were computed on Part II and III mean process step deviation scores. "In its simplest form the analysis of variance is used to test the significance of the differences between the means of a number of different populations" (Ferguson, 1976, p. 223). For instance, the population was grouped in four groups describing the number of professional student service staff (independent variable four). The one-way ANOVA statistical procedure was computed to determine if these four groups differed

significantly in their deviation scores on each of the process steps. Therefore, the ANOVA statistical procedure was utilized to determine the relative effect of each of the independent variables (population characteristics) on the dependent variables (process step deviation scores).

SUMMARY

This chapter has included a discussion of the methodology employed in this study. A panel of experts participated in the construction and validation of the data collection instrument--the Student Development Process Inventory (SDPI)--Community College Form. The population for the study was chief student personnel administrators employed in public, small, and rural community colleges in the continental United States. The data were collected through survey methodology. Frequency distributions, crosstabulations, chi-square statistics, t-tests, and analysis of variance tests were computed to answer the four major research questions.

Chapter 4

RESULTS OF THE STUDY

One hundred forty-seven usable returns were received, representing a 72% response. A review of the returns revealed that the non-respondents were distributed randomly.

DEMOGRAPHICS

Job Titles

The survey was mailed to chief student personnel administrators employed at public, small and rural community colleges. One hundred sixteen (85.3%) of those responding indicated their primary title was dean, director, coordinator, or vice president of student affairs, student services, or student development (see Table 1). Fifteen cases (11.1%) held other student personnel titles, such as director of student activities. Five persons (3.6%) indicated their primary title was provost, dean of the college, or dean of administration.

Fifty-four persons indicated they held a second title (see Table 2), 13 respondents noted a third title (see Table 3), and three cases held a fourth title (see Table 4).

Table 1
Description of Population by
Primary Professional Title

Title	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
Dean, Director, Coordinator, or Vice President of Student Services, Student Development, or Student Affairs	116	85.3
Provost, Dean of the College, or Dean of Instruction	5	3.6
Other Student Service/ Student Personnel Titles	15	11.1

Note. Eleven cases did not indicate their primary student personnel title.

Table 2
Description of Population by
Second Professional Title

Title	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
Director of Financial Aid	16	29.6
Other (Instructional Division Head, Researcher, Director of Community Services, College Planner, Business Officer)	12	21.9
Other (Student Service Titles such as Housing Director, Counseling Director, Admissions and Records Officer, Student Activities Director)	10	18.7
Assistant to the President, College Dean, or Dean of Instruction	6	11.2
Professor/Teacher (not related to Education or Psychology disciplines)	5	9.3
Professor/Teacher (Education or Psychology related discipline)	5	9.3

Table 3
Description of Population by Third Professional Title

Title	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
Admissions and Records Director	4	30.8
Student Activities Director	3	23.1
Counseling Director	2	15.4
Public Relations Officer	1	7.7
Researcher	1	7.7
Athletic Director	1	7.7
Financial Aid Director	1	7.7

Table 4
Description of Population By
Fourth Professional Title

Title	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
Director of Housing	2	66.7
Business Manager and Budget Officer	1	33.3

Percentage of College Budget

Of the 102 cases who reported the percentage of the total college operating budget for student personnel services, the mean was 10.1%. Responses ranged from 1% to 30% with a modal response of 10%.

Experience

Years on Present Job

As shown in Table 5, 11.6% of the respondents indicated they had been in their present position for one year or less. It appeared that nearly half of the 147 respondents had been employed in their present position for six years or fewer. The mean was 6.9 years.

Total Years Experience

The distribution of total years of experience appeared to be more normally distributed than the distribution of years on present job. As noted in Table 6, the range from one to 29 total years experience. The mean was 11.73 years.

Because the population was more normally distributed on total years of experience than on experience on the present job, and because it was believed that total years of experience in field was a better indicator of professional student affairs related experience, total years of experience was used as the first independent variable in the analysis of the research questions.

Table 5
Description of Population By
Years on Present Job

Years on Present Job	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
1	17	11.6
2	12	8.2
3	16	10.9
4	12	8.2
5	6	4.1
6	10	6.8
7	8	5.4
8	3	8.8
9	6	4.1
10	13	8.1
11	9	6.1
12	4	2.7
13	7	4.8
14	5	3.4
15	5	3.4
16	2	1.4
18	1	.7
23	1	.7

Table 6
Summary of Total Years of Experience in
Student Personnel, Guidance, or Counseling of Population

Total Years Experience	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
1 to 5 years	20	13.6
6 to 10 years	44	29.9
11 to 15 years	49	33.3
16 to 29 years	34	23.1

Educational Training

Degrees

As shown in Table 7, the majority of the respondents indicated their highest degree was a masters degree. Less than five percent of the population held only associate or bachelors degrees. Over 95% of the respondents held a masters degree, had completed the course work for a doctorate, or held a doctorate.

Slightly more than 49% of the respondents earned their highest degree since 1969. The responses ranged from 1937 to 1978 with a 1969 median and a mode of 1968.

Of those who indicated they held another degree in student personnel, guidance, or counseling, five held bachelors degrees, 43 held masters degrees, and five had completed the course work for a doctorate.

Discipline of Educational Training

Of the 147 cases, 146 indicated a major field of study for their highest degree and 95 cases listed a minor field. Presented in Table 8 is a frequency distribution of major and minor fields of study in six categories. Of those responding, 43.1% majored in counseling, guidance, or student personnel, and 32% majored in education, higher education, administration, or school administration. Included in the other four major categories were 24.9% of the population.

Table 7
Description of the Population
By Highest Degree Held

Highest Degree	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
Doctoral Degree	45	30.9
ABD, CAGS, or ED.S. Degree	14	9.6
Masters Degree	80	54.8
Associate or Bachelors Degree	7	4.8

Table 8

Description of Population by Major and Minor
Field of Highest Degree Held

Field of Study	Major		Minor	
	Number (Absolute Frequency)	Percentage (Adjusted Frequency)	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
Counseling, Guidance, or Student Personnel	62	43.1	18	19.2
Education, Higher Education, Adminis- tration, or School Administraton	46	32.0	24	25.5
Psychology or Sociology	6	4.2	25	26.6
Physical Education, Vocational Education, Vocational Rehabili- tation, or Business Education	5	3.5	6	6.4
Community College	3	2.1	0	0
Other (Math, English, Political Science, Philosophy, History, Music, Cultural Science, or Foreign Language)	24	15.1	22	22.3

Of the 95 cases who indicated a minor field of study for their highest degree, 26.6% minored in psychology or sociology, 25.5% in education, higher education, administration, or school administration, and 19.2% in counseling, guidance or student personnel. The remainder of the cases minored in two other areas (see Table 8).

A summary of the educational training of the population is presented in Table 9. The cases who indicated they majored or minored in student personnel, guidance, or counseling and cases who indicated they held another degree in these fields were considered trained in student personnel. The cases who showed no evidence of formal training in student personnel, guidance, or counseling were considered not trained in the field. The majority of the population (66.7%) was trained in the field. The two categories of training displayed in Table 9 were treated as the second independent variable.

Professional Responsibilities

Every case in the population indicated they were the chief student personnel administrator. Twenty-seven cases (18.7%) indicated they were also the chief instructional administrator. A frequency distribution of the professional responsibilities categories is shown in Table 10. These three categories comprised the third independent variable.

Table 9
Summary of Educational Training of Population

Training	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
Trained in Student Personnel, Guidance, or Counseling	98	66.7
Not Trained in Student Personnel, Guidance, or Counseling	49	33.3

Table 10

Summary of Professional Responsibilities of Population

Responsibility	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
Chief Student Affairs Administrator with no Instructional Responsibilities	94	63.9
Chief Instructional Administrator and Chief Student Affairs Administrator	27	18.4
Chief Student Affairs Administrator with Some Instructional Responsibility, but not the Chief Instructional Administrator	26	17.7

All 26 cases who had some instructional responsibilities, but were not the chief instructional administrator, listed at least one area of instructional responsibility. Five cases were responsible for two instructional areas and two cases were responsible for three areas. In Table 11, all instructional responsibilities were collapsed under five responsibility areas. The most frequently listed instructional responsibility area was human development, human relations, and personal development courses (48%) followed by developmental studies, tutorial programs, and learning resources (30%).

Of the 45 cases who indicated they were responsible for the college management of other areas, one listed staff development, one the computer center, seven public relations, and ten were responsible for institutional research. The remainder of the cases listed student personnel areas such as housing, student activities, athletics, and the college newspaper.

Professional Staff

Full-time and Part-time Staff

Presented in Table 12 is a frequency distribution of the number of full-time professional student personnel services staff. Including the chief student personnel administrator the number of staff ranged from one to 16 professionals.

Presented in Table 13 is a frequency distribution of the number of part-time professional student personnel staff. Of

Table 11
Description of the Population By
Instructional Responsibilities

Responsibility	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
Human Development, Human Relations, or Personal Development Curriculum	16	48
Developmental Studies, Tutorial Programs, or Learning Resources	10	30
Sociology or Psychology Courses	2	6
Off Campus Centers, Continuing Education, or Community Services	4	12
New Course Approvals	1	3

Note. All instructional responsibilities listed by the third group in Table 10 were collapsed and the combined frequency is displayed in this table. In interpreting this table, 16 persons (48% of the 26 respondents with some instructional responsibilities) indicated they were responsible for human development, human relations, or personal development curriculum.

