

DIRECTIONS FOR THE FUTURE OF STUDENT PERSONNEL SERVICES
IN FLORIDA'S COMMUNITY COLLEGES

BY

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The purpose of this study was to examine the future of student personnel services in Florida's 28 public community colleges. Specifically, data were gathered to answer one fundamental question: what should be the functions of student personnel services in Florida's 28 public community colleges during the next 10 years, as perceived by the practitioners in those colleges? Data were collected through the use of a Delphi technique consisting of three rounds, a consensus-gathering procedure characterized by multiple iterations with controlled feedback.

The original corrected population involved 435 student personnel services practitioners. In the first round, 74.1 percent of the practitioners responded, and 71.7 percent

responded to the second round. The third round was sent only to those who participated in the second round. The response for the third round represented 80.4 percent of those who responded to round two and 57.7 percent of the original population of 435.

In the first round, the practitioners were asked to react and make additions to the list of 21 basic student personnel functions which was developed by the National Committee for Appraisal and Development of Junior College Student Personnel Programs in a nation-wide study in 1965. The functions were: precollege information, student induction, group orientation, career information, personnel records, educational testing, applicant appraisal, student counseling, student advisement, applicant consulting, co-curricular activities, student self-government, student registration, academic regulation, social regulation, financial aids, placement, program articulation, in-service education, program evaluation, and administrative organization. As a result of comments and suggestions in round one, 13 additional functions were added to the original list of 21: services to special population groups, teaching, student development, faculty consultation, athletics, community services, curriculum development, child care, cooperative education, information center, change agents, and para-professionals and peer-group counseling.

In the second round, the participants were asked to rate the 34 functions from the perspective of the relative importance of inclusion of the item as a responsibility of student personnel services in the next 10 years. For the third round, the practitioners were given information on how the group responded to each item in the second round, and they were asked to rate the functions again, taking this information into consideration.

After completion of the third round the functions were ranked according to their means. The 10 functions which the practitioners felt would be most important in 1985 were: administrative organization, student counseling, career information and decision-making, student advisement, faculty consultation, in-service education and staff development, change agents, student development, financial aids, and precollege information.

In summary , the practitioners proposed an expanded role. New functions were advocated, although not at the expense of abandoning needed student-oriented traditional functions. The practitioners indicated a desire to become more involved with the college as a whole and to influence the future directions and philosophy of the college. However, they also expressed their continuing concern for meeting the needs of the student as an individual. The participants voiced a strong commitment to student-oriented functions as opposed to regulatory functions.

Although the data reflected a blending of old and new ideas in student personnel services, the responses and ratings revealed the concern of present student personnel workers for keeping abreast of new findings in the literature. The practitioners indicated that they had not become stagnant and that they were aware of the need for change and for new responsibilities which were required to meet student needs.

CHAPTER I
INTRODUCTION

The purpose of this study was to examine the future of student personnel services in Florida's 28 public community colleges. Both student personnel services and junior colleges¹ have emerged in the twentieth century as distinguishing features of American education. Their development has been compared as being closely parallel with the founding of the first public junior college in Joliet, Illinois, in 1902, and with student personnel work beginning as an organized movement about 1900. Both movements also reached mutually high points of development and recognition in the sixties. (O'Banion, Thurston, & Gulden, 1970).

The evolution of both generally has been adaptive in nature, changing to meet the new needs of students and society. As the role of the community college continues to change to include new groups of students and provide new types of services, curricula, and programs (Carnegie Commission on Higher Education, 1974) it is important that those in the field of student personnel services examine its role in regard to these changes.

It was not until the sixties that student personnel services became an area of much concern within community

¹In this study the terms community college and junior college are used interchangeably.

colleges. Although these services have grown in importance there is a belief that "the majority of . . . community colleges have a long road to travel before achieving the goals of an ideal personnel services program" (Monroe, 1973, p. 158).

Parker (1971) stated that "any modern social institution must use a percentage of its resources in the research, planning, and development of its future" (p. 405). It was hoped that findings from this study would contribute to research needed in planning the future of student personnel services in the 28 community colleges involved. Also, the findings should be of interest to community colleges, both public and private, throughout the United States.

Statement of Problem

In his book, Campus 1980, Eurich (1968) suggested that by examining the future, we can "speed changes toward a better future" (p. xvii). Thus, the purpose of this study was to explore and identify what might be the functions of student personnel services in the decade ahead in Florida's 28 public community colleges. In pursuing this study, it was important to focus on three areas of research: the evolution and development of student personnel services, the role of the community college, and the development of student personnel services in the community college.

Many studies (Johnson, 1970; Leonard, 1956; Mueller, 1961; Robinson, 1960; Williamson, 1961; Wrenn, 1951) have

outlined the historical evolution and development of student personnel services in American education. This evolution has occurred as societies' needs have changed, as the number of educational institutions has increased, and as types of students have become more diverse (Leonard, 1956).

The basic role of the community college has been a frequent topic of discussion (Blocker, Plummer, & Richardson, 1965; Cohen, 1969; Cosand, 1968; Cross, 1974; Evans & Neagley, 1973; Gleazer, 1974; Monroe, 1973). The dominant feature of this role has been the assumption by the community college of the task of extending opportunities for higher education to all citizens who might profit from the experience (Evans & Neagley, 1973). This extension, commonly labeled the "open door policy," has resulted in highly diversified student bodies in community colleges.

A third area of research, the development of student personnel services in the community college, was most relevant to this study. This area has also been widely represented in studies and in the literature (Collins, 1965; Humphreys, 1952; Matson, 1967; McDaniel, 1962; Medsker, 1972; Monroe, 1973; National Committee for Appraisal and Development of Student Personnel Programs, 1965; Priest, 1959; Richardson & Blocker, 1968; Thornton, 1972; Yoder & Beals, 1966). Perhaps the best known of these is the nationwide study which was conducted by the National Committee for Appraisal Development of Junior College Student Personnel

Programs (1965), more commonly known as the McConnell-Raines study. T. R. McConnell, chairman of the committee stated, "The conclusion of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community colleges are woefully inadequate" (National Committee for Appraisal and Development of Junior College Student Personnel Programs, 1965, p. iv). In responding to this conclusion, Collins (1967) noted, however, that, historically, the junior colleges have stated an obligation to develop strong, comprehensive student personnel programs to meet student needs.

The rationale for this study was therefore twofold. First, with the role of student personnel services and the role of the community college continuing to evolve, it was important to examine what the functions of student personnel services in Florida's public community colleges should be in the decade ahead so that student needs could be met. Toffler (1974) emphasized the need for examining the future by stating that

. . . no educational institution today can set sensible goals or do an effective job until its members . . . subject their own assumptions about tomorrow to critical analysis. For their shared or collective image of the future dominates the decisions made in the institution. (p. 5)

Toffler's statement also supported the other rationale for this study, the need to have an institution's own members analyze their assumptions and perceptions of the future. It was therefore important to examine what the

student personnel practitioners who were presently working in these 28 public community colleges perceived the functions of student personnel services to be in the future. These practitioners will be the major implementers and therefore translators of student personnel theory and functions into practice; thus it was important to analyze their views on future directions.

It was assumed that feedback from the practitioners could provide valuable information to student personnel administrators and to the field as a whole. Moreover, such feedback could provide valuable information regarding the preparation of student personnel workers.

No effort was made to evaluate present programs or to determine if in the 28 community colleges studied there were resources available to meet the student personnel services needs as defined by the practitioners in those institutions.

Question Under Investigation

The study focused on obtaining data to answer one fundamental question: what should be the functions of student personnel services in Florida's 28 public community colleges during the next 10 years, as perceived by the practitioners in those colleges? Approximately 460 professional personnel in all areas of student personnel services were asked to participate in the study. Data were collected through the use of the Delphi technique, a

consensus-gathering procedure developed by researchers at the Rand Corporation in the early fifties, a procedure characterized by multiple iterations with controlled feedback. The Delphi has recently been widely used in higher education for planning and gaining insight and consensus in regard to future goals and objectives (Judd, 1972).

CHAPTER II
REVIEW OF THE LITERATURE

This review considered the evolution and development of student personnel services, the role of the community college, and the development of student personnel services in the community college, as well as information concerning the use of the Delphi technique and information on the basic student personnel functions used in the Project for Appraisal and Development of Junior College Student Personnel Programs. Also included was a review of literature relating to new types of students in community colleges.

The Evolution and Development of Student
Personnel Services

From their beginning, American colleges and universities have had the freedom and therefore flexibility to express their own specific goals and desires. This freedom, however, has caused these institutions to assume certain responsibilities which were not assumed by educational institutions in other countries. One of these, the concern for the general welfare of students, was first a responsibility of Colonial educational institutions (Leonard, 1956).

Williamson (1961) stated that perhaps the deeply religious immigrants from Europe were threatened by the wild American frontier and thus felt the need to be preoccupied

with student life outside the classroom, a preoccupation which led to the institution of programs of extraclassroom services.

Due probably to these forces and others, several events in the nineteenth century marked the beginning of the development of student personnel services. In 1833, Oberlin appointed women principals to oversee the problems of newly admitted women students, and out of these appointments later emerged the position dean of women. Harvard, in 1870, employed the first college dean, whose duties were concerned with the extracurricular activities of students. The first faculty advisory system was developed at Johns Hopkins in 1889. At the University of Chicago in the 1890s the student housing movement gained momentum. Many of these developments were due to changes in the duties of the college president. As his responsibilities increased, so did his need for assistants (Williamson, 1961).

These early developments were on somewhat shaky ground because of the strong influence of German intellectualism which pervaded American educational institutions from approximately 1870 to 1920. The effect of the German philosophy was that student life outside the classroom was generally ignored. However, Wrenn (1951), in citing an outline of the development of student personnel work by W. H. Cowley, stated that concern with student personnel services resumed and became stronger after 1920 due to the interest of three groups:

(1.) the humanitarians, educational leaders, and frontier thinkers who protested against a lack of concern for the well-being and happiness of the individual in any type of situation, (2.) the college administrators who saw varied student needs and wanted them satisfied and (3.) the psychologists who became interested in total behavior and supplied instruments and procedures for understanding and dealing with individual personalities. (p. 31)

As colleges and universities increased in numbers and complexity, student personnel work evolved as a group of loosely organized services. The various activities that formed this group were derived from student and institutional needs rather than from any theoretical or philosophical basis. As student personnel services continued to grow, there was an increased interest in developing some type of underlying philosophy. As a result, the Committee on College Personnel of the American Council on Education published in 1938 (revised in 1949) pamphlets describing the philosophy of student personnel work at the college level.

These statements emphasized the underlying spirit of the work, "the personnel point of view," based on three assumptions: (1) Individual differences are anticipated, and every student is recognized as unique. (2) Each individual is to be treated as a functioning whole. (3) The individual's current drives, interests, and needs are to be accepted as the most significant factor in developing a personnel program appropriate for any particular campus. (Mueller, 1961, p. 56)

In evaluating the early development of student personnel work, O'Banion, Thurston, and Gulden (1970) stated that programs developed "as a series of services in reaction to forces within the college community rather than as an action program for shaping forces" (p. 7). Thus, much

of the early history of student personnel work has been reactive in nature, attempting to meet the needs of students and the institutions. However, in meeting these needs, services were established that would remain as basic functions in the years to come.

It has been emphasized in the literature that one of the primary purposes of student personnel services is to provide a climate which will supplement or complement academic learning and promote the total growth and development of the student (Feder, 1958; Miller, 1970; O'Banion, 1971b; Teeter, 1975). Another primary purpose is to humanize and individualize higher education and to meet the student's need for individual attention (Berdie, 1970; O'Banion, 1971b). A third responsibility is to serve as resource persons to students, faculty, and administrators in order to provide information about services offered by the college so that these services will be used to facilitate the achievement of institutional and student goals (Berdie, 1970; O'Banion, 1971b). Generally, the main thrust of the literature has been that student personnel work should help the student grow and gain as much as is possible from his college experience.

A survey of the literature also revealed a basic group of common functions or services which became essential to student personnel services programs. With few exceptions this same list of basic services has been repeated

throughout the literature (Arbuckle, 1953; Feder, 1958; Hopkins, 1948; O'Banion, 1970; Russel, 1970; Williamson, 1961) and has included the following: selection for admission; registration and records; counseling; health services; housing and food services; student activities; financial aid; placement; discipline; special clinics (remedial reading, study habits, speech and hearing, and special services); student orientation; veterans advisory services; foreign student program; marriage counseling; religious activities; and counseling (Feder, 1958). Williamson (1961) added testing as an essential function.

Many educators also have emphasized the importance of student personnel professionals working with the instructional program (American Council on Education, 1950; Hodinko, 1973; Karman, 1974; Robinson, 1960). Brown (1972) maintained that "student personnel workers . . . and others who profess to be concerned about total student development must move into the academic world both to legitimize experiences and programs now available and to humanize current curricular offerings" (p. 46). By increasing cooperation between the two groups, it was assumed that both could work to provide a more complete and better educational experience for the student.

Another function which has gained attention in the literature is evaluation (Arbuckle, 1953; Devlin, 1968; Hill, 1972; Ross, 1967). Student personnel specialists

need to insure that some method of evaluation is developed and used so that the effectiveness of personnel programs can be analyzed. Evaluation has been the topic of several research studies (Beasley, 1969; Bradley, 1967; Johnson, 1968). In these studies, however, there seems to be no similarity among campuses in regard to which functions are rated more effective than others. This seems to indicate that the quality and effectiveness of student personnel programs are not always similar and vary greatly on different campuses.

As interest in evaluation has increased, some educators have become critical of student personnel services and as a result have suggested the need for the development of new models of services. Penny (1969) stated that preoccupation with housekeeping functions and lack of a strong underlying philosophy have caused the low esteem of student personnel services on the campus and in the academic world. Mueller (1970) emphasized the need for a more current philosophy. Although many of the traditional principles are still sound, the role, goals, and objectives of student personnel must become more relevant in today's society. Terenzini (1973) noted that the major problem seems to be an uncertainty in regard to what should be the goals and objectives.

The questioning of what has evolved and the need to develop new models has been discussed increasingly in the literature (Crookston, 1972; Eddy & Klepper, 1972;

Wallenfeldt, 1971). O'Banion, Thurston, & Gulden (1970) stated:

In the last years of the decade of the 1960s, student personnel workers were examining with great seriousness the status of the student personnel profession . . . Existing models of student personnel work--regulatory, servicing, and therapeutic--are inappropriate to needs of students in a changing society. . . . As the student personnel profession enters the decade of the 70's there is clear call for a new model for the profession--a new model for the role of the student personnel worker. (pp. 7-8)

The new model which O'Banion, Thurston, and Gulden suggested focuses upon the concept of student development. This model, as opposed to the more traditional program, is preventive in nature rather than remedial and corrective. In the student development model, the student personnel worker functions to promote individual student development rather than functioning as a control agent of student conduct (Grant, 1968). Crookston (1972) emphasized that the student development model is aggressive and provides a central teaching function to the college, rather than being merely complementary or supplementary in nature. He suggested doing away with the term student personnel and replacing it with the term student development. This viewpoint is also supported by Tripp (1968), who stated that the student personnel worker of the future must be a student development expert. He envisioned the student development expert as a leader on the campus in the role of helping to make "man more personally effective and a more fulfilled human being" (p. 143).