Table 12

Description of Population By Number of Full-Time
Student Personnel Services Staff

Full-Time Staff	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
1	4	2.7
2	12	8.2
3	18	12.3
4	24	16.4
5	23	15.8
6	15	10.3
7	13	8.9
8	11	7.5
9	11	7.5
10	5	3.4
11	4	2.7
12	2	1.4
14	3	2.1
16	1	.7

Table 13

Description of Population By Number of Part-Time
Student Personnel Services Staff

Part-Time Staff	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
1	29	42
2	17	24.6
3	2	2.9
4	10	14.5
5	1	1.4
6	5	7.2
11	1	1.4
12	2	2.9
14	1	1.4
17	1	1.4

Note. This table is a frequency distribution of the 69 respondents who indicated they employed part-time professional student services staff. To interpret the table it should be noted that 29 colleges (42% of the 69 colleges) employed one part-time professional, and one college (1.4% of the 69 colleges) employed 17 part-time student services professionals.

the 69 cases indicating their college employed part-time student personnel staff, 66.7% employed one or two part-time persons. The responses ranged from one to 17 persons.

Sixty-eight respondents who employed part-time professionals indicated the average percentage of assignment to student personnel services of part-time staff (see Table 14). Of those responding, 38 (55.9%) noted an assignment of 50%. The responses ranged from 10% to 80%.

The following formula was used to compute a full-time equivalent (FTE) of professional student personnel services staff at each college.

$$\text{staff full-time equivalent} = \text{number of full-time staff} + \left(\text{number of part-time staff} \times \text{percentage of part-time assignment} \right)$$

The mean FTE was 6.25 and the range was from one to 16.5.

As noted in Chapter two, the T.H.E. Model is based on the premise that all students (full and part-time) need and deserve student development services and programs. Therefore, in determining a ratio of the student personnel staff to serve students in a college, student headcount enrollment was used in the formula. The formula to determine the ratio of staff to students follows.

$$\text{ratio of student personnel staff to students} = \frac{\text{headcount enrollment}}{\text{staff full-time equivalent}}$$

Table 14
Description of Population By Average Percentage
of Assignment to Student Personnel Services
of Part-Time Staff

Percentage of Assignment to Student Personnel	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
10	4	5.9
20	4	5.9
25	11	16.2
30	1	1.5
33	1	1.5
35	1	1.5
40	1	1.5
50	38	55.9
60	2	2.9
70	1	1.5
75	2	2.9
80	2	2.9

Note. This table is an extension of Table 13 as it is a frequency distribution of the 69 respondents who indicated the average percentage of assignment of part-time student personnel services professional staff to the area of student personnel services. To interpret the table it should be noted that four cases (5.9% of the 68 responding) indicated the average percentage of assignment of part-time professional student services staff at their college was 10%.

The ratio of student personnel staff to students ranged from 1:51 (one FTE staff to 51 students) to 1:606. The median was 1:198 and the mode was 1:296. A summary of the ratios of FTE professional staff to student headcount enrollment is presented in Table 15. (It should be noted that the reason the range is so large for the last group is that the ratios for five cases were in the mid-500's and one case was 1:606.) The four categories in Table 15 were used as the fourth independent variable.

ANALYSIS OF THE INVENTORY ITEMS

Presented in Appendix B is a frequency distribution of responses to each item in the Inventory. The means were 1.80, 1.72, and 2.27 for Parts I, II, and III, respectively.

Part I

Part I of the Inventory was designed to address the first research question--To what extent do practitioners agree with the basic constructs and underlying assumptions of the T.H.E. Model?

The chi-square statistic for each item in Part I controlling for the four independent variables is reported in Appendix C. Presented in Table 16 is the crosstabulation table of the only chi-square which was significant ($p \leq .01$). As displayed in

Table 15
Summary of Ratios of Full-Time Equivalent
Professional Student Personnel Staff to Student
Headcount Enrollment

Ratios	Number (Absolute Frequency)	Percentage (Adjusted Frequency)
1:51 to 1:148	37	25.2
1:149 to 1:198	37	25.2
1:199 to 1:296	37	25.2
1:297 to 1:606	36	24.5

Table 16

Crosstabulation of Professional Responsibilities
By Item 15, Part I: The Contribution of the
Student Affairs Staff to the Creation of an Environment in
Which Students' Development is Facilitated Depends on
the Extent to Which the Staff Systematically Possess
Knowledge and Expertise in These Functions

Professional Responsibilities	Item 15, Part I Responses			
	Agree Strongly (1)	Agree (2)	Disagree (3)	Disagree Strongly (4)
Chief Student Personnel Administrator with No Instructional Responsibilities	20	69	4	0
Chief Student Personnel Administrator and Chief Instructional Administrator	10	17	0	0
Chief Student Personnel Administrator with Some Instructional Responsibilities	3	17	6	0

Note. Chi-square = 17.16 (4 degrees of freedom) $p = .0018$

Table 16, all chief instructional administrators agreed strongly or agreed with Part I, item 15. Only 4.3% of the chief student personnel administrators with no instructional responsibilities disagreed with the item. Six persons with some instructional responsibilities (23.1% of the 26 in that category) disagreed with the item. It appeared that those with some instructional responsibilities tended to agree less with the item than those persons in the other two categories.

Part II

Part II of the Inventory was designed to address the second research question--To what extent do practitioners agree with the process steps of the T.H.E. Model?

Controlling for the four independent variables, cross-tabulations were created and the chi-square statistic was computed on each item in Part II (see Appendix D). Two significant chi-squares were noted controlling for professional responsibilities (see Tables 17 and 18). None of the others were significant at the .01 level.

As presented in Table 17, item 6a (Part II) chi-square appeared to be significant ($p = .0025$) because most of the cases either agreed or agreed strongly with the item; however, three chief instructional administrators (11.1% in that category and 100% of those who disagreed) disagreed with the item.

Table 17

Crosstabulation of Professional Responsibilities by Item 6a,
Part II: Student Development Professionals Should be
Knowledgeable About Various Forms of Assessment

Professional Responsibilities	Item 6a, Part II Responses			
	Agree Strongly (1)	Agree (2)	Disagree (3)	Disagree Strongly (4)
Chief Student Personnel Administrator with No Instructional Responsibilities	30	63	0	0
Chief Student Personnel Administrator and Chief Instructional Administrator	12	12	3	0
Chief Student Personnel Administrator with Some Instructional Responsibilities	11	14	0	0

Note. Chi-square = 16.41 (4 degrees of freedom) $p = .0025$

Table 18

Crosstabulation of Professional Responsibilities by Item 10,
Part II: Student Development Professionals Should Offer
Non-Credit Programs in Such areas as Life Coping, Career
Development, Paraprofessional Helper Training,
and Decision Making

Professional Responsibilities	Item 10, Part II Responses			
	Agree Strongly (1)	Agree (2)	Disagree (3)	Disagree Strongly (4)
Chief Student Personnel Administrator with No Instructional Responsibilities	14	62	16	2
Chief Student Personnel Administrator and Chief Instructional Administrator	11	14	2	0
Chief Student Personnel Administrator with Some Instructional Responsibilities	6	15	1	4

Note. Chi-square = 21.1 (6 degrees of freedom) $p = .0018$

As presented in Table 18, responses to Item 10, Part II, were significantly different from what was expected ($p = .0018$). The majority of respondents agreed or agreed strongly with this item; however, five (19.2%) of those with some instructional responsibility disagreed or disagreed strongly, 18 (18.1%) of those with no instructional responsibility disagreed or disagreed strongly, and only two (7.4%) of the chief instructional administrators disagreed. The majority of disagreement with this item was in the group of chief student personnel administrators with some instructional responsibilities, followed by those with no instructional responsibilities.

It should be kept in mind that the reason for the statistically significant chi-square in Tables 17 and 18 is attributable to the small numbers in many of the table cells.

Part III

Part III of the Inventory was designed to address the third research question--To what extent is there evidence that the process steps of the T.H.E. Model are being implemented currently on college campuses?

The chi-square statistic for each item in Part III (controlling for the independent variables) is presented in Appendix E. The only independent variable which had a significant impact on items in Part III was the third variable, professional responsibilities.

Two significant chi-squares were noted and are displayed in Tables 19 and 20. Interpretation of these tables should be made with caution since there are many empty and small N cells in each table. As presented in Table 19, differences in responses are observed, particularly for the two groups with instructional responsibilities; however, it is possible that the wording of the item itself and the response modes may have been confusing. There appears to be no clear response patterns for item 9, Part III as presented in Table 19.

Presented in Table 20 is the crosstabulation of professional responsibilities by item 18d, Part III. Thirty eight (41.7%) of those with no instructional responsibilities indicated they seldom or never utilize this criteria in evaluating student development programs, compared with six (22.2%) chief instructional administrators who responded "seldom" and three (11.5%) administrators with some instructional responsibilities who responded "seldom." Thus, the chief student personnel administrators with no instructional responsibilities tend to utilize this evaluation criteria less frequently than those professionals in the other two categories. Once again, this table should be interpreted with caution since the statistical significance of the chi-square is strongly influenced by the presence of small N and empty cells.

Table 19

Crosstabulation of Professional Responsibilities by Item 9, Part III: The Student Development Staff of this College Teaches Courses Designed to Foster Personal (Affective) Development in Such Areas as Student Self-Awareness, Decision Making, Leadership Skills and Interpersonal Relationships

Professional Responsibilities	Item 9, Part III Responses			
	Always (1)	Usually (2)	Seldom (3)	Never (4)
Chief Student Personnel Administrator with No Instructional Responsibilities	16	28	32	17
Chief Student Personnel Administrator and Chief Instructional Administrator	3	15	5	4
Chief Student Personnel Administrator with Some Instructional Responsibilities	11	3	8	3

Note. Chi-square = 18.52 (6 degrees of freedom) $p = .005$

Table 20

Crosstabulation of Professional Responsibilities by Item 18d, Part III: On This Campus..., Were the Assessment Data Utilized in Program Implementation and in the Evaluation of the Processes and Outcomes?

Professional Responsibilities	Item 18d, Part III Responses			
	Always (1)	Usually (2)	Seldom (3)	Never (4)
Chief Student Personnel Administrator with No Instructional Responsibilities	8	45	31	7
Chief Student Personnel Administrator and Chief Instructional Administrator	0	21	6	0
Chief Student Personnel Administrator with Some Instructional Responsibilities	5	18	3	0

Note. Chi-square = 17.09 (6 degrees of freedom) $p = .009$

Part II and Part III

Parts II and III of the Inventory were designed to include corresponding items which addressed the fourth research question-- What relationships exist between practitioners' agreement with the process steps of the T.H.E. Model and the presence of evidence that the process steps of the T.H.E. Model are being implemented on college campuses?

The first statistical procedure employed to answer this question was the chi-square statistic. Six crosstabulation tables (Tables 21, 22, 23, 24, 25, and 26) are presented for those chi-squares which were significant. Again, interpretation of these tables should be made with caution since there are many small N and empty cells in each table.

In Table 21, 41 cases (28.5%) agreed strongly or agreed that academic credit should be offered for personally developmental instructional courses but indicated they seldom or never offer such credit courses. As presented in Table 22, 62 (42.7%) agree strongly or agree that non-credit student development courses should be offered but they indicated such courses are seldom or never offered at their college. One hundred forty-two persons (99.3%) agreed or agreed strongly that student development professionals should possess a solid understanding of concepts of organization development; however, 61 (42.7%) indicated that during staff evaluation sessions assessments are seldom or never

Table 21
 Crosstabulation of Responses to Item 8, Part II by Item 8,
 Part III

Item 8 Part II ^a	Item 8 Part III ^b			
	Always (1)	Usually (2)	Seldom (3)	Never (4)
Agree Strongly (1)	16	10	6	2
Agree (2)	21	28	22	11
Disagree (3)	1	4	10	12
Disagree Strongly (4)	0	0	0	1

Note. Chi-square = 34.26 (9 degrees of freedom) $p = .0001$

- ^a Part II, Item 8: Academic credit should be offered for instructional experiences designed to teach students affective skills such as self-awareness, autonomy, interpersonal relationships skills, effective leadership, and decision-making skills.
- ^b Part III, Item 8: This college offers credit courses designed to foster personal development in such areas as self-awareness, interpersonal relationships, effective leadership, and decision-making skills.

Table 22
 Crosstabulation of Responses to Item 10, Part II by Item 10,
 Part III

Item 10 ^a Part II	Item 10 Part III ^b			
	Always (1)	Usually (2)	Seldom (3)	Never (4)
Agree Strongly (1)	4	18	6	3
Agree (2)	10	27	37	16
Disagree (3)	0	5	5	9
Disagree Strongly (4)	1	1	3	0

Note. Chi-square = 23.43 (9 degrees of freedom) $p = .0053$

^a Part II, Item 10: Student development professionals should offer non-credit programs in such areas as life coping, career development, paraprofessional helper training, and decision making.

^b Part III, Item 10: This department of student development offers non-credit programs in such areas as life coping, career development, and/or paraprofessional helper training.

Table 23
 Crosstabulation of Responses to Item 15b, Part II by
 Item 15b, Part III

Item 15b ^a Part II	Item 15b, Part III ^b			
	Always (1)	Usually (2)	Seldom (3)	Never (4)
Agree Strongly (1)	6	24	20	1
Agree (2)	3	48	37	3
Disagree (3)	0	0	0	1
Disagree Strongly (4)	0	0	0	0

Note. Chi-square = 31.91 (6 degrees of freedom) $p = .0000$

- ^a Part II, Item 15b: Student development professionals should possess a solid understanding of concepts of organization development.
- ^b Part III, Item 15b: During evaluation sessions with staff at this college, assessments are made of knowledge and understanding of concepts of organization development.

Table 24

Crosstabulation of Responses to Item 16, Part II by Item 16, Part III

Item 16 ^a Part II	Item 16, Part III ^b			
	Always (1)	Usually (2)	Seldom (3)	Never (4)
Agree Strongly (1)	19	28	4	0
Agree (2)	18	56	9	2
Disagree (3)	0	5	2	0
Disagree Strongly (4)	0	0	0	1

Note. Chi-square = 56.63 (9 degrees of freedom) $p = .0000$

^a Part II, Item 16: Evaluation of student development programs and activities should include persons involved in the planning and implementation of programs.

^b Part III, Item 16: At this college persons who plan and implement student development programs and activities are involved in the evaluation of the effectiveness (success) of the programs.

Table 25

Crosstabulation of Responses to Item 17, Part II by Item 17,
Part III

Item 17 ^a Part II	Item 17, Part III ^b			
	Always (1)	Usually (2)	Seldom (3)	Never (4)
Agree Strongly (1)	8	26	25	0
Agree (2)	3	43	35	3
Disagree (3)	0	1	1	1
Disagree Strongly (4)	0	0	0	0

Note. Chi-square = 17.45 (6 degrees of freedom) $p = .0077$

- ^a Part II, Item 17: Evaluation activities which measure the success and relevance of specific student development programs should be conducted.
- ^b Part III, Item 17: At this college, evaluation activities which measure the success and relevance of specific student development programs are conducted.

Table 26
 Crosstabulation of Responses to Item 18e, Part II by Item 18e,
 Part III

Item 18e ^a Part II	Item 18e, Part III ^b			
	Always (1)	Usually (2)	Seldom (3)	Never (4)
Agree Strongly (1)	3	8	8	2
Agree (2)	5	67	27	4
Disagree (3)	0	1	10	1
Disagree Strongly (4)	0	0	0	0

Note. Chi-square 23.12 (6 degrees of freedom) $p = .0008$

- ^a Part II, Item 18e: Student development programs should be evaluated using the following criteria: ...Was the choice of change strategy and its implementation appropriate?
- ^b Part III, Item 18e: On this campus, the following criteria were utilized in evaluating student development program success: ...Was the choice of change strategy and its implementation appropriate?

made of staff competencies in these concepts (see Table 23). As presented in Table 24, most who agreed or agreed strongly that those involved in planning and implementing student development programs should evaluate such programs also indicated this always or usually is the case on their campus ($n = 121$ [84%]).

As presented in Table 25, the majority of respondents ($n = 143$ [97.9%]) agreed or agreed strongly that evaluation activities to measure the success and relevance of student development programs should be conducted. Sixty three (43.2%) indicated they seldom or never conduct these evaluations even though they agreed or agreed strongly that such evaluations should be conducted (see Table 25). As presented in Table 26, the majority ($n = 83$ [61.1%]) agreed or agreed strongly that student development program evaluations should address whether the choice of change strategy and its implementation were appropriate, and they indicated this always or usually is the case on their campuses. However, 41 (30.2%) agreed or agreed strongly with this statement and indicated this was seldom or never implemented on their campuses (see Table 26).

Mean process step scores for each of the six process steps in Parts II and III were computed by adding together each item which represents respective process steps and dividing by the total number of possible items in the cluster of items representing a process step. Missing cases (those who did not complete all items in a process step) were dropped from the analysis. The

mean process step scores for items in Part I and II are displayed in Table 27.

The second statistical analysis procedure to address the fourth research question was a t-test of differences between mean process step scores. The t-value for a test of differences between Parts II and III process step means is presented in Table 28. The differences in process step means in Parts II and III were highly significant for each of the six process steps.

The third statistical procedure employed to answer the fourth research question was the one-way analysis of variance (ANOVA). To determine the relationship of the independent variables to this observed difference, 24 ANOVA tests were performed. The dependent variables for this analysis were process step deviation scores. The formula for these scores follows.

$$\text{Process Step Deviation Score (1)} = \text{Part III Mean Process Step Score (1)} - \text{Part II Mean Process Step Score (1)}$$

None of the ANOVAs were significant ($p \leq .01$); however, as noted in Table 29, one test was significant at the .0253 level. Because the significant one-way ANOVA ($p = .0253$) was observed in the professional responsibilities group and since the ANOVA procedure may be viewed as a more powerful statistic, a more liberal probability level was considered appropriate in reporting the results of the ANOVA tests.

Table 27
 Process Step Mean Scores of Parts II and III

Process Step	Part II				Part III			
	\bar{X}	SD	N	Missing	\bar{X}	SD	N	Missing
Goal Setting (Items 1a-2d)	1.54	.40	138	9	2.05	.46	137	10
Assessment (Items 3-7)	1.73	.40	138	9	2.22	.43	136	11
Instruction (Items 8-10)	1.90	.46	145	2	2.46	.81	143	4
Consultation (Items 11-13)	1.62	.40	146	1	2.22	.66	144	3
Milieu Management (Items 14-15c)	1.62	.38	143	4	2.37	.55	141	3
Evaluation (Items 16-18f)	1.81	.35	133	14	2.25	.55	141	6

Table 28
 T-Test for Differences Between
 Mean Process Step Scores of Part II and Part III

Process Step	N ^a	T-Value	Degree of Freedom	2-Tail Probability
Goal Setting	130	-9.10	129	.000*
Assessment	130	-10.32	129	.000*
Instruction	142	-8.98	141	.000*
Consultation	144	-9.98	143	.000*
Milieu Management	139	-12.22	138	.000*
Evaluation	131	-8.31	130	.000*

^aThe number includes only the cases who completed every respective process step item in Parts II and III. Cases with missing items were not included in the analysis.