The role of the student development expert or specialist was more explicitly defined by Brown (1972). The student development approach focuses on developing the whole student; consequently the student development specialist must assume the roles of diagnostician, consultant, programmer, technologist, college professor, administrator, behavioral scientist, and researcher.

The student development model has been suggested most often in the literature as the role for student personnel services in the future. Regardless of what model is implemented, however, student personnel services must remain flexible and continue to evolve to meet not only the needs of new types of students but also to meet the changing needs of presently enrolled students (Parker, 1971; Shaffer, 1967, 1968; Wrenn, 1970).

The Role of the Community College

In order to analyze the future of student personnel services in the community college it was important to examine the role of the community college. Essential to this study, therefore, was an understanding of the aspects of this role which effected student personnel services.

The community college has been referred to as the only truly American invention in the field of education (Collins, 1967). In establishing its role in education, the community college has developed its own unique identity and is not a

two-year version of the four-year college (Cross, 1974; Matson, 1967). The community college has also been the most rapidly developing educational institution in the United States (Carnegie Commission on Higher Education, 1974; Collins, 1967). This has been due, in part, to

. . . their open admissions policies, their geographic distribution across the country, and their unusually low tuition policies. They also offer more varied programs for a greater variety of students than any other segment of higher education, provide a chance for postsecondary education for many who are not fully committed to a four-year college career, and appeal to students who are undecided about their future careers and unprepared to choose a field of specialization. In addition, they provide an opportunity for working adults to upgrade their skills and training. (Carnegie Commission on Higher Education, 1974, p. 97)

The most fundamental purpose and role of the community college has been to provide educational opportunities to all persons in its service area and to extend these opportunities to larger and more diverse groups of the population (Blocker, Plummer, & Richardson, 1965; Collins, 1967; Evans & Neagley, 1973; Matson, 1967). Medsker (1972) noted that the community college "faces an enormous problem in making education meaningful to its diverse student body . . . [and] . . . must be concerned about how to direct its total effort toward the end of serving the many different needs of students" (p. 3).

In addition to this underlying role, Matson (1967) stated that community colleges have claimed five major goals:

1. To provide occupational education in all areas which are appropriate for the needs of the economy and the available human resources.
2. To provide two years of lower division preparation that will enable students to transfer to senior institutions with the least interruption of progress toward their goals.
3. To offer a program of general education designed for all members of the community, with special attention to those who do not plan to transfer to other educational institutions.
4. To provide a system of community services, broad in scope and purpose, that will meet the recognized needs of all segments of the population and expand the social, cultural, and vocational experiences available to them.
5. To provide out-of-class services to the college students and staff which will facilitate the achievement of these basic purposes. (p. 162)

In its role as outlined above, the community college has become an accepted part of American education; however, there has been a call for the community college to establish new missions and to plan for further stages of development (Cohen, 1969; Gleazer, 1974). One new mission suggested is to become a dominant force in meeting the needs of the community and in shaping the future of the community (Cohen, 1969; Cosand, 1968). The community college should not only meet the educational and professional needs of the community, but also should provide avocational experiences and outlets for all ages (Blocker, Plummer, & Richardson, 1965). Still another mission of the future would be to increase efforts to help students meet and adjust to change (Cosand, 1968; Sanford, 1967). The community college must play a major role in preparing students for life outside the education setting. The need to develop new types of instruction and curricula has also been suggested (Cohen,

1969; Cosand, 1968). With new students and changing educational needs, other types of instruction and curricula must be developed.

These examples represent some of the more frequently suggested roles for the community college of the future. Even though many new roles and functions may be assumed, "[t]he community college will continue to be a place where students earn credits, prepare for senior colleges, acquire marketable skills, gain opportunities for social and economic status and spend time in discovery of themselves while in the transitional phase between childhood and adulthood" (Monroe, 1973, p. 391).

In understanding the role of the community college, it is also important to gain an understanding of the community college student. The community college student does not live on the campus; he is generally less academically able than students at four-year colleges; he comes from a lower socio-economic background than his four-year counterparts; he works part-time while attending college; and he has less interest in college-sponsored activities than four-year college students (George & George, 1971; Morton, 1961). Moreover, the community college student faces a very critical time in his life in regard to vocational choice (Blocker, Plummer, & Richardson, 1965).

The mixture of different types of students at the community college has been another point of emphasis in the

literature (Collins, 1967, 1972; Gleazer, 1973; Thurston, 1972). Collins (1967), in his summary of the McConnell-Raines study, described the community college student as "almost as varied as humanity itself" (p. 12). However, if the present population is diverse, there are indications that in the future the types of community college students will be even more varied (Collins, 1972; Gleazer, 1973). Primarily, the present diversity and the predicted increase in types of students can be attributed to the open-door policy of the community college (Carnegie Commission on Higher Education, 1973, 1974; Clarke, 1972). Clarke (1972) stated that this policy "has made the community junior college the most important avenue to higher education for minority group students" (p. 36).

In addition to providing access for minority students, the open door will also provide an avenue to higher education for increased numbers of students with low academic ability (Cross, 1972a, 1972b; Sanford, 1968). Cross (1972a, 1972b) predicted that there will be an increased proportion of students from lower socio-economic backgrounds. Still another characteristic of community college students of the future will be a greater age range (Sanford, 1968). Williamson (1972) noted that many of these nontraditional students would have been push-outs or dropouts in former years.

Thus as the role of the community college evolves, it will be greatly affected by the increasingly diverse students. The way in which the community college does develop, however, will greatly affect the role of student personnel services. As McIntyre (1975) suggested, "The innovations taking place in higher education suggest the need for parallel innovations in student personnel" (p. 64).

The Development of Student Personnel Services in the Community College

Prior to 1930, student personnel services in the community college were mainly regulatory functions. In the 1940s there was increased interest in providing guidance and counseling as well as testing programs for academic placement of students. By the 1950s community colleges had recognized the importance of a well-developed personnel services program (Monroe, 1973).

However, in recent years the policy of serving an increasingly diverse population has emphasized even more the need for student personnel services (Collins, 1972; Medsker, 1972; Thurston, 1972). The community college must be concerned with making the educational experience meaningful to these new students (Medsker, 1972).

The commitment by the community college to the concept that student personnel services are an inherent part of its

program has been emphasized (Blocker, Plummer, & Richardson, 1965; Bray, 1967; Collins, 1972; Monroe, 1973; O'Banion, 1970; Pennington, 1970; Yoder & Beals, 1966). As stated by Yoder and Beals (1966), there is a relationship between the roles of the community college and student personnel services which almost mandates the need and commitment to these services:

The two-year college . . . is increasingly being recognized as a multipurpose educational institution with the development of the individual as its primary objective. The student personnel program in the community college has a major responsibility in realizing this objective; thus many community colleges across the country have developed extensive student personnel programs directed toward the counseling, placement, and social orientation of each individual. In fact, probably on no other level do we find the kind of a student personnel organization, and professional staff that is provided in the community college. Community college educators have recognized the importance of this function, and have committed funds and effort to making such a program possible. (p. 38)

The common purpose of the community college and student personnel services of the development of the individual student has also been noted (Humphreys, 1952; Matson, 1967; McDaniel & Lombardi, 1972; Priest, 1959). Priest (1959) and Humphreys (1952) cited the development of the individual student as a major purpose of the community college. The need for individualized services and attention was emphasized by Clarke (1972) in regard to minority students, whereas Harris (1973) maintained the importance of meeting the special needs of the different types of students in large urban areas.

Through this common commitment and purpose of meeting the needs of the student as an individual, student personnel services has gained acceptance as a viable program in the community college. Monroe (1973) stated that today no responsible person in the community college movement would deny the importance of these services.

Furthermore, it is being advocated that student personnel services play a more active role in the mission of the community college (Mortvedt, 1972; Newton, 1974). Mortvedt (1972) maintained that specialists in this area "[s]hould become active in the development of the philosophical, curricular, and co-curricular experiences and activities of the community colleges" (p. 270-A). Thurston (1972) stated that it is important for student personnel workers to realize "that their work is an integral part of the total educational program of the college" (p. 221). O'Banion (1972) described the role of the student personnel worker as action oriented, encountering, facilitating and intervening. He stated that the student personnel worker is no longer an interpreter of institutional philosophy, but rather a developer of institutional philosophy.

The basic student personnel functions which were developed for the McConnell-Raines study are representative of those reported in other studies. They are orientation (pre-college information, student induction, group guidance, career information); appraisal (personnel records,

educational testing, applicant appraisal); consultation (student counseling, student advisement, applicant consulting); participation (co-curricular activities, student self-government); regulation (student registration, academic regulation, social regulation); service (financial aid, placement); and organizational (program articulation, in-service education, program evaluation, and administrative organization) (Raines, 1967). Similar lists have also been cited in other studies (Blocker, Plummer, & Richardson, 1965; McDaniel, 1962; Thornton, 1972; Yoder & Beals, 1966). Yoder and Beals (1966) noted the importance of having clearly defined statements of philosophy and objectives. Research in areas related to student personnel services is another responsibility of community colleges which has been emphasized by Wattenbarger (1972).

In recent years, the pressing need to develop methods of measuring the effectiveness and efficiency of student personnel services has been underlined (Galligan, 1972). Fordyce (1972) noted that evaluation of effectiveness is one of the most important tasks facing the student personnel administrator today.

In light of the open-door policy, the Carnegie Commission has recommended that the community college provide counseling and guidance services to meet the needs of the new types of students (Carnegie Commission on Higher Education, 1974). Jones (1970) noted that junior college

students even more than other groups of students can benefit from the help of professional counselors. Matson (1972) stated that counseling is considered to be the

key student personnel service . . . it is the one function in which there are readily identifiable expertise and well-established training programs to provide the essential skills and knowledge. In this sense it is the most professionalized of all student personnel functions and thereby occupies a central position in the total student personnel field.
(p. 173)

Both Jones and Collins (1965) stated, however, that the role of the junior college counselor is not that of a psychiatrist or an in-depth psychologist. Collins emphasized that counselors should focus more on vocational and educational counseling. He also suggested that counselors should serve as catalysts in helping students with values clarification. The increased use of groups was cited as another method of providing counseling services in the community colleges (O'Banion, 1972). These groups have a variety of purposes, including orientation, vocational planning, and personal exploration.

The literature also revealed a trend in providing decentralized counseling services in community colleges (Harvey, 1967; Matson, 1972; O'Banion, 1972; Richardson & Blocker, 1968). O'Banion (1972) stated that the rationale for this is that the counselor goes out where the students are rather than waiting for them to come to his office in the counseling center. At William Rainey Harper College (Illinois), the counselors are assigned to an academic

division to assist the students who are majors in that division (Harvey, 1967). Decentralized approaches are gaining the most support from those stressing greater cooperation between student personnel services and academic affairs. Many educators have emphasized the need for encouraging faculty and counselors to work together on student growth and development (Matson, 1972; Raines, 1967; Robbins, 1972).

Still another function discussed in the literature is academic advising. As noted earlier, the question of who should be responsible for academic advising has not been determined. In 1967 and 1968, the American Association of Junior Colleges conducted a national survey on academic advising in the junior colleges (O'Banion, Fordyce, & Goodwin, 1972). The results indicated that a mixed system involving both counselors and instructors was the most prevalent (69 percent) as opposed to systems relying solely on either counselors or faculty. Also, the survey indicated that mixed systems would probably continue to increase in popularity in the future.

As mentioned earlier, perhaps the best-known study relating to evaluation of student personnel services was conducted by the National Committee for Appraisal and Development of Junior College Student Personnel Programs (1965). This study, sponsored by the American Association of Junior Colleges with financial support from the

Carnegie Corporation, covered the period August, 1963, to November, 1965. Data were gathered from over 150 institutions and involved approximately 600 junior college staff members. McConnell concluded that "when measured against criteria of scope and effectiveness, student personnel programs in community colleges are woefully inadequate" (National Committee for Appraisal and Development of Junior College Student Personnel Programs, 1965, p. iv). Collins (1967) noted that on "almost every function, ratings of excellent were found in fewer than 10 percent of the colleges" (p. 22). (These functions are listed in Appendix A.) Those rated satisfactorily were concerned with institutional management, such as registration, student self-government, academic regulation, and co-curricular activities. Student counseling was being performed satisfactorily by only 40 percent of the junior colleges sampled. Raines (1967) stated that several factors contributed to the poor showing of student personnel services:

Limited resources, unimaginative leadership, lack of administrative support, and insufficient numbers of trained staff have contributed to the inadequacies of current programs. Closely related is the apparent failure to conceptualize the nature of a satisfactory program. (p. 152)

One of the major recommendations of the study was to encourage all public and private junior colleges to make self-studies in order to map future plans for development. It was also recommended that better methods for the communication and distribution of career information be established.

In addition to the McConnell-Raines study, other studies have focused upon evaluating and making recommendations in regard to community college student personnel services programs. George and George (1971), in a study of six midwestern junior colleges, found participation in student activities "unbelievably low." As a result, the recommendation was made that a survey of student interests and needs be conducted.

In a study of junior colleges in Florida, students and faculty indicated the need to place more importance on many basic student personnel functions (Wattenbarger & Nickens, 1973). A survey in the southeastern United States by Chevalia (1970) revealed similar needs. Recommendations were made for the improvement of many basic student personnel functions such as extracurricular activities, financial aid, counseling, orientation, and placement and follow-up. As a result of a project which evaluated personnel services in the colleges in the Council of North Central Junior Colleges, it was recommended that a high priority be placed on improving counseling and advisement (Herren, 1969). In the New England and Middle Atlantic states, a study revealed that services in all major areas except health were generally adequate (Swanson, 1969).

O'Banion (1971a) recommended that student personnel programs could best be improved through staff development. He stated that "as a consultant to approximately fifty

community college student personnel programs in twenty states in the past five years, I have come to the conclusion that ineffective programs are closely related to lack of personal and professional identity of student personnel workers themselves" (p. 77). Thus staff development is perhaps another basic function of student personnel services.

Research Methods Used in Study

Basic Student Personnel Functions

For the present study, a list of 21 student personnel functions (Appendix B) was included in the first round of letters mailed to the student personnel services professionals in Florida's 28 public community colleges. The researcher thought that this list might stimulate the participants to create a more comprehensive list of functions. According to Judd (1972), Uhl found that by providing some type of structured framework for respondents to react to in the first round of the Delphi, the researcher is likely to get better responses in both quantity and quality.

The list of 21 functions was originally derived from the Inventory of Selected College Functions (ISCF). After reviewing the literature and conferring with authorities, the ISCF was developed by the staff of the Project for Appraisal and Development of Junior College Student Personnel Programs. These functions were classified into seven categories: orientation, appraisal, consultation, regulation, participation, service, and organization.