*Significant t-test ($p < .001$)

The observed probability in Table 29 should be interpreted with caution since the Cochran's-C test for homogeneity of variances revealed that the variances in the three groups were not homogeneous. Since homogeneity of variance is an assumption of the ANOVA procedures, the ANOVA is not appropriate and the observed probability may be misleading. However, an analysis of the evaluation process step deviation scores, indicated that those with some instructional responsibilities (mean = .0882) tended to deviate less than the other two groups (no instructional responsibilities group mean = .5538; chief instructional administrator group mean = .4565). Thus, the group with some instructional responsibilities tended to implement the evaluation process step to the same degree with which they agreed with the step.

Table 29

Analysis of Variance Summary of Differences Among Professional Responsibilities Groups on Evaluation Process Step Deviation Scores

	df	<u>SS</u>	<u>MS</u>	F ratio	Probability
Between Groups	2	2.92	1.46	3.813	.0253*
Within Groups	102	39.07	.38		
TOTAL	104	41.99			

*Significant (alpha < .05, $p = .0253$)

Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine levels of agreement and implementation of the T.H.E. Model among chief student personnel administrators in public, small, and rural community colleges, and to examine the relationships between agreement and implementation of the Model. The study was limited to this population in an effort to control a major extraneous variable--type of institution. Four independent variables were controlled in the analysis, viz., total years experience, discipline of educational training, professional responsibilities, and ratio of student personnel staff to students.

The Inventory (SDPI) developed (with the assistance of a panel of experts) to collect the data consisted of four parts. The first three parts were designed to answer research questions one through three, respectively. Relationships between Parts II and III were analyzed to answer the fourth research question. Part IV of the SDPI was designed to secure data about the independent variables and further demographic data about the population.

The Inventory was mailed to 204 chief student personnel administrators employed in public, small, and rural community colleges. After two follow-up mailings, 147 (72%) usable returns were analyzed.

Research Question-One

The first research question was: To what extent do practitioners agree with the basic constructs and underlying assumptions of the T.H.E. Model?

From an analysis of the frequency counts of items in Part I, it appeared the population agreed with most of the basic constructs and underlying assumptions of the T.H.E. Model (some to a lesser degree than others). Each item was analyzed utilizing the chi-square statistic. Controlling for the independent variables, an item related to staff competencies was the only item which was significant ($p \leq .01$). The significant chi-square was observed controlling for professional responsibilities. Those persons with some instructional responsibilities did not agree as strongly as persons in the other two groups that the contribution of a student affairs staff to the creation of a developmental environment depends on the extent to which the staff possess systematic knowledge and expertise in these functions. Caution should be exercised in making certain inferences from this finding since the significance of the statistic was influenced greatly by the high presence of agreement with the item.

This analysis supported the conclusion that the population appeared to agree with the underlying assumptions and constructs of the Model and, with one minor exception, the independent variables did not have an association with the observed levels of agreement.

Research Question-Two

The second research question was: To what extent do practitioners agree with the process steps of the T.H.E. Model?

An analysis of the frequency counts of items in Part II revealed the majority of the population agreed or agreed strongly with each item. From an analysis of mean process step scores, it appeared that the population agreed (to varying degrees) with the six process steps. The strongest agreement was observed with the goal setting component, followed by consultation, milieu management, assessment, evaluation and instruction. Controlling for the independent variables, two significant ($p \leq .01$) chi-squares were observed. The significant chi-squares (controlling for professional responsibilities) were noted on an assessment and an instruction item. A high level of agreement was observed among all three professional responsibilities groups with the assessment item which addressed the knowledge that student development professionals should possess in assessment. Most agreed that student development professionals should offer non-credit student development programs; however, disagreement was observed particularly in the group of administrators with some instructional responsibilities followed by those with no instructional responsibilities.

This analysis supported the conclusion that the population tended to agree with the process steps of the Model and, with the

mild exception of professional responsibilities, agreement with the process steps was not related to the independent variables.

Research Question-Three

The third research question was: To what extent is there evidence that the process steps of the T.H.E. Model are being implemented currently on college campuses?

The frequency counts of items in Part III revealed that for all items the population reported they were implementing the process steps to a lesser degree than they agreed with them. (The majority of the means of Part III items were 2.0 or higher; however, no means were higher than 2.63).

The only independent variable which was associated with a significant chi-square ($p \leq .01$) was professional responsibility. The first significant chi-square was observed for an instruction item related to student personnel professionals teaching student development courses. A slight majority of respondents with no instructional responsibilities indicated their staff seldom or never taught these courses, compared with a stronger level of implementation among the other two groups with instructional responsibilities. The second significant chi-square was observed for an evaluation item related to utilizing assessment data in program evaluation. Again, the group with no instructional responsibilities indicated a lower level of implementation of this aspect than did those persons in the other two groups.

This analysis supported the conclusion that at the time of the survey, the majority of the population appeared to be implementing the process steps of the T.H.E. Model and that certain aspects of the Model seemed to be implemented to a lesser degree than other aspects. The lowest level of implementation was observed in the area of instruction, followed by milieu management, evaluation, consultation, and assessment. The highest level of implementation was observed for the goal setting process step. Further conclusions are that, with the exception of professional instructional responsibilities, the observed levels of implementation were not associated with the independent variables.

Research Question-Four

The fourth research question was: What relationships exist between practitioners' agreement with the process steps of the T.H.E. Model and the presence of evidence that the process steps of the T.H.E. Model are being implemented on college campuses?

Six significant ($p \leq .01$) chi-squares were noted. Cross-tabulations of population scores on items in Part II by Part III items indicated significance of two instruction items, one milieu management item, and three evaluation items. It appeared that several respondents agreed that credit and non-credit student development courses and seminars should be offered, but they indicated that they were seldom or never offered on their campuses.

Nearly the entire population agreed that student development professionals should possess a solid understanding of the concepts of organization development; however, 61 (42.7%) indicated that during staff evaluation sessions, assessments were seldom or never made of staff competencies in these concepts. Eighty-four percent of the population agreed and were implementing the notion that those involved in the planning and implementation of student development programs should evaluate the programs. Sixty three (43.2%) respondents indicated they seldom or never conducted evaluations of student development programs, even though they agreed or agreed strongly that such evaluations should be conducted. The majority agreed that student development program evaluations should address whether the choice of change strategy and its implementation were appropriate and they indicated this was always or usually the case on their campus.

Each of the t-tests computed on the mean process step scores indicated that there was a highly significant difference between agreement with each process step and implementation of the respective process step. In order to determine whether this difference was associated with the independent measures, one-way analysis of variance tests were analyzed. None of the ANOVAs were significant at the .01 level; however, regarding the instructional responsibilities independent variable and the evaluation process step (evaluation deviation mean), a significant relationship was noted at the .0253 level. Although the

assumption of homogeneity was violated in the significant ANOVA, a non-inferential analysis of the results revealed that respondents with some instructional responsibilities tended to implement the evaluation process step to the same degree to which they agreed with this step. The group with no instructional responsibilities and the chief instructional administrator/chief student personnel administrator group appeared to deviate more in congruence between levels of agreement and implementation of this process step.

This analysis of relationships between Parts II and III indicated that each of the process steps of the T.H.E. Model were being implemented by this population to a lesser degree than reported levels of agreement with each step. This difference was highly significant. Further conclusions are that of the four independent variables, only one, professional responsibilities for instruction, appeared to be associated with some of the observed differences. Thus, even though a highly significant difference was noted between agreement with and implementation of each of the six T.H.E. Model process steps, this difference was not attributed to differences in total years of experience, discipline of educational training, or ratio of student personnel staff to students; however, on certain items and for one process step, differences were found among the three professional responsibilities groups.

Other Conclusions

It is possible that the practitioners in this study did not understand all aspects of the T.H.E. Model. This may be attributed, in part, to certain vague and ambiguous Model terms and constructs. Terms such as collaboration, integration, and organization development, may connote different meanings due to a lack of specific operationalized definitions. Furthermore, if practitioners do not understand the operationalized meaning of certain terms, such as integration, it is not likely that they would recognize integrative efforts on their campuses.

It appeared that several practitioners had never heard of the T.H.E. Model. Thus, even though rather positive levels of agreement and implementation were noted, it is possible that the Model was not, in fact, understood or implemented as a process model. As noted in Chapter two, the T.H.E. Model is an intentional student development plan which is to be viewed as a systematic process. Varying levels of agreement with each process step support the conclusion that practitioners do not agree equally with each process step.

It does appear from the results of this study that practitioners believe the T.H.E. Model has merit. Furthermore, it appears that they are implementing the Model. It is not clear whether or not the practitioners are intentionally implementing

the Model nor is it clear they understand or are knowledgeable about the Model.

IMPLICATIONS

From this study there is evidence that the nature of professional assignment of the chief student personnel administrator has a mild association with self-reported levels of agreement and implementation of certain aspects of the T.H.E. Model. When the chief student personnel administrator was also the chief instructional administrator, this person was more likely to agree that student development professionals should offer non-credit student development programs. When the chief student personnel administrator was either the chief instructional administrator or had some instructional responsibilities, there was a greater likelihood that their student development staff taught personal development courses on their campuses than if the administrator were not responsible for any instructional area of the college. Furthermore, administrators with no instructional responsibilities tended to utilize assessment data in program evaluations to a lesser degree than those persons who were responsible for instruction or some aspect of instruction. Professionals with some instructional responsibilities but who were not the chief instructional administrator appeared to implement the evaluation process step of the Model to the same degree to which

they agreed with it, while considerable deviation was observed among the chief instructional administrators and those with no instructional responsibilities.

Thus, particularly in the instructional component of the Model, the evidence of a chief student personnel administrator who was associated with the instructional component of the college, was related with a positive level of agreement and implementation of certain aspects of the Model. Presidents and other college officials who are desirous of implementing the Model, particularly the instructional aspects, should seriously consider delegating at least some instructional responsibilities to the chief student personnel administrator. Since several respondents indicated they assumed responsibilities for instruction, graduate preparation programs should prepare students in instructional administration, particularly in the joint administration of student services and instructional services.