The Delphi Technique

As stated earlier, the Delphi technique is a consensus-gathering procedure developed by researchers at the Rand Corporation in the fifties, which has been used to elicit and refine group judgments in regard to various questions and subjects. "As the name Delphi suggests, the goal of the technique is to collect judgments and establish consensus about future probabilities in terms of such variables as time, quantity, and/or the desirability of some future state" (Rasp, 1973, p. 30). The Delphi technique is characterized by three major features:

- (1) Anonymous response--opinions of members of the group are obtained by formal questionnaire.
- (2) Iteration and controlled feedback--interaction is effected by a systematic exercise conducted in several iterations, with carefully controlled feedback between rounds.
- (3) Statistical group response--the group opinion is defined as an appropriate aggregate of individual opinions on the final round. (Dalkey, 1969, p. v)

Dalkey stated that these features minimize the biasing effects of dominant individuals, of group pressure toward conformity, and of the influence of irrelevant communications. Other positive features of the Delphi are that it "eliminates committee activity altogether thus further reducing the influence of certain psychological factors such as specious persuasion, the unwillingness to abandon publicly expressed opinions, and the bandwagon effect of majority opinion" (Helmer & Rescher, 1959, p. 47).

One of the first groups to use the Delphi was selected experts in the Air Force who simulated the viewpoint of a Soviet strategic planner by attempting to determine optimal U.S. industrial target systems and the number of atomic bombs required to destroy American productivity (Dalkey & Helmer, 1963; Martin & Maynard, 1973). These experiments were conducted in the early fifties, but because of security reasons the findings were not released until 1963.

Another early experiment was the Long-Range Forecasting Study sponsored by the Rand Corporation. This experiment was primarily a trend-predicting exercise which covered a period extending 50 years into the future. The Delphi technique was used to elicit predictions from experts in six broad areas: scientific breakthroughs, population growth, automation, space progress, probability and prevention of war, and future weapons systems (Gordon & Helmer, 1964).

In a third experiment by Rand, in 1968, one of the issues was to compare face-to-face discussion with controlled feedback interaction to determine which method most improved group estimates (Dalkey, 1969). In the experiment the groups responded to questions to which there were known answers. This was done so that the accuracy of the group estimates could be compared. The results of the study indicated that "more often than not, face-to-face discussions tended to make the group estimates less accurate, whereas more often than not, the anonymous

controlled feedback procedure made the group estimates more accurate" (p. vi).

These early experiments produced a definite move toward a consensus of opinion by the participants. Anderson, Ball, & Murphey (1975) stated that the Delphi "has proved so successful in producing consensus that it has outgrown its use solely in forecasting; it is now often adopted in many different kinds of situations where convergence of opinion is advisable or desirable" (p. 121).

The Delphi has also been suggested for use in education (Helmer, 1966a, 1966b). In a pilot study, Helmer explored the potentialities of applying the Delphi technique to educational planning. This study specifically explored ideas for possible educational innovations; and as a result of their experience the participants found the Delphi a helpful procedure and were thus encouraged to apply the technique to similar problems. Moreover, Helmer stated that the Delphi "can be applied to all phases of educational planning, at the federal, state, local or individual institutional level . . ." (p. 6).

According to Judd (1972),

at least five major uses of the Delphi method have emerged in higher education: cost effectiveness; cost-benefit analysis; curriculum and campus planning; college, university-wide and state-wide educational goals and objectives; consensus on rating scales, values and other evaluation elements and generalized educational goals and objectives for the future. (p. 35)

Martin and Maynard (1973) used the Delphi technique with a random sample of presidents of private colleges and universities to identify the role of private institutions of higher education. The presidents identified 11 basic statements, with 2 showing the most convergence of opinion: "to prepare students to think and act independently, to assume roles in society guided by consciously chosen values; and to develop personal initiative and competence, as well as informal social responsibility" (p. 131).

In another study, the Delphi was used to assess the needs, desires, and opinions of clients in order to identify goals for the School of Education at the University of Virginia (Cyphert & Gant, 1970, 1971). The participants included persons on the campus, such as education faculty, students and administrators, and persons off the campus, such as local educators, leaders of professional educational organizations, politicians, and nationally known teacher educators. These persons were asked to suggest targets upon which the School of Education should focus in the next decade. The study resulted in 61 basic statements and also provided additional visibility for the School of Education.

Peterson (1971) cited the potential of the Delphi "for providing an institution with (1) a range of ideas about goals, (2) a priority ranking of the goals, and (3) a degree of consensus about goals" (p. 10). In another

study, the Delphi was used by a school district to collect data from which goals for improving and building better programs could be developed (Rasp, 1973). Uhl (1971) found the technique helpful in assessing present and preferred goals of five colleges and universities. After participating in three rounds, the groups in the study reached a greater agreement in regard to present and preferred goals of the institution. Thus the Delphi has been found by educators to be a useful technique in gaining consensus and insight into a wide variety of areas. According to Judd,

an examination of the data presented suggests that higher education can benefit from employing the Delphi as a method for planning. Given the extent of education's need for more and better planning, this is as high a priority mission as any technique could wish for. (p. 43)

CHAPTER III
PROCEDURES AND METHODS OF DATA ANALYSIS

This study was designed to investigate what will be the functions of student personnel services in Florida's public community colleges in the future. The future was defined as the next 10 years, or the period of time between 1975 and 1985.

Procedures

Participants

Professionals in all areas of student personnel services in Florida's 28 public community colleges were asked to participate in the study. Initially, the population involved 462 individuals. Their names were obtained from the Directory of Community College Student Personnel Practitioners, 1974-1975, which listed 25 areas under student personnel: academic advisement, admissions, alumni affairs, athletics (intercollegiate), compensatory and developmental education, counseling, programs for disadvantaged, discipline, drug abuse education, financial aid and scholarships, follow-up, foreign student advisor, health services, high school articulation, housing, intramurals, occupational information, orientation, placement, registration, reports and research, staff and program development,

student activities, testing, and veterans affairs. Some of the colleges noted in the Directory that certain areas in this list of 25 were not assigned to student affairs at their college. Individuals in these areas were not included since their primary responsibilities were not in student affairs. It was the intention of this researcher to include only members of the student personnel staff at each college who would be most likely to have a background of preparation and/or experience in student personnel work.

Data Collection

The study focused on obtaining data to answer one fundamental question: what should be the functions of student personnel services in Florida's 28 public community colleges during the next 10 years, as perceived by the practitioners in those colleges? The definition for function was adapted from the Project for Appraisal and Development of Junior College Student Personnel Programs, namely as a cluster of related activities of the college provided to respond to student needs, to support and complement instruction, and to promote institutional welfare. This definition was provided to the participants in this study.

A Delphi technique consisting of three rounds was used to collect data. The calendar below which outlines the time schedule of the rounds was designed to provide enough time for individuals to respond, yet not so much time that

participants were lost in the process. Reminder letters were sent to those who had not responded by approximately two weeks after the beginning of each round (Appendices E, G, and I).

Day 1	(3/20/75)	Mailed round one
Day 14	(4/02/75)	Mailed reminder to return round one
Day 26	(4/14/75)	Cut-off day for receipt of round one data
Day 28	(4/16/75)	Mailed round two
Day 42	(4/30/75)	Mailed reminder to return round two
Day 56	(5/14/75)	Cut-off day for receipt of round two data
Day 57	(5/15/75)	Mailed round three
Day 70	(5/28/75)	Mailed reminder to return round three
Day 84	(6/11/75)	Cut-off day for receipt of round three data

In the first round, each practitioner received a letter explaining the study and inviting him or her to participate (Appendix D). Enclosed in the letter was the checklist for the first round. The items on the checklist were the 21 basic student personnel functions which were developed for the Project for Appraisal and Development of Junior College Student Personnel Programs. The purpose of the first round was to generate a comprehensive list of items which the practitioners believed should be the functions of student personnel services in their colleges in the future. Each practitioner was asked to place a plus (+) by the enclosed

21 functions which he believed should presently be the responsibility of student personnel services in Florida's public community colleges, and also to place a zero by those which he believed should still be functions in 10 years. In addition, he was asked to add other items to the list which he believed should be included as student personnel responsibilities at community colleges in the next decade.

All data which were received by the cut-off day for the first round responses were analyzed by this researcher in order to develop and compile the comprehensive list of functions. Criteria for including a function on the comprehensive list were (1) all items which received at least one zero, and (2) additional responsibilities which were suggested by at least one participant. Similar suggestions were grouped together to form a representative summary statement which defined the function. These statements were written at the same level of "generality" and "specificity" as the 21 functions sent to the participants in the first round. As a result of input from round one, 13 additional functions were added to the original list of 21. One of the characteristics of the Delphi is to assure that the opinion of every participant in the study is represented in the final response (Dalkey, 1969).

After the comprehensive list of 34 functions was developed, it was mailed with an explanatory letter to all

of the practitioners who were asked to participate in round one (Appendix F). Even if the individual did not participate in round one, he was given the opportunity to participate in the second round. This procedure has been cited by Judd (1972) in his discussion of the various uses of the Delphi. For the second round, the practitioners rated each function on a 5-point scale of importance ("should not be a function of student personnel services programs in 1985," "of low importance," "of medium importance," "of high importance," "of extremely high importance"). This is the same type of scale adopted by Uhl (1971) in which the Delphi was used to develop institutional goals. In this second round of the study, the practitioners were asked to rate the functions from the perspective of the relative importance of inclusion of the item as a responsibility of student personnel services in the future. In addition to rating the functions, the participants had the option of making brief comments regarding their ratings. The purpose of this procedure was to gain information on the reasons why participants responded as they did. One of the features of the Delphi technique is to have controlled feedback between rounds (Dalkey, 1969; Helmer, 1966b). The controlled feedback provides participants with more information with which to make decisions on the next round.

After the cut-off day for receipt of second round responses, all data were analyzed to determine the modal

response of the group to each function. One of the purposes of the Delphi technique is to encourage consensus. The measures of central tendency which generally are used to indicate consensus on questionnaires are either the mode or the median, since the mean would not give information in regard to consensus. In this particular study the mode was more appropriate since a median and semi-interquartile range would not be very meaningful in illustrating results on a 5-point scale. The percentage of those selecting the mode illustrated the degree of consensus. Rasp (1973) stated that the "median is often used in surveys focusing on judgments about time or quantity, and the mode is frequently used in efforts to gain opinions about desired future conditions" (p. 32). Furthermore, Isaac and Michael (1972) have stated that the mode is used when, "We wish to know what is the most typical case" (p. 117).

Only the practitioners who responded to the second round were mailed letters and checklists for the third round (Appendix H). For this round, each participant received two types of controlled feedback. First, he received a copy of the comprehensive list of functions which indicated the group modal response to each item in the second round. The purpose of this feedback was to give the participant information on the consensus of opinion regarding each function, so that he could assess his opinion in regard to that of the group. In addition, each participant was also given a

summary of the comments made in the second round (Appendix H). Participants were asked to rate again as to importance each of the 34 functions, taking into consideration the information developed in round two. Compilation of the information from round three resulted in the final data for the study. Thus, the final data consisted of information, originally drawn from the participants, which was then twice analyzed by the participants after exposure to controlled feedback.

Data also were gathered on the practitioners participating in the study. These consisted of information in regard to sex, age, present occupational position or title, and number of years of experience in the field of student personnel services.

Analysis of Data

Data analysis was designed to focus on answering the major question of the study: what should be the functions of student personnel services in Florida's public community colleges during the next 10 years, as perceived by the practitioners in those colleges? In addition, the personal data gathered on the practitioners who participated in the study were examined since the final data regarding the rank importance of each function were considered in light of the personal characteristics of those whose opinions resulted in the rankings.

The data collected on the personal characteristics of the participants are listed in Tables 1 and 2. In all three rounds men respondents outnumbered women by a ratio of approximately two to one. The greatest number of participants in all three rounds were in the 41-50 age group. This age group represented nearly one-third of all participants in the study. The next largest was the 31-40 age group, followed by the 51-65 age group, and then the 22-30 age group. In round one the average number of years of experience in the field of student personnel services was 8.62 years. In round two this figure rose to 9.09, and in round three it dropped to 8.84. In all three rounds the distribution according to sex, age, and years of experience remained fairly constant.

Table 2 illustrates the occupational positions of those who participated. Although 462 practitioners were originally asked to participate, 27 letters were returned in rounds one and two because the individual was no longer working in an area of student affairs. Thus, the corrected original population for the study was 435 individuals. In all three rounds the distribution according to occupational position remained relatively constant and also remained consistent with the distribution of positions in the original population. As can be noted in Table 2, the greatest number of participants (40 percent) in the three rounds were counselors. Nearly 13 percent of the participants were deans, associate

TABLE 1
 Personal Characteristics of the Participants

	Round One	Round Two	Round Three
Sex:			
Male	67.3% (220)	66.7% (208)	68.5% (172)
Female	32.7% (107)	33.3% (104)	31.5% (79)
Age:			
Under 22	.6% (2)	0 (0)	0 (0)
22-30	15.6% (51)	15.1% (47)	15.5% (39)
31-40	29.1% (95)	28.8% (90)	26.7% (67)
41-50	33.0% (108)	32.7% (102)	33.5% (84)
51-65	20.2% (66)	22.4% (70)	23.1% (58)
No response	1.5% (5)	1.0% (3)	1.2% (3)
Average number of years of experience in the field of student personnel services.	8.62	9.09	8.84
No response	4.0% (12)	6.7% (21)	6.8% (17)

Note.--The figures in parentheses are the raw numbers which the percentages represent.

TABLE 2
Occupational Positions of the Participants

Occupational Position or Area	Original Population	Round One	Round Two	Round Three
Deans	10.3% (45)	12.8% (42)	12.8% (40)	12.7% (32)
Counselors	43.4% (189)	39.4% (129)	41.0% (128)	40.2% (101)
Placement and follow- up	2.3% (10)	2.8% (9)	2.6% (8)	2.8% (7)
Career planning and occupational informa- tion	3.7% (16)	2.4% (8)	3.5% (11)	3.2% (8)
Student activities	7.1% (31)	7.6% (25)	7.4% (23)	6.8% (17)
Testing	2.3% (10)	3.1% (10)	2.9% (9)	3.2% (8)
Veterans affairs	2.5% (11)	2.8% (9)	2.6% (8)	3.2% (8)
Admissions, registra- tion and recruitment	9.0% (39)	9.8% (32)	9.9% (31)	10.8% (27)
Athletics and intra- murals	2.5% (11)	2.4% (8)	1.9% (6)	1.6% (4)
Financial aid	6.2% (27)	5.5% (18)	5.1% (16)	5.2% (13)

TABLE 2-- (continued)

Occupational Position or Area	Original Population	Round One	Round Two	Round Three
Health services	2.1% (9)	1.8% (6)	2.2% (7)	2.8% (7)
Academic advisement	3.2% (14)	3.4% (11)	3.5% (11)	3.6% (9)
Special services and programs	5.3% (23)	6.1% (20)	4.5% (14)	4.0% (10)
Total (raw number)	435	327	312	251

Note.--The figures in parentheses are the raw numbers which the percentages represent.

deans, or vice-presidents of student affairs. Approximately 10 percent held positions in the area of admissions, registration, and records. This latter category also included persons with responsibilities for recruitment and high school articulation. The remaining 40 percent were distributed among the other positions and areas shown in Table 2. The area of "special services and programs" included individuals with responsibilities for compensatory programs and programs for the disadvantaged, drug abuse, outreach, women, community relations, alumni affairs, and cooperative education. These programs and services were grouped together since individually they represented such a small number.

Table 3 illustrates the original geographical distribution of the participants according to their respective community college and also illustrates the number who participated in each round. At only eight colleges was the final number participating in round three less than 50 percent of the original population of the college: Edison Community College, Indian River Community College, Manatee Junior College, Miami-Dade Community College, Santa Fe Community College, Seminole Junior College, South Florida Junior College, and Tallahassee Community College.

In the first round, 327 out of a possible 441 practitioners responded. This represented 74.1 percent of the original population. As stated earlier, the main purpose of the first round was to develop a comprehensive list of

TABLE 3
Geographical Distribution of Participants

Community College	Original Population	Round One	Round Two	Round Three
Brevard	20	16	19	16
Broward	16	13	13	10
Central Florida	9	7	8	6
Chipola	4	4	4	2
Daytona Beach	14	11	12	10
Edison	5	4	3	2
Florida Junior College at Jacksonville	34	24	25	19
Florida Keys	4	2	2	2
Gulf Coast	10	8	10	9
Hillsborough	13	10	9	8
Indian River	9	5	6	4
Lake City	14	11	8	7
Lake-Sumter	5	5	5	5
Manatee	9	5	5	4
Miami-Dade	69	46	42	30
North Florida	5	4	3	3
Okaloosa-Walton	8	6	6	6
Palm Beach	12	10	10	9
Pasco-Hernando	10	8	9	8
Pensacola	32	29	24	20
Polk	13	10	10	9
Santa Fe	34	20	19	11
Seminole	15	9	9	7
South Florida	2	1	0	0
St. Johns River	6	5	3	3
St. Petersburg	33	30	28	25
Tallahassee	8	5	3	3
Valencia	22	19	17	13
Total	435	327	312	251

items which the practitioners believed should be the functions of student personnel services in their colleges in the future. As a result of comments and suggestions in round one, 13 additional functions were added to the original list of 21 (Appendix C). These included services to special population groups, teaching, student development, faculty consultation, athletics, community services, curriculum development, child care, cooperative education, information center, change agents, and para-professionals and peer-group counseling. Also, applicant appraisal and health appraisal and services were made two separate functions instead of being combined as they were in the original list of 21 functions. The practitioners indicated in comments in round one that the two should be rated separately. Although, para-professionals and peer-group counseling were grouped together on the list, a distinction was made between the two activities in the definition of the function. The two activities are similar since both involve using other types of "helpers" in addition to professional student personnel practitioners; however, the two are separate and distinct activities.

In round one, in addition to generating more functions, the practitioners were asked to rate each item as to whether it should presently be a student personnel function, and also as to whether it should still be a responsibility in 10 years (1985). The responses are presented in Table 4.

TABLE 4
 Ratings of Original 21 Functions in Round One

Item	Should Be a Function Now (1975)	Should Be a Function in 1985
1.	80.7% (264)	76.5% (250)
2.	74.9% (245)	68.5% (224)
3.	82.0% (268)	76.1% (249)
4.	83.2% (272)	80.7% (264)
5.	66.4% (217)	55.4% (181)
6.	78.3% (256)	70.9% (232)
7.	64.8% (212)	59.6% (195)
8.	83.5% (273)	81.7% (267)
9.	83.2% (272)	76.5% (250)
10.	70.3% (230)	63.0% (206)
11.	73.4% (240)	64.2% (210)
12.	73.1% (239)	59.3% (194)
13.	66.7% (218)	58.7% (192)
14.	66.7% (218)	58.4% (191)
15.	52.6% (172)	42.8% (140)
16.	80.7% (264)	74.6% (244)
17.	77.1% (252)	68.8% (225)
18.	79.5% (260)	75.5% (247)
19.	80.1% (262)	79.5% (260)
20.	72.8% (238)	68.8% (225)
21.	80.1% (262)	81.3% (266)

Responded but misunderstood, 14.1% (46)

Note.--The figures in parentheses are the raw numbers which the percentages represent.

Apparently 14 percent of the participants misunderstood how to rate the functions, so this part of their response was not usable. However, their comments and suggestions regarding additional functions were used. This confusion did not exist in rounds two and three, and thus did not effect the final data of the study. All of the functions except one (social regulation) were supported by at least 50 percent of the practitioners as being responsibilities in 1975 and in 10 years. Generally the original 21 functions received stronger support as responsibilities in 1975 than in 1985. This decrease in support seemed to indicate that the respondents may have been looking for new roles and responsibilities which were not included in the list of 21 functions.

In the second round, 312 out of a possible 435 practitioners, or 71.7 percent of the original population responded. The data presented in Table 5 are the group response in round two to the 34 functions.

For the third round, only those who responded to the second round were asked to participate. In this final round, 251 of a possible 312 practitioners participated. This response represented 80.4 percent of those who responded to round two and 57.7 percent of the original population of 435. The data presented in Table 6 are the group response in round three to the 34 functions.

In comparing the group response in rounds two and three, several characteristics of the data should be noted. First,

TABLE 5
Group Response for Round Two

Rating Item	1	2	3	4	5	Blank	Total No. Responding to Item
1.	.6(2)	4.8(15)	20.5(64)	36.9(115)	37.2(116)	0(0)	312
2.	1.6(5)	11.2(35)	35.3(110)	31.7(99)	17.9(56)	2.2(7)	305
3.	1.3(4)	3.5(11)	19.2(60)	42.6(133)	31.1(97)	2.2(7)	305
4.	1.0(3)	3.5(11)	28.5(89)	38.5(120)	26.6(83)	1.9(6)	306
5.	0(0)	1.3(4)	8.0(25)	31.1(97)	57.7(180)	1.9(6)	306
6.	6.4(20)	12.8(40)	26.0(81)	21.8(68)	30.4(95)	2.6(8)	304
7.	1.9(6)	7.7(24)	25.0(78)	37.2(116)	25.6(80)	2.6(8)	304
8.	6.1(19)	11.5(36)	26.0(81)	35.6(111)	18.6(58)	2.2(7)	305
9.	8.3(26)	20.8(65)	37.5(117)	22.1(69)	9.0(28)	2.2(7)	305
10.	1.0(3)	1.3(4)	8.0(25)	21.8(68)	66.0(206)	1.9(6)	306
11.	1.3(4)	4.8(15)	12.8(40)	25.3(79)	53.8(168)	1.9(6)	306
12.	7.1(22)	12.8(40)	27.6(86)	24.4(76)	26.6(83)	1.6(5)	307
13.	1.6(5)	5.8(18)	16.7(52)	30.4(95)	43.9(137)	1.6(5)	307
14.	3.5(11)	11.2(35)	32.7(102)	34.3(107)	16.0(50)	2.2(7)	305
15.	1.0(3)	2.2(7)	13.1(41)	37.8(118)	44.2(138)	1.6(5)	307
16.	5.8(18)	13.8(43)	36.2(113)	26.9(84)	15.4(48)	1.9(6)	306
17.	19.9(62)	14.7(46)	32.7(102)	19.2(60)	11.9(37)	1.6(5)	307
18.	7.4(23)	11.9(37)	31.4(98)	29.2(91)	18.3(57)	1.9(6)	306
19.	8.0(25)	7.4(23)	18.3(57)	34.9(109)	29.8(93)	1.6(5)	307
20.	17.9(56)	8.7(27)	16.3(51)	24.0(75)	31.1(97)	1.9(6)	306
21.	16.0(50)	13.5(42)	28.2(88)	22.8(71)	18.3(57)	1.3(4)	308
22.	4.8(15)	9.6(30)	22.4(70)	35.3(110)	26.0(81)	1.9(6)	306
23.	12.8(40)	20.8(65)	36.9(115)	21.2(66)	5.8(18)	2.6(8)	304
24.	4.2(13)	4.5(14)	13.8(43)	17.2(55)	47.8(149)	2.6(8)	304
25.	26.3(82)	20.2(63)	26.9(84)	17.6(55)	6.7(21)	2.2(7)	305
26.	3.8(12)	7.1(22)	21.8(68)	35.9(112)	28.8(90)	2.6(8)	304

TABLE 5---(continued)

Rating Item	1	2	3	4	5	Blank	Total No. Responding to Item
27.	13.5(42)	11.2(35)	24.4(76)	30.4(95)	18.3(57)	2.2(7)	305
28.	2.6(8)	4.2(13)	16.7(52)	<u>39.7</u> (124)	34.3(107)	2.6(8)	304
29.	2.6(8)	5.8(18)	25.3(79)	<u>35.9</u> (112)	27.9(87)	2.6(8)	304
30.	1.0(3)	3.5(11)	14.7(46)	<u>37.2</u> (116)	41.3(129)	2.7(7)	305
31.	1.6(5)	5.4(17)	19.6(61)	33.3(104)	<u>37.8</u> (118)	2.2(7)	305
32.	3.5(11)	7.7(24)	26.3(82)	<u>37.5</u> (117)	22.4(70)	2.6(8)	304
33.	.6(2)	1.3(4)	8.0(25)	<u>26.3</u> (82)	60.9(190)	2.9(9)	303
34.	1.6(5)	5.4(17)	21.8(68)	<u>36.2</u> (113)	<u>32.7</u> (102)	2.2(7)	305

Note.---The figures in parentheses are the raw numbers which the percentages represent and the percentage underlined is the modal or most common response to each item.

TABLE 6
Group Response for Round Three

Rating Item	1	2	3	4	5	Blank	Total No. Responding to Item
1.	.8 (2)	2.4 (6)	12.0 (30)	27.5 (69)	57.4 (144)	0 (0)	251
2.	1.6 (4)	12.0 (30)	47.4 (119)	29.1 (73)	8.4 (21)	1.6 (4)	247
3.	.4 (1)	2.4 (6)	23.9 (60)	50.2 (126)	21.9 (55)	1.2 (3)	248
4.	.4 (1)	1.2 (3)	20.7 (52)	53.8 (135)	22.7 (57)	1.2 (3)	248
5.	.8 (2)	0 (0)	2.4 (6)	18.7 (47)	76.9 (193)	1.2 (3)	248
6.	6.4 (16)	6.0 (15)	15.1 (38)	20.3 (51)	50.6 (127)	1.6 (4)	247
7.	1.6 (4)	2.8 (7)	20.3 (51)	49.4 (124)	24.7 (62)	1.2 (3)	248
8.	2.4 (6)	6.8 (17)	23.9 (60)	52.2 (131)	13.5 (34)	1.2 (3)	248
9.	6.8 (17)	17.1 (43)	53.4 (134)	16.7 (42)	4.4 (11)	1.6 (4)	247
10.	.4 (1)	.4 (1)	3.2 (8)	13.5 (34)	81.3 (204)	1.2 (3)	248
11.	1.6 (4)	.4 (1)	5.6 (14)	15.9 (40)	76.5 (192)	0 (0)	251
12.	4.0 (10)	14.7 (37)	44.2 (111)	21.5 (54)	15.5 (39)	0 (0)	251
13.	1.2 (3)	.8 (2)	10.0 (25)	25.9 (65)	61.8 (155)	.4 (1)	250
14.	1.2 (3)	4.4 (11)	25.9 (65)	52.2 (131)	15.9 (40)	.4 (1)	250
15.	1.2 (3)	0 (0)	5.2 (13)	26.7 (67)	66.9 (168)	0 (0)	251
16.	5.2 (13)	16.3 (41)	48.2 (121)	20.7 (52)	9.6 (24)	0 (0)	251
17.	14.3 (36)	24.3 (61)	37.1 (93)	17.5 (44)	6.4 (16)	.4 (1)	250
18.	4.8 (12)	16.3 (41)	43.4 (109)	25.9 (65)	9.2 (23)	.4 (1)	250
19.	5.2 (13)	4.0 (10)	23.1 (58)	43.0 (108)	24.7 (62)	0 (0)	251
20.	10.8 (27)	6.0 (15)	12.4 (31)	15.9 (40)	55.0 (138)	0 (0)	251
21.	10.4 (26)	13.1 (33)	43.8 (110)	24.3 (61)	8.4 (21)	0 (0)	251
22.	2.0 (5)	3.2 (8)	25.5 (64)	44.2 (111)	21.9 (55)	3.2 (8)	243
23.	12.4 (31)	23.5 (59)	47.0 (118)	10.4 (26)	3.2 (8)	3.6 (9)	242
24.	4.0 (10)	2.8 (7)	7.6 (19)	19.5 (49)	62.9 (158)	3.2 (8)	242
25.	21.5 (54)	24.3 (61)	33.9 (85)	9.6 (24)	7.2 (18)	3.6 (9)	242
26.	3.2 (8)	3.2 (8)	21.1 (53)	46.2 (116)	22.3 (56)	4.0 (10)	241

TABLE 6--(continued)

Rating Item	1	2	3	4	5	Blank	Total No. Responding to Item
27.	7.2(18)	12.0(30)	27.9(70)	37.1(93)	12.4(31)	3.6(9)	242
28.	2.0(5)	.8(2)	7.2(18)	45.8(115)	40.6(102)	3.6(9)	242
29.	2.8(7)	.8(2)	13.9(35)	47.8(120)	31.1(78)	3.6(9)	242
30.	.8(2)	1.2(3)	5.6(14)	25.5(64)	63.3(159)	3.6(9)	242
31.	.4(1)	1.2(3)	8.4(21)	24.3(61)	62.5(157)	3.2(8)	243
32.	2.4(6)	3.6(9)	17.9(45)	50.2(126)	23.1(58)	2.8(7)	244
33.	.8(2)	.4(1)	2.8(7)	11.6(29)	81.3(204)	3.2(8)	243
34.	1.2(3)	2.4(6)	24.7(62)	38.6(97)	29.1(73)	4.0(10)	241

Note:--The figures in parentheses are the raw numbers which the percentages represent and the percentage underlined is the modal or most common response to each item.

none of the modal responses changed between rounds two and three. The modal response for an item in round two remained as the mode in round three. Moreover, in all cases, a greater percentage of practitioners selected the mode in round three than did in round two. This latter aspect of the data illustrated the consensus-gathering characteristic of the Delphi which has been noted by other researchers (Anderson, Ball, & Murphey, 1975; Peterson, 1971; Uhl, 1971). Another aspect of the data was that none of the items had a mode of less than three. Nine items had a modal response of three; 13, four; and 12, five. Thus, according to the mode, all 34 items were rated at least of medium importance by the practitioners.

As stated previously, the data analysis was designed to focus on answering the major question of the study: what should be the functions of student personnel services in Florida's public community colleges during the next 10 years, as perceived by the practitioners in those colleges? In order to determine what the practitioners' opinions were in regard to this question, it was necessary to assess the rank importance of each of the functions. Although the mean was not appropriate for indicating consensus, it was used to rank the functions according to their degree of importance. Isaac and Michael (1972) stated that the arithmetic mean is used when, "We wish to know the 'center of gravity' of a sample" (p. 117). For each function the arithmetic

mean of the group's response in rounds two and three was computed and the functions were ranked by their means in a descending order of importance. Separate computations were made for the two rounds. The data in Table 7 are the mean scores for each function in the two rounds. With 28 of the functions, their means moved closer to the mode in round three. This indicated a move by the participants towards the consensus opinion.