The ratio of professional student services staff to headcount enrollment was not associated with levels of agreement, implementation, or differences in agreement and implementation. The fact that the chief student personnel administrator was or was not trained in student personnel, guidance, or counseling, did not have an association with responses, nor did the total years of experience of the chief student services officer. With a few exceptions noted in chapters four and five, professional

instructional responsibilities had a very mild association with responses.

Significant differences were observed in relationships between agreement and implementation of the Model; however, for the most part, the differences could not be attributed to staff/student ratios, educational training, years of experience, or professional responsibilities of the chief student personnel administrator. Thus, these differences might be related to other factors such as presidential support, staff competencies, organizational structures, and/or knowledge about the Model. One implication of this finding is that it appears important to determine what factors, if any, are associated with differences in agreement and implementation of the Model.

Since the T.H.E. Model is a student personnel model, it was rather surprising that no differences existed between responses from trained and non-trained student personnel professionals. Thus, the Model appears to have merit for most, regardless of the discipline of training.

It also was surprising that those with a great deal of experience in student personnel services did not differ from those with minimal experience. Again, one could conclude that the Model has merit for most, regardless of total years of experience in student personnel services.

Additional analysis of the interaction between training and experience indicated no significant differences in responses among those who were trained in student personnel but had relatively minimal experience in the field and those who had fairly extensive experience but were not trained in the field. Further analysis of the cases with student personnel training revealed that many respondents received their formal training in the discipline after they entered the field of student personnel services. Since it is unknown whether differences existed between those with extensive experience but received their student personnel training after they entered the student personnel field and those with extensive experience but who were trained in the student personnel field when they entered the field, caution should be exercised in concluding that training and the interaction between training and experience has no association with the observed responses. One may conclude that since no significance was noted controlling for training, experience, and the interaction between these variables that public, small, and rural community college presidents who desire agreement and implementation of the T.H.E. Model should not base their student personnel hiring decisions on training and experience. On the surface, this analysis may lead one to this conclusion and resulting implication. However, as noted previously, training classification problems should make one more cautious in making inferences that training and the

interaction between training and experience have no association with responses.

The level of implementation of each process step was consistently lower than the reported level of agreement with the respective step. Since respondents agreed with the assumptions and constructs as well as with the process steps, one conclusion might be that practitioners agree the Model has merit but for various reasons they are having trouble implementing the Model. The reasons for implementation difficulty appear to deserve attention.

It is likely that certain aspects of the Model, such as instruction, were less confusing than other aspects, such as milieu management. This could account, in part, for the differences in mean process step scores in each respective part. Since certain Model terms appeared to be unclear, efforts should be made to add specificity to the Model by making clear certain terms and constructs.

Furthermore, since high levels of agreement were observed, it is likely that the T.H.E. Model is too general for practitioners to disagree with. If this is true, the implications of this finding suggest further the need to add specificity to the Model.

Recommendations related to the revision of the Student Development Process Inventory follow. It appears, however, that even before the Inventory is revised it has utility for community

college practitioners who wish to become more developmentally oriented in their work. The Inventory could be used in staff assessment activities and in planning for change. As an assessment tool, the Inventory could be useful on a campus in determining the level of staff agreement and implementation of the Model. From this assessment, staff activities could be initiated to more completely understand the implement the Model.

RECOMMENDATIONS

1. Further analysis of the data should be completed.
 - a. The data should be factor analyzed in an effort to gain valuable information which could be useful in revising the Inventory.
 - b. The data should be analyzed utilizing the multivariate analysis of variance statistic to determine whether the observed differences in each process step mean score (within Parts II and III) were significant.
 - c. The data should be analyzed utilizing the multivariate analysis of co-variance statistic to determine whether differences in responses exist controlling simultaneously for the independent variables (population characteristics) and scores on the Inventory.

2. Case studies should be conducted at various types of community colleges where practitioners are working to implement the T.H.E. Model in an effort to identify certain factors which foster and hinder implementation of the Model. Particular attention should be given to the organizational structures, staff instructional responsibilities, and operationalized meanings of certain terms and constructs included in the Inventory.
3. Student personnel practitioners who are employed in community colleges and who are working to implement the Model should be asked to critique the Inventory regarding its usefulness and value.
4. Attempts should be made to add specificity to Model terms and constructs. Perhaps the American College Personnel Association through its T.H.E. Project should develop a glossary of Model terms and/or should develop a means to disseminate to its membership pragmatic examples of college and university programs which have been designed to implement the Model.
5. It would seem advantageous that the American College Personnel Association sponsor a model-revision conference to critique the T.H.E. Model regarding its usefulness in college student personnel work. Assuming that such a conference was held, a major outcome of the

conference should be written materials which add specificity to the Model.

6. Assuming the above recommendations were implemented, the Inventory should be revised and another national survey should be conducted. The population should be a stratified sample from all types of community colleges, i.e., technical institutes, branch campuses, junior colleges, comprehensive community colleges. Multiple institutional characteristics and population characteristics should be controlled in the analysis such as institutional size, governance patterns, and organizational patterns. The Part IV item addressing the student personnel budget should be rewritten for specificity. Several items about residence halls should be added for completion by those who have campus residence living arrangements.
7. A SDPI-University Form should be written and research conducted. Many items in the Student Development Process Inventory Community College Form could be included in the University Form; however, certain items may need to be added. For instance, the University Form should include several items about university residence living and residence hall programming.

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APPENDIX A
STUDENT DEVELOPMENT PROCESS
INVENTORY (SDPI) - COMMUNITY
COLLEGE FORM

Student Development Process Inventory

Community College Form

PLEASE COMPLETE ALL ITEMS IN THIS SURVEY. NO NAMES OF COLLEGES OR INDIVIDUALS WILL BE USED TO REPORT THE RESULTS. YOUR NAME AND ADDRESS ARE NEEDED FOR FOLLOW-UP PURPOSES ONLY.

NAME _____ STUDENT PERSONNEL TITLE (DEAN OF STUDENTS, ETC.) _____

COLLEGE NAME _____ BUSINESS PHONE (INCLUDE AREA CODE) _____

COLLEGE MAILING ADDRESS (INCLUDE ZIP CODE) _____

PART I

INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS BY CIRCLING THE APPROPRIATE RESPONSE CATEGORY.	Agree Strongly (1)	Agree (2)	Disagree (3)	Disagree Strongly (4)
1. There are substantive differences between a "student development approach" and a "student services approach" in the management of student personnel services.	1	2	3	4
2. Student development approaches require intentional educational intervention strategies more than they do therapeutic interventions.	1	2	3	4
3. Student personnel professionals should devote more time and attention to educational programming intended to promote student self-determination than to controlling and monitoring students' behavior.	1	2	3	4
4. Student personnel professionals should be able to plan systematically for institutional change.	1	2	3	4
5. Professional collaboration (i.e. mutually active involvement of two or more persons) is basic to the success of student development education programs.	1	2	3	4
6. A program linkage is evidence of formal or informal integration or the uniting of two or more programs or disciplines. Planned connecting linkages between two or more departments, programs, or disciplines are basic to implementing student development programs.	1	2	3	4
7. Student personnel professionals should seek to function as educational leaders whose main purpose is to facilitate student learning and developmental processes.	1	2	3	4
8. Administrative support for all student personnel services and programs should be in direct relationship to their potential educational value to students.	1	2	3	4
9. The likelihood of program success is greater when professionals from divergent perspectives and academic disciplines collaborate to achieve specific objectives.	1	2	3	4
10. Success in student development programming depends more on effective utilization of resources (fiscal, physical, and personnel) than on organizational structures.	1	2	3	4
11. Colleges should adopt a student development plan which is intentionally designed to promote affective as well as cognitive development in students.	1	2	3	4
12. Theory based and tested student development process models are essential foundations for implementing programs of student development education.	1	2	3	4

2

	Agree Strongly (1)	Agree (2)	Disagree (3)	Disagree Strongly (4)
13. Chief student affairs leaders and their staff members should aid instructional leaders in determining ways student personnel services can be more integral in the achievement of the instructional objectives of the college.	1	2	3	4
14. Student personnel professionals are more effective when they anticipate rather than respond to individual, group, and organizational needs for change.	1	2	3	4
15. The contribution of the student affairs staff to the creation of an environment in which students' development is facilitated depends on the extent to which the staff systematically possess knowledge and expertise in these functions.	1	2	3	4

PART II

INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS BY CIRCLING THE APPROPRIATE RESPONSE CATEGORY.