The data presented in Table 8 are the rank order of the functions according to their means, and the functions themselves are listed according to rank in Table 9. In the third round, over half (21) of the functions were not changed in rank or were changed by only one position. The correlation between the rankings of the two rounds was .94408. This correlation was computed by the Spearman Rank Order method (Spiegel, 1961). The greatest change in rank was by student registration, which was moved from twenty-sixth in round two, to fourteenth in round three. Student registration had a mode of five in round two, and with more of the participants selecting the mode in round three this caused student registration to be moved to a much higher ranking. Personnel records was moved from twenty-first in round two to thirteenth in the third round for the same reason. Other functions which were changed four or more positions were services to special population groups, from twelfth to eighteenth; placement, from sixteenth to twentieth;

TABLE 7
Mean Scores of Functions

Item	Mode	Mean-Round Two	Mean-Round Three
1.	5	4.05128	4.38247
2.	3	3.54426	3.31174
3.	4	4.00983	3.91935
4.	4	3.87908	3.98387
5.	5	4.48039	4.72983
6.	5	3.58552	4.04453
7.	4	3.78947	3.93951
8.	4	3.50163	3.68548
9.	3	3.02622	2.94736
10.	5	4.53594	4.77016
11.	5	4.28104	4.65338
12.	3	3.51465	3.29880
13.	5	4.11074	4.46800
14.	4	3.49180	3.77600
15.	5	4.24104	4.58167
16.	3	3.33066	3.13147
17.	3	2.88273	2.77200
18.	3	3.39869	3.18400
19.	4	3.72312	3.78087
20.	5	3.42483	3.98406
21.	3	3.13961	3.07171
22.	4	3.69281	3.83539
23.	3	2.85855	2.67355
24.	5	4.12828	4.39094
25.	3	2.57377	2.54958
26.	4	3.80921	3.84647
27.	4	3.29508	3.36776
28.	4	4.01644	4.26859
29.	4	3.82894	4.07438
30.	5	4.17049	4.54958
31.	5	4.02622	4.52263
32.	4	3.69407	3.90573
33.	5	4.49834	4.77777
34.	4	3.95081	3.95850

TABLE 8

Rank Order of Functions According to Their Means

Rank	Item	Mean-Round Two	Item	Mean-Round Three
1.	10	4.53594	33	4.77777
2.	33	4.49834	10	4.77016
3.	5	4.48039	5	4.72983
4.	11	4.28104	11	4.65338
5.	15	4.24104	15	4.58167
6.	30	4.17049	30	4.54958
7.	24	4.12828	31	4.52263
8.	13	4.11074	13	4.46800
9.	1	4.05128	24	4.39094
10.	31	4.02622	1	4.38247
11.	28	4.01644	28	4.26859
12.	3	4.00983	29	4.07438
13.	34	3.95081	6	4.04453
14.	4	3.87908	20	3.98406
15.	29	3.82894	4	3.98387
16.	26	3.80921	34	3.95850
17.	7	3.78947	7	3.93951
18.	19	3.72312	3	3.91935
19.	32	3.69407	32	3.90573
20.	22	3.69281	26	3.84647
21.	6	3.58552	22	3.83539
22.	2	3.54426	19	3.78087
23.	12	3.51465	14	3.77600
24.	8	3.50163	8	3.68548
25.	14	3.49180	27	3.36776
26.	20	3.42483	2	3.31174
27.	18	3.39869	12	3.29880
28.	16	3.33006	18	3.18400
29.	27	3.29508	16	3.13147
30.	21	3.13961	21	3.07171
31.	9	3.02622	9	2.94736
32.	17	2.88273	17	2.77200
33.	23	2.85855	23	2.67355
34.	25	2.57377	25	2.54958

TABLE 9
List of Rank Ordered Functions

Rank	Round Two	Round Three
1.	Student counseling	Administrative organization
2.	Administrative organization	Student counseling
3.	Career information and decision-making	Career information and decision-making
4.	Student advisement	Student advisement
5.	Faculty consultation	Faculty consultation
6.	In-service education and staff development	In-service education and staff development
7.	Financial aids	Change agents
8.	Student development	Student development
9.	Precollege information	Financial aids
10.	Change agents	Precollege information
11.	Program articulation	Program articulation
12.	Services to special population groups	Information center
13.	Para-professionals and peer-group counseling	Personnel records
14.	Group orientation	Student registration
15.	Information center	Group orientation
16.	Placement	Para-professionals and peer-group counseling
17.	Educational testing	Educational testing
18.	Community services	Services to special population groups
19.	Program evaluation	Program evaluation
20.	Curriculum development	Placement
21.	Personnel records	Curriculum development
22.	Student induction	Community services
23.	Teaching	Applicant consultation
24.	Applicant appraisal	Applicant appraisal
25.	Applicant consulting	Cooperative education
26.	Student registration	Student induction
27.	Student self-government	Teaching
28.	Co-curricular activities	Student self-government
29.	Cooperative education	Co-curricular activities
30.	Academic regulation	Academic regulation
31.	Health appraisal and services	Health appraisal and services
32.	Athletics	Athletics
33.	Social regulation	Social regulation
34.	Child care	Child care

community services, from eighteenth to twenty-second; student induction, from twenty-second to twenty-sixth; teaching, from twenty-third to twenty-seventh; and cooperative education, from twenty-ninth to twenty-fifth. In comparing the rankings for rounds two and three, it was noted that most of the movement in rank occurred in the middle of the list, whereas items originally at the top and bottom of the list remained relatively stable. This would seem to indicate that the practitioners may have had more definite opinions concerning the functions at each extreme.

Conclusions

As stated earlier, Peterson (1971) noted the potential of the Delphi technique "for providing an institution with (1) a range of ideas about goals, (2) a priority ranking of the goals, and (3) a degree of consensus about goals" (p. 10). In this study the potential of the Delphi has also been illustrated. The final data of the study have provided (1) a range of ideas about student personnel functions in the future, (2) a priority ranking of the functions, and (3) a degree of consensus about the functions. Both Judd (1972) and Helmer (1966a, 1966b) cited the use of the Delphi in educational planning, and it is hoped that the data derived from the Delphi in this study can be used for planning future directions in student personnel services.

Many of the functions on the final ranked list, such as change agents, student development, and peer-group counseling, have not been a part of the more traditional student personnel services program. However, in examining the final ranked list of functions and their definitions (Appendix J), it was noted that this list still reflected the underlying philosophy and assumptions of "the personnel point of view" developed by the American Council on Education in 1938 and revised in 1949. The basic assumptions of this philosophy recognize individual differences and that every student is unique, and that the "individual's current drives, interests, and needs are to be accepted as the most significant factor in developing a personnel program appropriate for any particular campus" (Mueller, 1961, p. 56). Many educators (Humphreys, 1952; Matson, 1967; McDaniel & Lombardi, 1972; Priest, 1959) also have cited the common purpose of the community college and student personnel services in the development of the individual student. In this study, the high priority rating of such functions as student advisement, student development, and financial aids, signified the continued concern of student personnel practitioners for the individual student and his needs.

A survey of the literature has revealed a basic group of common functions which were essential to student personnel services programs in the past (Arbuckle, 1953; Feder, 1958; Hopkins, 1948; O'Banion, 1970; Russel, 1970;

Williamson, 1961). Some of these, such as registration and records, counseling, and financial aids were still given a high priority (rated in the upper half of the list) by the practitioners as being important functions in 1985. However, some of the other basic functions, such as health services, student activities (co-curricular activities), discipline (social and academic regulation), and selection for admission (applicant appraisal) were rated by today's practitioners as near the bottom of the list in importance. Another basic function, housing and food services, was not even included on the list of functions in this study. This may be peculiar to the population of the study, since Florida's public community colleges are considered commuter institutions and do not provide housing.

The 21 functions from the McConnell-Raines study were fairly evenly distributed throughout the final rated list of 34 functions in this study and were not noticeably concentrated at the top or bottom of the ratings. Thus, although new functions were added to the list, they did not necessarily take priority over the original 21. This characteristic of the data seemed to illustrate the desire of the participants to blend the older traditional role with new roles and responsibilities.

Counseling, of all the functions, has been most synonymous with student personnel services. The data in this study also indicated that the practitioners still considered

counseling a key student personnel service, since it was rated second in importance.

Another point of emphasis made by many educators has been the importance of student personnel professionals working with faculty and the instructional program (American Council on Education, 1950; Hodinko, 1973; Karman, 1974; Matson, 1972; Raines, 1967; Robbins, 1972; Robinson, 1960). The practitioners also voiced their support for this function by rating faculty consultation fifth in importance.

Academic advisement is another function which has been discussed frequently in the literature. The focus of discussion has been on who should be responsible for academic advisement. In this study the practitioners stated that they at least want to play a major role in this area. Academic or student advisement was ranked fourth in importance. However, many of the participants also commented that this should be a shared responsibility with faculty.

The need for methods to evaluate the effectiveness of programs has been stressed by several educators (Arbuckle, 1953; Devlin, 1968; Fordyce, 1972; Galligan, 1972; Hill, 1972; Ross, 1967). However, program evaluation was rated only nineteenth in importance by the participants. One respondent stated that program evaluation should be a function of the research office, not of student affairs.

The open-door policy has enabled many new types of students to pursue further education at the community

colleges. As a result, it was recommended that counseling services be provided to meet the needs of the new types of students (Carnegie Commission on Higher Education, 1974). The results of this study indicated an interest in this function, since many of the participants suggested that services to special population groups be added to the list. However, this function did not appear to be a high priority item among the practitioners since it was rated eighteenth.

In his experiences as a consultant to various community colleges, O'Banion (1971a) recommended that student personnel programs could best be improved through staff development. In rating in-service education and staff development sixth, the practitioners indicated that they also felt that this was an important responsibility.

Although the above has outlined how the ratings of some of the individual items compared with findings in the literature, it is also important to look at the trends reflected in the findings of this study. Generally the data indicated that student personnel professionals were interested in playing a more active role at their colleges. The high percentage of participation by the practitioners in the study itself seemed to denote an interest in voicing their opinions on what they felt should be the future of student personnel services. The high priority of such functions as in-service education and staff development, administrative organization, faculty consultation, change agents,

and student development, underlined the interest of the practitioners in not only influencing and improving their own program, but also in having an influence on the faculty and the college as a whole. On the average, the practitioners in the study have had eight or nine years of experience in student personnel services, yet they also indicated interest in areas outside the traditional student personnel role. Although the practitioners were interested in making changes in their responsibilities, they did not seem to be advocating a radical change in their role. Many of the more traditional functions such as student counseling, student advisement, financial aids, personnel records, and student registration were rated high.

The large number of counselors (40 percent) in the population should also be considered in examining the data. Several of the items which received the highest priority ratings are typical counselor functions such as student counseling, career information and decision-making, and student advisement.

The participants placed more emphasis on student development as contrasted with student regulation. Functions which focus on the growth of the student such as student counseling, career information and decision-making, and student development, were at the top of the list, whereas social and academic regulation were rated near and bottom. This change of emphasis may have also

illustrated the desire of the practitioners to move away from the in loco parentis role which colleges have assumed in the past.

Although the practitioners indicated an interest in broadening their role on the campus, they did not seem to want to become "all things to all people." Functions such as child care, teaching, cooperative education, community services, and curriculum development were all rated as lower priority items in relation to the other functions.

The feedback from the participants also was examined in light of the Standards for the Preparation of Counselors and Other Personnel Services Specialists (standards), adopted in 1973 by the Association for Counselor Education and Supervision (ACES). The standards outlined a common core of areas considered to be necessary in the preparation of student personnel workers. In comparing the common core areas with the data derived in this study, it was noted that many of the areas were given a high priority rating by the practitioners. The standards included counseling and career development as fundamental parts of preparation, and these functions were given a very high priority by the practitioners. Consultation was another area included in the standards and the participants of this study rated it fifth in importance. The need for professional orientation was emphasized by ACES, and the practitioners noted their concern for this by placing a high priority on

in-service education and staff development, and administrative organization. Research and evaluation (including program evaluation) was another fundamental area cited; however, program evaluation was rated below (nineteenth) other functions. In general, however, the standards included areas of preparation which the practitioners noted should be the responsibilities of student personnel services in the future. Thus, the guidelines regarding preparation are consistent with what present professionals stated would be needed in the next 10 years.

In summary, the practitioners have proposed an expanded role, yet a role that is narrow enough to be effective. New functions were advocated, although not at the expense of abandoning needed student-oriented traditional functions. The practitioners indicated a desire to become more involved with the college as a whole and to influence the future directions and philosophy of the college. However, they also expressed their continuing concern for meeting the needs of the student as an individual. The participants voiced a strong commitment to student development and growth as contrasted with student regulation.

Although the data reflected a blending of old and new ideas in student personnel services, the responses and ratings revealed the concern of present student personnel workers for keeping abreast of new findings in the literature. The practitioners indicated that they had not become

stagnant and that they were aware of the need for change and for new responsibilities which were required to meet student needs. In round one, the practitioners suggested additional functions were needed, such as faculty consultation, curriculum development, change agents, community services, and para-professionals and peer-group counseling. Several of these responsibilities did not receive high ratings; however, the fact that they were suggested demonstrated the interest of the participants in examining other areas into which student personnel services might expand. Therefore, the response to this study illustrated that student personnel practitioners were aware of new ideas and were concerned with the growth and development of their future role.

Since 80 percent of the participants were in the 22-50 age group, many of these individuals in all probability will be in leadership roles in 1985, and, therefore, they can have a significant influence on the directions of student personnel services in the next decade. Thus, the data may reflect some of the trends which will actually occur during this time. This study has presented the practitioners' opinions of what should be the functions of student personnel services in the community colleges in the next 10 years. It is, therefore, the intent of this researcher that this input should provide information which will be used to plan more accurately and effectively for

a future that will best meet the needs of the students, the community colleges, and the practitioners.

As indicated earlier, no attempt was made to determine if in the 28 community colleges studied there were resources available to meet the student personnel services needs as defined by the practitioners in those institutions. Furthermore, this study was confined to the opinions of the student personnel practitioners. It is also important to get the viewpoints of other groups such as administrators, teaching faculty, students, and citizens of the community. All of this information would be used to develop a comprehensive set of goals for student personnel services in Florida's public community colleges in the next 10 years. Then it would be necessary to assess the resources in each institution to determine what resources are needed to implement the goals.

APPENDIX A

BASIC STUDENT PERSONNEL FUNCTIONS

Orientation Functions

Precollege information
Student induction
Group orientation
Career information

Appraisal Functions

Personnel records
Educational testing
 (a) Basic skill diagnosis
Applicant appraisal
 (a) Health appraisal

Consultation Functions

Student counseling
Student advisement
Applicant consulting

Participation Functions

Co-curricular activities
Student self-government

Regulation Functions

Student registration
Academic regulation
Social regulation

Service Functions

Financial aids
Placement

Organizational Functions

Program articulation
In-service education
Program evaluation
Administrative organization

Source: From the National Committee for Appraisal and Development of Junior College Student Personnel Programs. Junior College Student Personnel Programs Appraisal and Development--A Report to Carnegie Corporation. American Association of Junior Colleges, 1965.