1. With the assistance of student development educators, students should participate actively in:				
A. Setting their short-term and long-term goals.	1	2	3	4
B. Learning how to set their short-term and long-term goals.	1	2	3	4
2. Those involved in setting student development program goals should include:				
A. Students	1	2	3	4
B. Faculty	1	2	3	4
C. Student Affairs Professionals	1	2	3	4
D. Other Administrators	1	2	3	4
3. All student development programs should be based upon prior assessment of students' developmental needs.	1	2	3	4
4. Students should participate in self-assessment activities.	1	2	3	4
5. Student development assessment activities should be designed to determine students':				
A. Level of intellectual (cognitive) development	1	2	3	4
B. Level of affective development	1	2	3	4
6. Student development professionals should:				
A. Be knowledgeable about various forms of assessment	1	2	3	4
B. Possess an understanding of the potentialities and limitations of data collected.	1	2	3	4
7. Student development programs and services should be designed to meet identified developmental needs of students.	1	2	3	4
8. Academic credit should be offered for instructional experiences designed to teach students affective skills such as self-awareness, autonomy, interpersonal relationship skills, effective leadership, and decision-making skills.	1	2	3	4
9. Student development professionals should teach courses in personal development areas such as self-awareness, decision making, leadership skills, and interpersonal relationships.	1	2	3	4
10. Student development professionals should offer non-credit programs in such areas as life coping, career development, paraprofessional helper training, and decision making.	1	2	3	4
11. Student development professionals should consult regularly with faculty, students, student development staff, and administrators to develop strategies to facilitate student growth and development.	1	2	3	4

3

	Agree Strongly (1)	Agree (2)	Disagree (3)	Disagree Strongly (4)
12. Student development professionals should possess competence in consulting with individuals, groups, and organizations seeking help from a resource person.	1	2	3	4
13. Student development professionals should be involved in the development and implementation of in-service programs for faculty, administrators, and staff.	1	2	3	4
14. Student development professionals should assume responsibility for teaching students the value of self-determination, including methods to gain reasonable control of their own environment.	1	2	3	4
15. Student development professionals should possess a solid understanding of:				
A. Institutional policy development processes	1	2	3	4
B. Concepts of organization development	1	2	3	4
C. Intervention strategies to facilitate organization change	1	2	3	4
16. Evaluation of student development programs and activities should include persons involved in the planning and implementation of programs.	1	2	3	4
17. Evaluation activities which measure the success and relevance of specific student development programs should be conducted.	1	2	3	4
18. Student development programs should be evaluated using the following criteria:				
A. Did the program result in positive "learning" outcomes in students?	1	2	3	4
B. Was the program developed, implemented, and evaluated collaboratively?	1	2	3	4
C. Did the outcomes of the program meet the previously set goals?	1	2	3	4
D. Were the assessment data utilized in program implementation and in evaluation of the processes and outcomes?	1	2	3	4
E. Was the choice of change strategy and its implementation appropriate?	1	2	3	4
F. Would the success of the program have been affected favorably if either the goal setting process, the assessment process, or choice of change strategies were altered?	1	2	3	4

PART III

INDICATE THE EXTENT TO WHICH THESE PROGRAMS, ACTIVITIES, PRACTICES, AND COMPETENCIES EXIST CURRENTLY ON YOUR CAMPUS BY CIRCLING THE APPROPRIATE RESPONSE CATEGORY.

DEFINITION OF THE RESPONSE CATEGORIES:

"Always" means that the statement is true on your campus 90% of the time or greater.

"Usually" means that the statement is true on your campus 50% of the time or greater but less than 90% of the time.

"Seldom" means that the statement is true on your campus less than 50% of the time but greater than 10% of the time.

"Never" means that the statement is true 10% or less of the time.

	Always (1)	Usually (2)	Seldom (3)	Never (4)
1. At this college the student development staff facilitates a process, (i.e. orientation session, counseling session, etc.) to:				
A. Help students set short-term and long-term goals	1	2	3	4
B. Teach students how to set short-term and long-term goals	1	2	3	4

4

	Always (1)	Usually (2)	Seldom (3)	Never (4)
2. On this campus student development programming and planning is conducted through the use of committees or groups composed of:				
A. Students	1	2	3	4
B. Faculty	1	2	3	4
C. Student Affairs Professionals	1	2	3	4
D. Other administrators	1	2	3	4
3. At this college, student need assessment activities are conducted prior to designing developmental programs and activities (career development programs, student activities, etc.)	1	2	3	4
4. At this college, assessment activities, practices, and programs include a planned student self-assessment approach or component.	1	2	3	4
5. Through existing assessment programs on this campus, data are collected about students':				
A. Level of intellectual (cognitive) development	1	2	3	4
B. Level of affective development	1	2	3	4
6. At this college, student development professionals are expected to be knowledgeable of:				
A. Various forms of assessment	1	2	3	4
B. Potentialities and limitations of data collected	1	2	3	4
7. Student development programs and services on this campus are conducted intentionally to meet the identified developmental needs of students enrolled in this college.	1	2	3	4
8. This college offers <u>credit</u> courses designed to foster personal development in such areas as self-awareness, interpersonal relationships, effective leadership, and decision-making skills.	1	2	3	4
9. The student development staff of this college teaches courses designed to foster personal (affective) development in such areas as student self-awareness, decision making, leadership skills, and interpersonal relationships.	1	2	3	4
10. This department of student development offers <u>non-credit</u> programs in such areas as life coping, career development, and/or paraprofessional helper training.	1	2	3	4
11. The student development staff at this college are held accountable during evaluation sessions for evidence of regular consulting with faculty, students, student development staff, and administrators.	1	2	3	4
12. Formal or informal "educational" activities intended to increase professional competencies in consulting with individuals, groups, and organizations are conducted at this college.	1	2	3	4
13. On this campus student development professionals are regular members of college committee(s) on in-service development for faculty, staff, and administrators.	1	2	3	4
14. On this campus organized student development programs and activities intentionally teach students the value of self-determination, including methods of gaining reasonable control of one's environment.	1	2	3	4
15. During evaluation sessions with staff at this college, assessments are made of knowledge and understanding of:				
A. Institutional policy development processes	1	2	3	4
B. Concepts of organization development	1	2	3	4
C. Intervention strategies to facilitate organization change	1	2	3	4
16. At this college persons who plan and implement student development programs and activities are involved in the evaluation of the effectiveness (success) of the programs.	1	2	3	4

6

6. The intent of the following is to secure information about your professional responsibilities. Please check ALL that apply to your position.

AS THE CHIEF STUDENT PERSONNEL ADMINISTRATOR, WHAT ARE YOUR PROFESSIONAL RESPONSIBILITIES?
(Check ALL that apply)

_____ Responsible primarily for the supervision of student personnel staff (counselors, financial aid, student activities)

_____ Serve as the chief instructional administrator AND the chief student personnel services administrator.

_____ Responsible for the administration of certain INSTRUCTIONAL programs which are (Please List)

_____ OTHER--Responsible for college management and supervision of the following areas: (Be specific please)

7. In your judgment, what factors are present at your institution which foster the development of a model student development program?

8. In your judgment, what barriers exist at your institution that hinder the full implementation of an effective student development program?

9. If for any reason your responses to this questionnaire may miscommunicate the nature of your student services program, please comment.

APPENDIX B
FREQUENCIES AND PERCENTAGES OF
RESPONSES TO ITEMS IN PARTS I, II, AND III

Frequencies and Percentages of Responses to Part I Items

Item Number	Mean	Number (Absolute Frequency)					Percentage (Absolute Frequency)			
		1	2	3	4	Missing	1	2	3	4
1	2.04	26	92	23	5	1	17.8	63.0	15.8	3.4
2	1.94	24	106	14	1	2	16.6	73.1	9.7	0.7
3	1.64	57	81	6	2	1	39.0	55.5	4.1	1.4
4	1.57	64	82	1	0	0	43.5	55.8	.7	0
5	1.58	66	76	5	0	0	44.9	51.7	3.4	0
6	1.79	40	94	10	0	3	27.8	65.3	6.9	0
7	1.64	69	79	7	0	2	40.7	54.5	4.8	0
8	2.04	32	85	27	3	0	21.8	57.8	18.4	2.0
9	1.92	34	91	19	2	1	23.3	62.3	13.0	1.4
10	2.08	28	80	34	3	2	19.3	55.2	23.4	2.1
11	1.72	45	98	4	0	0	30.6	66.7	2.7	0
12	2.3	11	89	42	1	4	7.7	62.2	29.4	.7
13	1.54	68	78	1	0	0	46.3	53.1	.7	0
14	1.60	68	66	11	1	1	46.9	45.5	7.6	0
15	1.84	33	103	10	0	1	22.6	70.5	6.8	0

Note. 1 = Agree Strongly 2 = Agree 3 = Disagree 4 = Disagree Strongly

Frequencies and Percentages of Responses to Part II Items

Item Number	Mean	Number (Absolute Frequency)					Percentage (Adjusted Frequency)			
		1	2	3	4	Missing	1	2	3	4
1a	1.62	59	79	5	0	4	41.3	55.2	3.5	0
1b	1.39	88	55	1	0	3	61.1	38.2	.7	0
2a	1.49	74	69	1	0	3	51.4	47.9	.7	0
2b	1.62	57	84	3	0	3	39.6	58.3	2.1	0
2c	1.44	82	63	1	0	1	56.2	43.2	.7	0
2d	1.75	45	87	10	0	5	31.7	61.3	7.0	0
3	2.02	34	73	35	1	4	23.8	51.0	24.5	.7
4	1.63	54	90	1	0	2	37.2	62.1	.7	0
5a	1.91	33	90	21	0	3	22.9	62.5	14.6	0
5b	1.73	43	97	5	0	2	29.7	66.9	3.4	0
6a	1.65	53	89	3	0	2	36.6	61.4	2.1	0
6b	1.54	70	74	3	0	0	47.6	50.3	2.0	0
7	1.69	51	87	7	0	2	35.2	60.0	4.8	0
8	1.97	34	83	28	1	1	23.3	56.8	19.2	.7
9	1.72	51	84	11	0	1	34.9	57.5	7.5	0
10	2.00	31	91	19	6	0	21.1	61.9	12.9	4.1
11	1.57	64	82	1	0	0	43.5	55.8	.7	0
12	1.63	55	89	2	0	1	37.7	61.0	1.4	0
13	1.66	54	87	5	0	1	37.0	59.6	3.4	0
14	1.86	32	99	13	0	3	22.2	68.8	9.0	0
15a	1.54	68	75	2	0	2	46.9	51.7	1.4	0
15b	1.64	52	91	1	0	3	36.1	63.2	.7	0
15c	1.73	45	93	5	1	3	31.3	64.6	3.5	.7
16	1.71	51	86	7	1	2	35.2	59.3	4.8	.7
17	1.61	59	84	3	0	1	40.4	57.5	2.1	0
18a	1.73	40	97	3	0	7	28.6	69.3	2.1	0
18b	1.95	23	107	14	1	2	15.9	73.8	9.7	.7
18c	1.75	40	100	5	0	2	27.6	69.0	2.4	0
18d	1.85	25	110	5	0	7	17.9	78.6	3.6	0
18e	1.93	21	104	12	0	10	15.3	75.9	8.8	0
18f	1.91	24	102	12	0	9	17.4	73.9	8.7	0

Note. 1 = Agree Strongly 2 = Agree 3 = Disagree 4 = Disagree Strongly

Frequencies and Percentages of Responses to Part III Items

Item Number	Mean	Number (Absolute Frequency)					Percentage (Adjusted Frequency)			
		1	2	3	4	Missing	1	2	3	4
1a	1.85	40	86	19	0	2	27.6	59.3	13.1	0
1b	2.11	19	93	31	2	2	13.1	64.1	21.4	1.4
2a	2.18	31	60	40	8	8	22.3	43.2	28.8	5.8
2b	2.21	24	69	44	5	5	16.9	48.6	31.0	3.5
2c	1.61	65	74	5	2	1	44.5	50.7	3.4	1.4
2d	2.25	19	76	41	7	4	13.3	53.1	28.7	4.9
3	2.30	9	86	48	3	1	6.2	58.9	32.9	2.1
4	2.59	8	53	68	12	6	5.7	37.6	48.2	8.5
5a	2.16	23	81	33	7	3	16.0	56.3	22.9	4.9
5b	2.63	7	55	67	16	2	4.8	37.9	46.2	11.0
6a	1.89	30	99	15	0	3	20.8	68.8	10.4	0
6b	1.90	32	94	18	0	3	22.2	65.3	12.5	0
7	2.00	25	96	23	1	2	17.2	66.2	15.9	.7
8	2.35	38	43	38	26	2	26.2	29.7	26.2	17.9
9	2.43	30	46	45	24	2	20.7	31.7	31.0	16.6
10	2.63	15	51	51	28	2	10.3	35.2	35.2	19.3
11	2.47	14	67	45	19	2	9.7	46.2	31.0	13.1
12	2.36	17	67	52	9	2	11.7	46.2	35.9	6.2
13	1.82	60	60	17	9	1	41.1	41.1	11.6	6.2
14	2.30	17	72	47	7	4	11.9	40.3	32.9	4.9
15a	2.30	12	81	50	3	1	8.2	55.5	34.2	2.1
15b	2.40	9	73	57	5	3	6.3	50.7	39.6	3.5
15c	2.48	8	64	68	5	2	5.5	44.1	46.9	3.4
16	1.89	37	90	15	3	2	25.5	62.1	10.3	2.1
17	2.39	11	71	61	4	0	7.5	48.3	41.5	2.7
18a	2.18	21	84	34	7	1	14.4	57.5	23.2	4.8
18b	2.38	12	72	52	8	3	8.3	50.0	36.1	5.6
18c	2.12	24	85	32	5	1	16.4	58.2	21.9	3.4
18d	2.28	13	84	40	7	3	9.0	58.3	27.8	4.9
18e	2.37	8	80	48	7	4	5.6	55.9	33.6	4.9
18f	2.39	10	74	52	7	4	7.0	51.7	36.4	4.9

Note. 1 = Always 2 = Usually 3 = Seldom 4 = Never

APPENDIX C

CHI-SQUARE STATISTIC FOR PART I
ITEMS BY TOTAL YEARS OF EXPERIENCE,
EDUCATIONAL TRAINING, PROFESSIONAL
RESPONSIBILITIES, AND STAFF/STUDENT RATIOS

Chi-Square Statistic for Total Years of Experience
by Part I Items

Item	Chi-Square	df	Significance
1	15.06	9	.0893
2	11.91	9	.2182
3	5.59	9	.7796
4	4.21	6	.6490
5	2.16	6	.9041
6	7.92	6	.2439
7	7.35	6	.2893
8	14.28	9	.1126
9	5.20	9	.8163
10	7.45	9	.5894
11	9.09	6	.1682
12	18.50	9	.0298
13	7.87	6	.2491
14	4.08	6	.6654
15	5.97	6	.4261

Chi-Square Statistic for Educational Training by Part I Items

Item	Chi-Square	df	Significance
1	3.44	3	.3275
2	3.09	3	.3767
3	3.52	3	.3177
4	3.17	2	.2048
5	1.98	2	.3703
6	.83	2	.6594
7	1.17	2	.5551
8	.93	3	.8173
9	1.72	3	.6311
10	2.81	3	.4207
11	2.35	2	.3088
12	1.59	3	.6614
13	2.31	2	.3146
14	.03	2	.9808
15	.70	2	.7019

Chi-Square Statistic for Professional Responsibilities
by Part I Items

Item	Chi-Square	df	Significance
1	5.53	6	.4767
2	2.84	6	.8275
3	12.68	6	.0483
4	1.11	4	.8924
5	1.34	4	.8540
6	5.90	4	.2067
7	6.25	4	.1807
8	2.46	6	.8724
9	3.92	6	.6871
10	1.83	6	.9341
11	3.34	4	.5014
12	2.13	6	.9072
13	1.08	4	.8969
14	4.75	4	.3137
15	17.1	4	.0018*

*Significant Chi-square, $p < .01$

Chi-Square Statistic for Staff/Student
Ratios by Part I Items

Item	Chi-Square	df	Significance
1	6.28	9	.7111
2	7.09	9	.6271
3	12.90	9	.1668
4	3.67	6	.7212
5	10.79	6	.0948
6	3.72	6	.7140
7	5.47	6	.4847
8	10.48	9	.3130
9	5.99	9	.7403
10	7.15	9	.6207
11	3.66	6	.7218
12	9.39	9	.4014
13	7.09	6	.3122
14	7.35	6	.2895
15	9.25	6	.1599

APPENDIX D

CHI-SQUARE STATISTIC FOR PART II
ITEMS BY TOTAL YEARS OF EXPERIENCE,
EDUCATIONAL TRAINING, PROFESSIONAL
RESPONSIBILITIES, AND STAFF/STUDENT
RATIOS

Chi-Square Statistic for Total Years of Experience
by Part II Items

Part II Item	Chi-Square	df	Significance
1a	5.52	6	.4790
1b	6.85	6	.3347
2a	4.19	6	.6505
2b	7.33	6	.2911
2c	5.21	6	.5170
3d	3.58	6	.7326
3	9.09	9	.4281
4	7.77	6	.2537
5a	4.03	6	.6722
5b	5.42	6	.4905
6a	6.68	6	.3506
6b	9.93	6	.1272
7	6.12	6	.4099
8	8.50	9	.4844
9	3.61	6	.7282
10	10.42	9	.3172
11	7.93	6	.2432
12	5.25	6	.5112
13	8.79	6	.1856
14	9.24	6	.1602
15a	6.75	6	.3443
15b	4.17	6	.6528
15c	8.30	9	.5035
16	12.79	9	.1719
17	7.53	6	.2742
18a	8.22	6	.2218
18b	9.01	9	.4357
18c	5.81	6	.4445
18d	6.24	6	.3966
18e	9.89	6	.1290
18f	2.50	6	.8678

Chi-Square Statistic for Educational Training by Part II Items

Part II Item	Chi-Square	df	Significance
1a	.53	2	.7647
1b	.60	2	.7399
2a	.50	2	.7784
2b	.00	2	1.0000
2c	.51	2	.7714
2a	.04	2	.9769
3	3.03	3	.3861
4	.76	2	.6824
5a	2.30	2	.3155
5b	1.35	2	.5077
6a	2.19	2	.3332
6b	.68	2	.7114
7	.59	2	.7438
8	1.38	3	.7092
9	.04	2	.9793
10	6.57	3	.0869
11	.77	2	.6779
12	2.72	2	.2563
13	.63	2	.7281
14	3.64	2	.1618
15a	4.19	2	.1228
15b	.48	2	.7831
15c	3.88	3	.2742
16	.92	3	.8195
17	.42	2	.8101
18a	1.45	2	.4830
18b	.93	3	.8161
18c	3.26	2	.1951
18d	.41	2	.8133
18e	.65	2	.7202
18f	.73	2	.6911

Chi-Square Statistic for Professional Responsibilities by
Part II Items

Part II Item	Chi-Square	df	Significance
1a	.76	4	.9431
1b	4.92	4	.2947
2a	.62	4	.9600
2b	1.32	4	.8577
2c	4.87	4	.3006
2d	2.60	4	.6253
3	7.05	6	.3154
4	6.56	4	.1608
5a	8.46	4	.0759
5b	4.09	4	.3936
6a	16.41	4	.0025*
6b	5.07	4	.2799
7	2.84	4	.5837
8	8.64	6	.1944
9	6.59	4	.1587
10	21.10	6	.0018*
11	7.34	4	.1189
12	3.45	4	.4850
13	2.82	4	.5872
14	6.16	4	.1873
15a	1.50	4	.8249
15b	1.59	4	.8088
15c	1.99	6	.9198
16	7.84	6	.2496
17	2.91	4	.5716
18a	5.26	4	.2608
18b	7.19	6	.3029
18c	2.99	4	.5583
18d	6.21	4	.1833
18e	1.79	4	.7740
18f	4.24	4	.3744