APPENDIX B

LIST OF FUNCTIONS AND DEFINITIONS FOR ROUND 1

1. PRECOLLEGE INFORMATION: Dissemination of information by brochures, counselor visitations, on-campus visits, etc., to encourage college attendance, to note special features of the college, to further understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to give all pertinent information contributing to student decisions and planning.
2. STUDENT INDUCTION: Geographical, academic, social, attitudinal and other psychological orientation of the student to the college.
3. GROUP ORIENTATION: All information-giving associated with induction into college, attitude development, effective study skills, test interpretation, vocational decision, educational planning, involvement in activities, rules and regulations, etc., which lends itself to the group process as well or better than through individual contact.
4. CAREER INFORMATION: Provision of occupational information toward narrowing of vocational choice. Basic curriculum decisions and planning is contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers.
5. PERSONNEL RECORDS: Maintenance of accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development.
6. EDUCATIONAL TESTING: Measurement of aptitude, interests, values, achievement, and personality factors of students as well as assessment of the pervasive characteristics and tone or climate of the institution.
 - 6a. BASIC SKILL DIAGNOSIS: Evaluation of past record and testing in the skills of reading, listening, speaking, composition, and mathematics to assure proper placement of students in courses of varying levels of difficulty. Coordination with instruction in these fields remains integral to this service.
7. APPLICANT APPRAISAL: Subsumes all devices, such as transcript and test interpretation, individual case studies,

interviewing of students, conducting staff inquiries, etc., to obtain, organize and evaluate significant background information to determine admission and curriculum eligibility, to effect proper placement and to assist students toward the self-knowledge needed for decision-making and planning.

7a. HEALTH APPRAISAL: Canvass of health and physical condition, review of health records, health counseling, establishment of referral system, apprising parents, and other such checks on the health and physical well-being of students made possible by the employment of a public health nurse.

8. STUDENT COUNSELING: Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision-making; formulating vocational educational plans; in identifying and resolving problems interfering with plans and progress; and in providing appropriate resources for more deep-seated personal problems.

9. STUDENT ADVISEMENT: Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of concern to students.

10. APPLICANT CONSULTING: Giving of information pertinent to interpretation of tests and other data, and proffering educational and occupational service to applicants prior to formal admission.

11. CO-CURRICULAR ACTIVITIES: Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups--all co-curricular activities which contribute to educational growth and development.

12. STUDENT SELF-GOVERNMENT: Advising student government organizations, providing training in formal and informal group processes, conducting leadership training programs, and supervising intercollegiate student government conferences and all other significant aspects of citizenship training.

13. STUDENT REGISTRATION: Designing registration forms and data processing procedures, effecting class changes and withdrawals, recording instructors' grades, providing transcripts and, where possible, machine-scheduling the students into classes.

14. ACADEMIC REGULATION: Enforcing probation policies, evaluating graduation eligibility, handling cases of student

infracton of the college rules, interviewing terminated students or probationers petitioning for readmission.

15. SOCIAL REGULATION: Social involvement, social amenities, social grace, moral and ethical conduct are all concerns of student personnel workers, particularly to those responsible for student activities and for the operation of on-campus living facilities.

16. FINANCIAL AIDS: Loans, scholarships, part-time jobs, budget management, solicitation of funds, securing of government grants. All of these are necessary if the economic equation is to be balanced so that no student is denied college because of lack of money.

17. PLACEMENT: The placement officer within the student personnel office has responsibility for locating appropriate employment for qualified graduates and other students terminating their college training, for providing prospective employers with placement information, and for follow-up studies designed to provide guides to curricular development.

18. PROGRAM ARTICULATION: For smooth transition throughout the two-year college period, there must be adequate two-way flow with the faculties of the feeder high schools and with the colleges of transfer, effective intrastaff relationships, and good lines of communication with industrial and commercial enterprises and other cooperating agencies within the community.

19. IN-SERVICE EDUCATION: Systematic opportunities for professional discussion among student personnel staff members, consultants for special areas of interest and need, a flood of professional literature, interpretation of local research data, provision for attendance at professional conferences, systematic articulation with instructional departments, and periodic summer workshops or other review and updating seminars.

20. PROGRAM EVALUATION: Follow-up of dropouts, graduates and transfers; student evaluation of counseling; student affairs, etc.; development of local normative data and other research on special topics of interest.

21. ADMINISTRATIVE ORGANIZATION: To be effective, student personnel programs must be adequately staffed, housed, financed, evaluated, and effectively related to the total mission of the college.

APPENDIX C

LIST OF FUNCTIONS AND DEFINITIONS FOR ROUNDS 2 AND 3

1. PRECOLLEGE INFORMATION: Dissemination of information by brochures, counselor visitations, on-campus visits, etc., to encourage college attendance, to note special features of the college, to further understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to give all pertinent information contributing to student decision and planning.
2. STUDENT INDUCTION: Geographical, academic, social, attitudinal, and other psychological orientation of the student to college.
3. SERVICES TO SPECIAL POPULATION GROUPS: Providing special counseling and advisement services to special groups of students planning to attend or attending the college, such as veterans, foreign students, minorities, the aged, the handicapped, "low" ability students, etc.
4. GROUP ORIENTATION: All information-giving associated with induction into college, attitude development, effective study skills, test interpretation, vocational decision, educational planning, involvement in activities, rules and regulations, etc., which lends itself to the group process as well or better than through individual contact.
5. CAREER INFORMATION AND DECISION-MAKING: Provision of occupational information toward narrowing of vocational choice. Basic curriculum decisions and career planning is contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers.
6. PERSONNEL RECORDS: Maintenance of accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development.
7. EDUCATIONAL TESTING: Measurement of aptitude, interests, values, achievement, and personality factors of students as well as assessment of the pervasive characteristics and tone or climate of the institution.
 - 7a. BASIC SKILL DIAGNOSIS: Evaluation of past record and testing in the skills of reading, listening,

speaking, composition, and mathematics to assure proper placement of students in courses in varying levels of difficulty. Coordination with instruction in these fields remains integral to this service.

8. **APPLICANT APPRAISAL:** Subsumes all devices such as transcript and test interpretation, individual case studies, interviewing of students, conducting staff inquiries, etc., to obtain, organize and evaluate significant background information to determine admission and curriculum eligibility, to effect proper placement and to assist students toward the self-knowledge needed for decision-making and planning.

9. **HEALTH APPRAISAL AND SERVICES:** Canvass of health and physical condition, review of health records, health counseling, establishment of referral system, apprising parents, and other such checks on the health and physical well-being of students made possible by the employment of a public health nurse. Providing current information on health-related problems and information on health services available in the community.

10. **STUDENT COUNSELING:** Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision-making; formulating vocational education plans; and in providing appropriate resources for more deep-seated personal problems.

11. **STUDENT ADVISEMENT:** Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of concern to students.

12. **TEACHING:** Student personnel staff members teaching credit and/or non-credit courses and seminars in their particular areas of expertise. Courses and seminars could focus on personal growth and development of the student, career exploration, orientation to college, individual discovery, interpersonal relationships, etc.

13. **STUDENT DEVELOPMENT:** Providing activities and programs for students in which the greatest development of potential and fulfillment can occur. The student development function would focus on the total development and personal growth of the student, as opposed to focusing only on cognitive development. Programs would encourage self-awareness and attempt to meet individual needs of students.

14. **APPLICANT CONSULTING:** Giving of information pertinent to interpretation of tests and other data, and proffering

educational and occupational service to applicants prior to formal admission.

15. **FACULTY CONSULTATION:** Consulting with the faculty in regard to student development, the affective domain, human relations, learning theory, etc., and encouraging open lines of communication between the academic faculty and student personnel services staff.

16. **CO-CURRICULAR ACTIVITIES:** Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups--all co-curricular activities which contribute to educational growth and development.

17. **ATHLETICS:** Providing opportunities for students to participate in intramural and/or intercollegiate athletics.

18. **STUDENT SELF-GOVERNMENT:** Advising student government organizations, providing training in formal and informal group processes, conducting leadership training programs, and supervising intercollegiate student government conferences and all other significant aspects of citizenship training.

19. **COMMUNITY SERVICES:** Providing services and programs to meet the needs of various individuals and groups in the community; being responsive to community needs.

20. **STUDENT REGISTRATION:** Designing registration forms and data processing procedures, effecting class changes and withdrawals, recording instructors' grades, providing transcripts and, where possible, machine-scheduling the students into classes.

21. **ACADEMIC REGULATION:** Enforcing probation policies, evaluating graduation eligibility, handling cases of student infraction of the college rules, interviewing terminated students or probationers petitioning for readmission.

22. **CURRICULUM DEVELOPMENT:** Involvement by student personnel services staff in the development and revision of courses and programs offered by the college. Student personnel services staff would provide input and feedback to the academic faculty in regard to curriculum development.

23. **SOCIAL REGULATION:** Social involvement, social amenities, social grace, moral and ethical conduct are all concerns of student personnel workers, particularly to those responsible for student activities.

24. **FINANCIAL AIDS:** Loans, scholarships, part-time jobs, budget management, solicitation of funds, securing of

government grants. All of these are necessary if the economic equation is to be balanced so that no student is denied college because of lack of money.

25. CHILD CARE: Providing child care services for the children of students.

26. PLACEMENT: The placement officer within the student personnel office has responsibility for locating appropriate employment for qualified graduates and other students terminating their college training, for providing prospective employers with placement information, and for follow-up studies designed to provide guides to curricular development.

27. COOPERATIVE EDUCATION: Providing students with work experience and "on the job" training through cooperative education programs.

28. PROGRAM ARTICULATION: For smooth transition throughout the two-year college period, there must be adequate two-way flow with the faculties of the feeder high schools and with the colleges of transfer, effective intrastaff relationships, and good lines of communication with industrial and commercial enterprises and other cooperating agencies within the community.

29. INFORMATION CENTER: Developing an information center to provide much of the routine information needed by students, such as what services are available at the junior college, where these services are, and other routine, but pertinent information needed by the student.

30. IN-SERVICE EDUCATION AND STAFF DEVELOPMENT: Systematic opportunities for professional discussion among student personnel staff members, consultants for special areas of interest and need, a flood of professional literature, interpretation of local research data, provision for attendance at professional conferences, systematic articulation with instructional departments, and periodic summer workshops or other review and updating seminars. Also, serving as a resource person and consultant for faculty and staff development programs.

31. CHANGE AGENTS: Student personnel staff functioning as change agents within the institution to provide input and leadership in regard to institutional goals, developing a better learning environment, and working with students, faculty, and administration in regard to college governance, decisions, plans, and policies affecting the institution as a whole. Also functioning as change agents to influence decisions made by individuals outside of the institution, which will affect the institution (legislation, state policies, etc.).

32. PROGRAM EVALUATION: Follow-up of dropouts, graduates and transfers; student evaluation of counseling; student affairs, etc.; development of local normative data and other research on special topics of interest.
33. ADMINISTRATIVE ORGANIZATION: To be effective, student personnel programs must be adequately staffed, housed, financed, evaluated, and effectively related to the total mission of the college.
34. PARA-PROFESSIONALS AND PEER-GROUP COUNSELING: Training para-professionals for "helping" fields in order to perform some functions within the college, such as information giving and other tasks appropriate to their training and background. Implementing peer-group counseling by training and coordinating student groups to assist other students with difficulties and provide information, and other services appropriate to their training.

APPENDIX D

FIRST ROUND LETTER AND CHECKLIST

March 19, 1975

Dear

With the current fiscal crisis and its effects on student affairs operations, it is important that we examine our future roles and functions so that student personnel work will continue to be a viable force in Florida's community and junior colleges. Because of your involvement in areas of student personnel work at your college, you can provide valuable feedback regarding future directions and functions for student personnel work in the community and junior colleges during the next decade.

The data from this study will be provided to the Long Range Study Committee of the Florida State Council of Student Affairs. Dr. George Young, Chairman of the Committee, feels that the study will provide valuable information to the work of his committee. My own interest in this area stems from my background in counseling and my work as an Educational Planning Analyst in the Office of Educational Planning and Research at St. Petersburg Junior College.

I would greatly appreciate your participation in this study, and your help is absolutely essential to its success. The purpose of this study is to ask your opinion, as a student personnel practitioner, of what you believe should be the functions of student personnel work in Florida's junior and community colleges in the next ten years.

Your participation involves responding to the attached checklist and to two more in the next few weeks. Each checklist has been specially constructed to involve a minimal amount of your time in relation to the information you will contribute to the study. Each checklist will take ten to fifteen minutes to complete.

The enclosed attachment is a list of 21 functions. This list was developed for the Project for Appraisal and Development of Junior College Student Personnel Programs in 1965. It is provided as a framework from which to development a list of what you believe should be the functions of student personnel services in the future in

Florida's junior and community colleges.

The purpose of this first checklist is to develop a "master" list of functions. At a later date, for the second and third checklists, you will be asked to rate the functions according to importance.

All information will be handled confidentially and data will be reported as a group response only. However, the checklists are keyed so that I will know who has participated in order to send you the second and third ones.

Your support and help by answering and returning the checklist and your additions (Attachment 1) will be greatly appreciated. Please complete and mail Attachment 1 by March 31. A return addressed envelope is enclosed for your convenience. The final results of the study will be made available to you at the completion of the study.

Yours truly,

Ellen O. Jonassen
Educational Planning Analyst
St. Petersburg Junior College

Note: I obtained your name from the Directory of Community College Student Personnel Practitioners. According to the Directory, you have assigned responsibilities in an area(s) of student affairs. If there has been a mistake, I would appreciate your letting me know by returning this letter and checklist. This will insure that I will not contact you further in regard to this study.

Please return to:
 Ellen O. Jonassen
 Educational Planning Analyst
 St. Petersburg Junior College
 P. O. Box 13489
 St. Petersburg, Florida
 33733

March 19, 1975

ATTACHMENT 1

Directions for Completing the Checklist

In this study, a student personnel function is defined as "a cluster of related activities of the college provided to respond to student needs, to support and complement instruction, and to promote institutional welfare."

First, please complete the following personal data. This information will be used to get a description of the group participating in the study. No data on individuals will be cited or released. Please check the following:

<u>Age</u>	Sex: M F (circle)
<u>22-30</u>	Present Occupational Position or Title
<u>31-40</u>	
<u>41-50</u>	_____
<u>51-65</u>	Number of Years of Experience in the Field of Student Personnel Services

Below is the list of 21 functions which was developed for the Project for Appraisal and Development of Junior College Student Personnel Programs in 1965. In the space to the left of each function please place a plus (+) by those which you feel should presently (1975) be functions of student personnel services in Florida's community and junior colleges, and also place a zero (0) by those which you feel should still be functions in ten years (1985).

In addition, please add to this list additional functions which you feel also should be included as student personnel functions at the community and junior colleges in the next ten years. Please be sure to add any function(s) which you feel should be included. These should be written on the back of the last page.

FUNCTIONS

1. PRECOLLEGE INFORMATION: Dissemination of information by brochures, counselor visitations, on-campus visits, etc., to encourage college attendance, to note special features of the college, to further understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to give all pertinent information contributing to student decision and planning.
2. STUDENT INDUCTION: Geographical, academic, social, attitudinal, and other psychological orientation of the student to the college.
3. CAREER INFORMATION: Provision of occupational information toward narrowing of vocational choice. Basic curriculum decisions and planning is contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers.
5. PERSONNEL RECORDS: Maintenance of accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development.
6. EDUCATIONAL TESTING: Measurement of aptitude, interests, values, achievement, and personality factors of students as well as assessment of the pervasive characteristics and tone or climate of the institution.
 - 6a. BASIC SKILL DIAGNOSIS: Evaluation of past record and testing in the skills of reading, listening, speaking, composition, and mathematics to assure proper placement of students in courses of varying levels of difficulty. Coordination with instruction in these fields remains integral to this service.
7. APPLICANT APPRAISAL: Subsumes all devices, such as transcript and test interpretation, individual case studies, interviewing of students, conducting staff inquiries, etc., to obtain, organize and evaluate significant background information to determine admission and curriculum eligibility, to effect proper placement and to assist students toward the self-knowledge needed for decision-making and planning.
 - 7a. HEALTH APPRAISAL: Canvass of health and physical condition, review of health records, health counseling, establishment of referral system, apprising parents, and other such checks on the health and physical well-being of students made possible by the employment of a public

health nurse.

8. _____ STUDENT COUNSELING: Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision making; formulating vocational educational plans; in identifying and resolving problems interfering with plans and progress; and in providing appropriate resources for more deep-seated personal problems.
9. _____ STUDENT ADVISEMENT: Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of concern to students.
10. _____ APPLICANT CONSULTING: Giving of information pertinent to interpretation of tests and other data, and prof-fering educational and occupational service to applicants prior to formal admission.
11. _____ CO-CURRICULAR ACTIVITIES: Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups--all co-curricular activities which contribute to educational growth and development.
12. _____ STUDENT SELF-GOVERNMENT: Advising student government organizations, providing training in formal and in-formal group processes, conducting leadership training pro-grams, and supervising intercollegiate student government conferences and all other significant aspects of citizen-ship training.
13. _____ STUDENT REGISTRATION: Designing registration forms and data processing procedures, effecting class changes and withdrawals, recording instructors' grades, providing tran-scripts and, where possible, machine-scheduling the students into classes.
14. _____ ACADEMIC REGULATION: Enforcing probation policies, evaluating graduation eligibility, handling cases of stu-dent infraction of the college rules, interviewing termi-nated students or probationers petitioning for readmission.
15. _____ SOCIAL REGULATION: Social involvement, social amenities, social grace, moral and ethical conduct are all concerns of student personnel workers, particularly to those responsible for student activities and for the operation of on-campus living facilities.
16. _____ FINANCIAL AIDS: Loan, scholarships, part-time jobs,

budget management, solicitation of funds, securing of government grants. All of these are necessary if the economic equation is to be balanced so that no student is denied college because of lack of money.

17. _____ PLACEMENT: The placement officer within the student personnel office has responsibility for locating appropriate employment for qualified graduates and other students terminating their college training, for providing prospective employers with placement information, and for follow-up studies designed to provide guides to curricular development.

18. _____ PROGRAM ARTICULATION: For smooth transition throughout the two-year college period, there must be adequate two-way flow with the faculties of the feeder high schools and with the colleges of transfer, effective intrastaff relationships, and good lines of communication with industrial and commercial enterprises and other cooperating agencies within the community.

19. _____ IN-SERVICE EDUCATION: Systematic opportunities for professional discussion among student personnel staff members, consultants for special areas of interest and need, a flood of professional literature, interpretation of local research data, provision for attendance at professional conferences, systematic articulation with instructional departments, and periodic summer workshops or other review and updating seminars.

20. _____ PROGRAM EVALUATION: Follow-up of dropouts, graduates, and transfers; student evaluation of counseling; student affairs, etc.; development of local normative data and other research on special topics of interest.

21. _____ ADMINISTRATIVE ORGANIZATION: To be effective, student personnel programs must be adequate staffed, housed, financed, evaluated, and effectively related to the total mission of the college.

NOTE: The 21 functions listed above were developed in the early sixties, before the influence of student unrest and the open-admissions policy in the community and junior colleges, as well as before the present financial crisis, so therefore it is quite possible that you may feel that this list needs to be updated or added to. What are your assumptions about the future (the next 10 years) and how do you feel that these assumptions will affect the functions of student affairs? Please be sure to add any additional functions which you believe should be included as functions of student personnel services in the next decade. When you have

completed the list and made your additions, please return the entire attachment.

PLEASE WRITE BELOW ANY ADDITIONAL FUNCTIONS WHICH YOU BELIEVE SHOULD BE ADDED IN THE NEXT DECADE.

APPENDIX E
FIRST ROUND REMINDER LETTER

April 1, 1975

Dear

Several weeks ago you received a letter asking you to participate in a study to determine the functions of student personnel work in Florida's junior and community colleges in the future. However, I have not yet heard from you. Although participation is voluntary, your feedback on the checklist can provide valuable information for this study. Also, as stated previously, data from this study will be provided to the Long Range Study Committee of the Florida State Council of Student Affairs.

I would greatly appreciate your taking a few minutes to complete and return the checklist to me. In case you have misplaced the first one, another checklist and return envelope are enclosed. Please complete and mail the checklist by April 10.

The final results of the study will be made available to you through your college. Thank you very much for your support and cooperation.

Yours truly,

Ellen O. Jonassen
Educational Planning Analyst
St. Petersburg Junior College

APPENDIX F

SECOND ROUND LETTERS AND CHECKLIST

April 16, 1975

Dear

Your participation in the first part of this study is greatly appreciated. The response was excellent and many individuals provided helpful and creative comments in regard to future directions and functions for student personnel services. The inputs derived from this study are not only of an immediate importance, but, moreover, the data obtained will be provided to the Long Range Study Committee of the Florida State Council of Student Affairs. As stated in the first letter, with the current fiscal crisis and its effects on student affairs operations, it is imperative that we examine our future roles and functions in order that student personnel work will continue to be a viable force in Florida's community and junior colleges.

Your continued participation, by responding to the second part of this study, is as important as your responding to the first part. The enclosed attachment (Attachment 1) is a list of 34 functions which was refined and developed as a result of your suggestions and feedback in the first part of the study. The purpose of the second part of this study is to solicit your priority rating of each function of student personnel services to ascertain whether its importance would justify its inclusion in an overall student personnel services program 10 years from now (1985).

The second part of this study should take 10 to 15 minutes to complete. All information will be handled confidentially, and the data will be reported as a group response only. However, the enclosed attachment is keyed in order to know who has participated so the third part of this study may be sent to you.

Your support and help in answering and returning the enclosed attachment will be greatly appreciated. Because of your involvement in areas of student personnel work at your college, you can provide valuable information to this study. Please complete and mail Attachment 1 by April 28. A return addressed envelope is enclosed for your convenience. The final results of the study will be made available to you at the completion of the study.

Yours truly,

Ellen O. Jonassen
Educational Planning Analyst
St. Petersburg Junior College

- - -

April 16, 1975

Dear

Although I am sorry that you were unable to participate in the first part of the study, your participation in the second part can still provide valuable input and will be greatly appreciated. The inputs derived from this study are not only of immediate importance, but, moreover, the data obtained will be provided to the Long Range Study Committee of the Florida State Council of Student Affairs. As stated in the first letter, with the current fiscal crisis and its effects on student affairs operations, it is imperative that we examine our future roles and functions in order that student personnel work will continue to be a viable force in Florida's community and junior colleges.

Because of your involvement in areas of student personnel work at your college, you can provide valuable information to this study. The enclosed attachment (Attachment 1) is a list of 34 functions which was refined and developed as a result of suggestions and feedback in the first part of the study. The purpose of the second part of this study is to solicit your priority rating of each function of student personnel services to ascertain whether its importance would justify its inclusion in an overall student personnel services program 10 years from now (1985).

This second part of this study should take 10 to 15 minutes to complete. All information will be handled confidentially, and the data will be reported as a group response only. However, the enclosed attachment is keyed in order to know who has participated so the third part of this study may be sent to you.

Your support and help in answering and returning the

enclosed attachment will be greatly appreciated. Please complete and mail Attachment 1 by April 28. A return addressed envelope is enclosed for your convenience. The final results of the study will be made available to you at the completion of the study.

Yours truly,

Ellen O. Jonassen
Educational Planning Analyst
St. Petersburg Junior College

Note: I obtained your name from the Directory of Community College Student Personnel Practitioners. According to the Directory, you have assigned responsibilities in an area(s) of student affairs. If there has been a mistake, I would appreciate your letting me know by returning this letter. This will insure that I will not contact you further in regard to this study.

Please return to:
 Ellen O. Jonassen
 Educational Planning Analyst
 St. Petersburg Junior College
 P. O. Box 13489
 St. Petersburg, Florida
 33733

April 16, 1975

ATTACHMENT 1

Directions for Rating Functions

First, (even though you already may have completed this information for the first part of the study) please complete the following personal data. This information will be used to get a description of the group participating in this second part of the study. No data on individuals will be cited or released. Please check the following:

<u>Age</u>	Sex: M F (circle)
_____ 22-30	Present Occupational Position or Title
_____ 31-40	_____
_____ 41-50	Number of Years of Experience in the
_____ 51-65	Field of Student Personnel Services

Below is a list of 34 functions which was refined and developed as a result of the suggestions and feedback obtained in the first part of the study. In the space to the left of each function, please rate the function according to the priority rating scale given below. The purpose of the second part of this study is to solicit your priority rating of each function of student personnel services to ascertain whether its importance would justify its inclusion in an overall student personnel services program 10 years from now (1985). How important do you personally believe each of these functions will be as a student personnel function in 10 years? For example, if you believe PRECOLLEGE INFORMATION is "of extremely high importance," you would rate it a (5); or "of medium importance," you would rate it a (3). Please mark only one of the five priority ratings for each of the 34 functions.

Priority Rating Scale

- (5) of extremely high importance
- (4) of high importance
- (3) of medium importance

- (2) of low importance
- (1) should not be a function of student personnel services programs in 1985

FUNCTIONS

1. _____ PRECOLLEGE INFORMATION: Dissemination of information by brochures, counselor visitations, on-campus visits, etc., to encourage college attendance, to note special features of the college, to further understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to give all pertinent information contributing to student decision and planning.
2. _____ STUDENT INDUCTION: Geographical, academic, social, attitudinal, and other psychological orientation of the student to college.
3. _____ SERVICES TO SPECIAL POPULATION GROUPS: Providing special counseling and advisement services to special groups of students planning to attend or attending the college, such as veterans, foreign students, minorities, the aged, the handicapped, "low" ability students, etc.
4. _____ GROUP ORIENTATION: All information-giving associated with induction into college, attitude development, effective study skills, test interpretation, vocational decision, educational planning, involvement in activities, rules and regulations, etc., which lends itself to the group process as well or better than through individual contact.
5. _____ CAREER INFORMATION AND DECISION-MAKING: Provision of occupational information toward narrowing of vocational choice. Basic curriculum decisions and career planning is contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers.
6. _____ PERSONNEL RECORDS: Maintenance of accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development.
7. _____ EDUCATIONAL TESTING: Measurement of aptitude, interests, values, achievement, and personality factors of students as well as assessment of the pervasive characteristics and tone or climate of the institution.
 - 7a. BASIC SKILL DIAGNOSIS: Evaluation of past record

and testing in the skills of reading, listening, speaking, composition, and mathematics to assure proper placement of students in courses in varying levels of difficulty. Coordination with instruction in these fields remains integral to this service.

8. _____ APPLICANT APPRAISAL: Subsumes all devices, such as transcript and test interpretation, individual case studies, interviewing of students, conducting staff inquiries, etc., to obtain, organize and evaluate significant background information to determine admission and curriculum eligibility, to effect proper placement and to assist students toward the self-knowledge needed for decision-making and planning.
9. _____ HEALTH APPRAISAL AND SERVICES: Canvass of health and physical condition, review of health records, health counseling, establishment of referral system, apprising parents, and other such checks on the health and physical well-being of students made possible by the employment of a public health nurse. Providing current information on health-related problems and information on health services available in the community.
10. _____ STUDENT COUNSELING: Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision making: formulating vocational education plans; in identifying and resolving problems interfering with plans and progress; and in providing appropriate resources for more deep-seated personal problems.
11. _____ STUDENT ADVISEMENT: Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of concern to students.
12. _____ TEACHING: Student personnel staff members teaching credit and/or non-credit courses and seminars in their particular areas of expertise. Courses and seminars could focus on personal growth and development of the student, career exploration, orientation to college, individual discovery, interpersonal relationships, etc.
13. _____ STUDENT DEVELOPMENT: Providing activities and programs for students in which the greatest development of potential and fulfillment can occur. The student development function would focus on the total development and personal growth of the student, as opposed to focusing only on cognitive development. Programs would encourage self-awareness and attempt to meet individual needs of students.
14. _____ APPLICANT CONSULTING: Giving of information

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

15. _____ FACULTY CONSULTATION: Consulting with faculty in regard to student development, the affective domain, human relations, learning theory, etc., and encouraging open lines of communication between the academic faculty and student personnel services staff.

16. _____ CO-CURRICULAR ACTIVITIES: Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups--all co-curricular activities which contribute to educational growth and development.

17. _____ ATHLETICS: Providing opportunities for students to participate in intramural and/or intercollegiate athletics.

18. _____ STUDENT SELF-GOVERNMENT: Advising student government organizations, providing training in formal and informal group processes, conducting leadership training programs, and supervising intercollegiate student government conferences and all other significant aspects of citizenship training.

19. _____ COMMUNITY SERVICES: Providing services and programs to meet the needs of various individuals and groups in the community; being responsive to community needs.

20. _____ STUDENT REGISTRATION: Designing registration forms and data processing procedures, effecting class changes and withdrawals, recording instructors' grades, providing transcripts and, where possible, machine-scheduling the students into classes.

21. _____ ACADEMIC REGULATION: Enforcing probation policies, evaluating graduation eligibility, handling cases of student infraction of the college rules, interviewing terminated students or probationers petitioning for readmission.

22. _____ CURRICULUM DEVELOPMENT: Involvement by student personnel services staff in the development and revision of courses and programs offered by the college. Student personnel services staff would provide input and feedback to the academic faculty in regard to curriculum development.

23. _____ SOCIAL REGULATION: Social involvement, social amenities, social grace, moral and ethical conduct are all concerns of student personnel workers, particularly to those responsible for student activities.

24. _____ FINANCIAL AIDS: Loans, scholarships, part-time jobs, budget management, solicitation of funds, securing of government grants. All of these are necessary if the economic equation is to be balanced so that no student is denied college because of lack of money.
25. _____ CHILD CARE: Providing child care services for the children of students.
26. _____ PLACEMENT: The placement officer within the student personnel office has responsibility for locating appropriate employment for qualified graduates and other students terminating their college training, for providing prospective employers with placement information, and for follow-up studies designed to provide guides to curricular development.
27. _____ COOPERATIVE EDUCATION: Providing students with work experience and "on the job" training through cooperative education programs.
28. _____ PROGRAM ARTICULATION: For smooth transition throughout the two-year college period, there must be adequate two-way flow with the faculties of the feeder high schools and with the colleges of transfer, effective intrastaff relationships, and good lines of communication with industrial and commercial enterprises and other cooperating agencies within the community.
29. _____ INFORMATION CENTER: Developing an information center to provide much of the routine information needed by students, such as what services are available at the junior college, where these services are, and other routine, but pertinent information needed by the student.
30. _____ IN-SERVICE EDUCATION AND STAFF DEVELOPMENT: Systematic opportunities for professional discussion among student personnel staff members, consultants for special areas of interest and need, a flood of professional literature, interpretation of local research data, provision for attendance at professional conferences, systematic articulation with instructional departments, and periodic summer workshops or other review and updating seminars. Also, serving as a resource person and consultant for faculty and staff development programs.
31. _____ CHANGE AGENTS: Student personnel staff functioning as change agents within the institution to provide input and leadership in regard to institutional goals, developing a better learning environment, and working with students, faculty and administration in regard to college governance, decisions, plans, and policies affecting the institution as

a whole. Also functioning as change agents to influence decisions made by individuals outside of the institution, which will affect the institution (legislation, state policies, etc.).