*Significant Chi-square, $p < .01$

Chi-Square Statistic for Staff/Student Ratios by Part II Items

Part II Item	Chi-Square	df	Significance
1a	4.63	6	.5916
1b	5.54	6	.4758
2a	10.20	6	.1163
2b	8.46	6	.2059
2c	4.87	6	.5594
2d	6.14	6	.4071
3	16.02	9	.0664
4	6.14	6	.4076
5a	4.89	6	.5576
5b	7.16	6	.3063
6a	4.69	6	.5840
6b	3.08	6	.7987
7	3.93	6	.6858
8	9.05	9	.4321
9	3.27	6	.7732
10	9.52	9	.3902
11	11.02	6	.0823
12	11.23	6	.0813
13	7.25	6	.2983
14	2.89	6	.8217
15a	13.43	6	.0366
15b	13.25	6	.0391
15c	12.40	9	.1915
16	9.31	9	.4089
17	9.36	6	.1542
18a	5.83	6	.4417
18b	5.54	9	.7840
18c	4.61	6	.5941
18d	3.63	6	.7254
18e	1.25	6	.9740
18f	3.52	6	.7407

APPENDIX E

CHI-SQUARE STATISTIC FOR PART III
ITEMS BY TOTAL YEARS OF EXPERIENCE,
EDUCATIONAL TRAINING, PROFESSIONAL
RESPONSIBILITIES, AND STAFF/STUDENT
RATIOS

Chi-Square Statistic for Total Years of Experience by Part III
Items

Part III Item	Chi-Square	df	Significance
1a	16.64	6	.0107
1b	8.75	9	.4598
2a	12.45	9	.1891
2b	8.05	9	.5289
2c	9.19	9	.4191
2d	5.26	9	.8108
3	7.55	9	.5792
4	1.51	9	.9970
5a	14.44	9	.1074
5b	5.69	9	.7704
6a	7.04	6	.3165
6b	8.78	6	.1858
7	5.97	9	.7424
8	3.33	9	.9496
9	4.41	9	.8822
10	9.91	9	.3572
11	6.10	9	.7298
12	10.33	9	.3237
13	5.44	9	.7935
14	5.14	9	.8218
15a	12.07	9	.2092
15b	6.91	9	.6462
15c	8.27	9	.5066
16	10.14	9	.3386
17	6.46	9	.6924
18a	5.74	9	.7655
18b	4.16	9	.9000
18c	4.98	9	.8354
18d	3.46	9	.9431
18e	6.64	9	.6740
18f	3.49	9	.9416

Chi-Square Statistic for Educational Training by Part III Items

Part III Item	Chi-Square	df	Significance
1a	1.67	2	.4325
1b	2.16	3	.5387
2a	5.33	3	.1488
2b	3.36	3	.3383
2c	1.75	3	.6253
2a	.70	3	.8713
3	.59	3	.8978
4	2.47	3	.4805
5a	2.44	3	.4855
5b	1.96	3	.5797
6a	3.43	2	.1797
6b	8.12	2	.0172
7	.84	3	.8379
8	2.29	3	.5141
9	1.01	3	.7986
10	1.00	3	.7997
11	1.45	3	.6933
12	1.51	3	.6781
13	3.57	3	.3111
14	2.98	3	.3943
15a	1.97	3	.5766
15b	2.74	3	.4329
15c	2.33	3	.5058
16	2.76	3	.4285
17	3.66	3	.2996
18a	3.90	3	.2720
18b	3.53	3	.3169
18c	1.25	3	.7405
18d	.09	3	.9928
18e	1.69	3	.6378
18f	1.86	3	.6008

Chi-Square Statistic for Professional Responsibilities by
Part III Items

Part III Item	Chi-Square	df	Significance
1a	4.16	4	.3846
1b	8.11	6	.2301
2a	3.65	6	.7237
2b	1.86	6	.9319
2c	2.90	6	.8210
2d	8.26	6	.2193
3	5.78	6	.4472
4	4.32	6	.6323
5a	9.88	6	.1298
5b	11.05	6	.0868
6a	4.65	4	.3242
6b	4.91	4	.2961
7	11.04	6	.0869
8	15.50	6	.0167
9	18.52	6	.0050*
10	12.01	6	.0617
11	6.40	6	.3794
12	9.27	6	.1587
13	5.27	6	.5097
14	15.13	6	.0192
15a	4.48	6	.6112
15b	1.57	6	.9541
15c	5.59	6	.4696
16	7.27	6	.2958
17	10.11	6	.1200
18a	11.52	6	.0734
18b	6.24	6	.3959
18c	10.83	6	.0935
18d	17.09	6	.0090*
18e	8.34	6	.2142
18f	6.41	6	.3785

*Significant Chi-square, $p < .01$

Chi-Square Statistic for Staff/Student Ratios
by Part III Items

Part III Item	Chi-Square	df	Significance
1a	8.16	6	.2260
1b	14.44	9	.1074
2a	5.01	9	.8332
2b	5.44	9	.7939
2c	18.90	9	.0260
2d	8.41	9	.4931
3	6.81	9	.6561
4	19.52	9	.0211
5a	17.25	9	.0448
5b	10.39	9	.3191
6a	7.06	6	.3146
6b	13.59	6	.0345
7	13.65	9	.1351
8	7.15	9	.6212
9	15.24	9	.0844
10	9.50	9	.3920
11	14.20	9	.1151
12	17.52	9	.0412
13	4.14	9	.9019
14	10.88	9	.2535
15a	5.44	9	.7939
15b	8.10	9	.5238
15c	5.80	9	.7592
16	8.23	9	.5105
17	17.34	9	.0436
18a	7.79	9	.5546
18b	18.04	9	.0347
18c	17.76	9	.0381
18d	10.41	9	.3176
18e	8.96	9	.4404
18f	6.91	9	.6460

APPENDIX F

CHI-SQUARE STATISTIC FOR PART II
ITEMS BY PART III ITEMS

Chi-Square Statistic for Part II Items
by Part III Items

Part II/Part III Item	Chi-Square	df	Significance
1a	6.98	4	.1366
1b	4.97	6	.4259
2a	7.62	6	.2667
2b	2.98	6	.8107
2c	2.31	6	.8883
2d	8.27	6	.2189
3	5.36	9	.8013
4	4.18	6	.6510
5a	11.5	6	.0735
5b	8.56	6	.1998
6a	6.23	4	.1826
6b	5.33	4	.2547
7	11.30	6	.0793
8	34.26	9	.0001*
9	15.67	6	.0156
10	23.43	9	.0053*
11	6.55	6	.3641
12	8.30	6	.2167
13	12.00	6	.0619
14	6.87	6	.3328
15a	8.15	6	.2271
15b	31.91	6	.0000*
15c	8.64	9	.4708
16	56.63	9	.0000*
17	17.45	6	.0077*
18a	9.95	6	.1266
18b	8.84	9	.4513
18c	12.06	6	.0605
18d	10.07	6	.1216
18e	23.12	6	.0000*
18f	3.16	6	.7874

*Significant Chi-square, $p < .01$.

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TOMORROW'S HIGHER EDUCATION STUDENT DEVELOPMENT PROCESS MODEL: A
STUDY OF LEVELS OF AGREEMENT AND IMPLEMENTATION AMONG CHIEF STUDENT
PERSONNEL ADMINISTRATORS IN PUBLIC, SMALL, AND RURAL
COMMUNITY COLLEGES

by

Debbie Lee Floyd

(ABSTRACT)

The purpose of this study was to determine levels of agreement and implementation of the American College Personnel Association's Tomorrow's Higher Education (T.H.E.) student development model among chief student personnel administrators employed in public, small, and rural community colleges in the continental United States.

Based on the T.H.E. Model, an inventory, the Student Development Process Inventory (SDPI)-Community College Form, was developed to answer four major research questions. The Inventory was administered through a survey of 204 chief student personnel administrators employed in public, small, and rural community colleges. One hundred and forty-seven usable responses (72%) were analyzed.

The Inventory was constructed in four parts. The first three parts were designed to answer the first three research questions. Parts II and III included corresponding items. To answer the fourth research question, relationships between responses to Parts II and III were analyzed. The four research questions were:

1. To what extent do practitioners agree with the basic constructs and underlying assumptions of the T.H.E. Model?
2. To what extent do practitioners agree with the process steps of the T.H.E. Model?
3. To what extent is there evidence that the process steps of the T.H.E. Model are being implemented currently on college campuses?
4. What relationships exist between practitioners' agreement with the process steps of the T.H.E. Model and the presence of evidence that the process steps of the T.H.E. Model are being implemented on college campuses?

The fourth part of the SDPI was designed to secure information about the characteristics of the population which were treated as independent variables.

Population characteristics which were controlled as independent variables were: total years of experience of the chief student personnel administrator, discipline of educational training of the chief student personnel administrator, professional instructional responsibilities of the chief student personnel administrator, and the ratio of student personnel staff to student headcount enrollment. Other population characteristics were reported but were not controlled in the analysis.

From an analysis of the responses to the items in Part I, the population appeared to agree with most of the basic constructs

and underlying assumptions of the T.H.E. Model (some to a greater degree than others). With the exception of professional instructional responsibilities, the independent variables did not have an association with the observed levels of agreement.

From an analysis of Part II of the SDPI it appeared that the population agreed with the process steps of the T.H.E. Model; however, agreement was observed at varying levels. Again, with the exception of professional instructional responsibilities, agreement with the process steps was not related to the independent variables.

An analysis of Part III of the Inventory supported the conclusion that the population seemed to implement the process steps of the T.H.E. Model; however, the level of implementation of each process step varied. Professional instructional responsibilities was the only independent variable which was associated with certain aspects of implementation.

An analysis of the relationships between reported agreement with the Model and implementation of the Model revealed highly significant differences between levels of agreement and implementation among all process steps. The population implemented the Model to a lesser degree than their reported levels of agreement. This difference was not attributable to the independent variables.