32. _____ PROGRAM EVALUATION: Follow-up of dropouts, graduates and transfers; student evaluation of counseling; student affairs, etc.; development of local normative data and other research on special topics of interest.

33. _____ ADMINISTRATIVE ORGANIZATION: To be effective, student personnel programs must be adequately staffed, housed, financed, evaluated, and effectively related to the total mission of the college.

34. _____ PARA-PROFESSIONALS AND PEER-GROUP COUNSELING: Training para-professionals for "helping" fields in order to perform some functions within the college, such as information giving and other tasks appropriate to their training and background. Implementing peer-group counseling by training and coordinating student groups to assist other students with difficulties and provide information, and other services appropriate to their training.

When you have completed rating the list and made any additional comments, please return the entire Attachment 1.

PLEASE WRITE BELOW ANY COMMENTS YOU MAY HAVE IN REGARD TO WHY YOU RATED THE FUNCTIONS AS YOU DID.

APPENDIX G

SECOND ROUND REMINDER LETTER

April 29, 1975

Dear

Several weeks ago you received a letter asking you to participate in the second part of a study to determine what should be the functions of student personnel work in Florida's junior and community colleges in the future. However, I have not yet heard from you. Although participation is voluntary, your feedback can provide valuable information for this study. Also, as stated previously, data from this study will be provided to the Long Range Study Committee of the Florida State Council of Student Affairs.

I would greatly appreciate your taking a few minutes to rate the functions on the list and return your list to me. In case you have misplaced the first one, another list of functions and return envelope are enclosed. Please complete and mail the list by May 8.

The final results of the study will be made available to you through your college. Thank you very much for your support and cooperation.

Yours truly,

Ellen O. Jonassen
Educational Planning Analyst
St. Petersburg Junior College

Note: In case you just mailed your list back to me, please ignore this reminder.

APPENDIX H

THIRD ROUND LETTER AND CHECKLIST

May 14, 1975

Dear

Your participation in the second part of this study is greatly appreciated. Once again the response was excellent and many individuals provided informative and creative comments in regard to future directions and functions for student personnel services in the community and junior colleges. As stated previously, the data obtained from this study will be provided to the Long Range Study Committee of the Florida State Council of Student Affairs.

Your continued participation, by responding to the third part of this study is of utmost importance. Only those who responded to the second part are being asked to participate in the third part. This is the final phase of the study, so your assistance in completing this project will be greatly appreciated.

The enclosed attachment (Attachment 1) is the same list of 34 functions which you rated in the second part of the study. The purpose of the third part of this study is to solicit your priority rating of each function of student personnel services to ascertain whether its importance would justify its inclusion in an overall student personnel services program 10 years from now (1985). However, for this third part you are being given some additional information which you may wish to consider in making your final response. For each of the 34 items, you are given the modal or most frequent rating which the item received in the second part of this study. Also, on the last page of Attachment 1 is a summary of the comments some of the participants made in regard to their response to part two of this study.

In light of this additional information, please rate each item again. You may or may not wish to change your original response. The purpose of this additional information, however, is to provide you feedback with regard to responses made in the second part of this study, before you make your response in this final part.

Your support and help in answering and returning the enclosed attachment will be enthusiastically received. Because of your involvement in areas of student personnel

work at your college, you can provide valuable information to this study. Please complete and mail Attachment 1 by May 26. A return addressed envelope is enclosed for your convenience. The final results of the study will be made available to you in mid-June.

Yours truly,

Ellen O. Jonassen
Educational Planning Analyst
St. Petersburg Junior College

Please return to:
Ellen O. Jonassen
Educational Planning Analyst
St. Petersburg Junior College
P. O. Box 13489
St. Petersburg, Florida
33733

May 14, 1975

ATTACHMENT 1

Directions for Rating Functions

Below is the same list of 34 functions which you rated in the second part of this study. The number next to each item, in parentheses in the left margin, is the rating which the item received most frequently in the second part of this study. Also, on the last page of this attachment is a summary of the comments some of the participants made in regard to their response to part two of the study.

In light of this additional information, please rate each item again. The purpose of this additional information is to provide you feedback with regard to responses made in the second part of this study, before you make your response in this final part.

In the space to the left of each function, please rate the function according to the priority rating scale given below. The purpose of the third part of this study is to solicit your priority rating of each function of student personnel services to ascertain whether its importance would justify its inclusion in an overall student personnel services program 10 years from now (1985). How important do you personally believe each of these functions will be as a student personnel function in 10 years? For example, if you believe PRECOLLEGE INFORMATION is "of extremely high importance," you would rate it a (5); or "of medium importance," you would rate it a (3). Please mark only one of the five priority ratings for each of the 34 functions.

Priority Rating Scale

- (5) of extremely high importance
- (4) of high importance
- (3) of medium importance
- (2) of low importance
- (1) should not be a function of student personnel services programs in 1985

FUNCTIONS

Most
Frequent
Response

- (5) 1. _____ PRECOLLEGE INFORMATION: Dissemination of information by brochures, counselor visitations, on-campus visits, etc., to encourage college attendance, to note special features of the college, to further understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to give all pertinent information contributing to student decision and planning.
- (3) 2. _____ STUDENT INDUCTION: Geographical, academic, social, attitudinal, and other psychological orientation of the student to college.
- (4) 3. _____ SERVICES TO SPECIAL POPULATION GROUPS: Providing special counseling and advisement services to special groups of students planning to attend or attending the college, such as veterans, foreign students, minorities, the aged, the handicapped, "low" ability students, etc.
- (4) 4. _____ GROUP ORIENTATION: All information-giving associated with induction into college, attitude development, effective study skills, test interpretation, vocational decision, educational planning, involvement in activities, rules and regulations, etc., which lends itself to the group process as well or better than through individual contact.
- (5) 5. _____ CAREER INFORMATION AND DECISION-MAKING: Provision of occupational information toward narrowing of vocational choice. Basic curriculum decisions and career planning is contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers.
- (5) 6. _____ PERSONNEL RECORDS: Maintenance of accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development.
- (4) 7. _____ EDUCATIONAL TESTING: Measurement of aptitude, interests, values, achievement, and personality factors of students as well as assessment of the pervasive characteristics and tone or climate of the institution.

Most
Frequent
Response

- 7a. BASIC SKILL DIAGNOSIS: Evaluation of past record and testing in the skills of reading, listening, speaking, composition, and mathematics to assure proper placement of students in courses in varying levels of difficulty. Coordination with instruction in these fields remains integral to this service.
- (4) 8. _____ APPLICANT APPRAISAL: Subsumes all devices, such as transcript and test interpretation, individual case studies, interviewing of students, conducting staff inquiries, etc., to obtain, organize and evaluate significant background information to determine admission and curriculum eligibility, to effect proper placement and to assist students toward the self-knowledge needed for decision-making and planning.
- (3) 9. _____ HEALTH APPRAISAL AND SERVICES: Canvass of health and physical condition, review of health records, health counseling, establishment of referral system, apprising parents, and other such checks on the health and physical well-being of students made possible by the employment of a public health nurse. Providing current information on health-related problems and information on health services available in the community.
- (5) 10. _____ STUDENT COUNSELING: Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision-making; formulating vocational education plans; in identifying and resolving problems interfering with plans and progress; and in providing appropriate resources for more deep-seated personal problems.
- (5) 11. _____ STUDENT ADVISEMENT: Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of concern to students.
- (3) 12. _____ TEACHING: Student personnel staff members teaching credit and/or non-credit courses and seminars in their particular areas of expertise. Courses and seminars could focus on personal growth and development of the student, career exploration, orientation to college, individual discovery,

Most
Frequent
Response

- (5) 13. _____ STUDENT DEVELOPMENT: Providing activities and programs for students in which the greatest development of potential and fulfillment can occur. The student development function would focus on the total development and personal growth of the student, as opposed to focusing only on cognitive development. Programs would encourage self-awareness and attempt to meet individual needs of students.
- (4) 14. _____ APPLICANT CONSULTING: Giving of information pertinent to interpretation of tests and other data, and proffering educational and occupational service to applicants prior to formal admission.
- (5) 15. _____ FACULTY CONSULTATION: Consulting with the faculty in regard to student development, the affective domain, human relations, learning theory, etc., and encouraging open lines of communication between the academic faculty and student personnel services staff.
- (3) 16. _____ CO-CURRICULAR ACTIVITIES: Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups--all co-curricular activities which contribute to educational growth and development.
- (3) 17. _____ ATHLETICS: Providing opportunities for students to participate in intramural and/or inter-collegiate athletics.
- (3) 18. _____ STUDENT SELF-GOVERNMENT: Advising student government organizations, providing training in formal and informal group processes, conducting leadership training programs, and supervising inter-collegiate student government conferences and all other significant aspects of citizenship training.
- (4) 19. _____ COMMUNITY SERVICES: Providing services and programs to meet the needs of various individuals and groups in the community; being responsive to community needs.
- (5) 20. _____ STUDENT REGISTRATION: Designing registration forms and data processing procedures, effecting class changes and withdrawals, recording instructors' grades, providing transcripts and, where possible, machine-scheduling the students into classes.

Most
Frequent
Response

- (3) 21. _____ ACADEMIC REGULATION: Enforcing probation policies, evaluating graduation eligibility, handling cases of student infraction of the college rules, interviewing terminated students or probationers petitioning for readmission.
- (4) 22. _____ CURRICULUM DEVELOPMENT: Involvement by student personnel services staff in the development and revision of courses and programs offered by the college. Student personnel services staff would provide input and feedback to the academic faculty in regard to curriculum development.
- (3) 23. _____ SOCIAL REGULATION: Social involvement, social amenities, social grace, moral and ethical conduct are all concerns of student personnel workers, particularly to those responsible for student activities.
- (5) 24. _____ FINANCIAL AIDS: Loans, scholarships, part-time jobs, budget management, solicitation of funds, securing of government grants. All of these are necessary if the economic equation is to be balanced so that no student is denied college because of lack of money.
- (3) 25. _____ CHILD CARE: Providing child care services for the children of students.
- (4) 26. _____ PLACEMENT: The placement officer within the student personnel office has responsibility for locating appropriate employment for qualified graduates and other students terminating their college training, for providing prospective employers with placement information, and for follow-up studies designed to provide guides to curricular development.
- (4) 27. _____ COOPERATIVE EDUCATION: Providing students with work experience and "on the job" training through cooperative education programs.
- (4) 28. _____ PROGRAM ARTICULATION: For smooth transition throughout the two-year college period, there must be adequate two-way flow with the faculties of the feeder high schools and with the colleges of transfer, effective intrastaff relationships, and good lines of communication with industrial and commercial enterprises and other cooperating agencies within the community.

Most
Frequent
Response

- (4) 29. _____ INFORMATION CENTER: Developing an information center to provide much of the routine information needed by students, such as what services are available at the junior college, where these services are, and other routine, but pertinent information needed by the student.
- (5) 30. _____ IN-SERVICE EDUCATION AND STAFF DEVELOPMENT: Systematic opportunities for professional discussion among student personnel staff members, consultants for special areas of interest and need, a flood of professional literature, interpretation of local research data, provision for attendance at professional conferences, systematic articulation with instructional departments, and periodic summer workshops or other review and updating seminars. Also, serving as a resource person and consultant for faculty and staff development programs.
- (5) 31. _____ CHANGE AGENTS: Student personnel staff functioning as change agents within the institution to provide input and leadership in regard to institutional goals, developing a better learning environment, and working with students, faculty, and administration in regard to college governance, decisions, plans, and policies affecting the institution as a whole. Also functioning as change agents to influence decisions made by individuals outside of the institution, which will affect the institution (legislation, state policies, etc.).
- (4) 32. _____ PROGRAM EVALUATION: Follow-up of dropouts, graduates and transfers; student evaluation of counseling; student affairs, etc.; development of local normative data and other research on special topics of interest.
- (5) 33. _____ ADMINISTRATIVE ORGANIZATION: To be effective, student personnel programs must be adequately staffed, housed, financed, evaluated, and effectively related to the total mission of the college.
- (4) 34. _____ PARA-PROFESSIONALS AND PEER-GROUP COUNSELING: Training para-professionals for "helping" fields in order to perform some functions within the college, such as information-giving and other tasks appropriate to their training and background. Implementing peer-group counseling by training and

coordinating student groups to assist other students with difficulties and provide information, and other services appropriate to their training.

When you have completed rating the list, please return the entire Attachment 1.

SUMMARY OF COMMENTS FROM PART TWO

The following is a summary of the comments some of the participants made in regard to their response in part two of this study. These do not necessarily represent majority or minority opinions, but are provided for your information and consideration before you make your final response to this study.

--Student advisement should be a shared function with the faculty.

--There is a need for greater cooperation between student services and the administration and academic faculty.

--Placement and cooperative education should be a responsibility of faculty.

--Child care should be done by other governmental agencies in the community.

--Student personnel people certainly should be heard in regard to curriculum development, but they should not play a major role in this.

--Maintenance of accurate educational records is most important; records of personal and physical development, however, are not as important and may not be used in the future.

--The administrative structure puts various areas into academic areas rather than student personnel services.

--Cooperative education: great, but this is not a student affairs job.

--Financial aid should be a business office responsibility, not student affairs.

--Student personnel services should assist and give input into planning and implementation of student registration, but the mechanics should be carried out by an office of registration and records. Student registration should not be a student personnel function. We do too much of this as it is.

--Community services should be handled by an entire department constituted for this purpose.

--Ten years will not really make a difference in student personnel functions, except perhaps the needs will increase.

--Para-professionals and peer-group counseling: a little knowledge is a dangerous thing.

--In general, the student personnel function will become more administrative.

--Child care, health care, and cooperative education are all items that would be nice if you could finance them and had an adequate staff. At the smaller colleges, however, this is difficult.

--Many of the functions on this list are important, but they are not student personnel functions.

--In the future there will not be as wide a gap between academics and the world of work. Cooperative education will be more a part of the training and learning process.

--With the tightening money situation and limits on enrollments, applicant appraisal will become much more important.

--In some colleges, admissions is under administration or academic affairs.

--Health appraisal and services: only for resident campuses.

--Counselors need to be aware of job market trends and community employment needs.

--Student personnel practitioners should be more involved in all facets of management and administrative policy making that directly involve the students.

--Student personnel services should avoid overindulging the student by offering too many services; the student should be allowed to grow and be on his own.

--Financial aid, student registration, and academic regulation should be independent departments, perhaps as an adjunct to student personnel services.

--Student personnel services needs to be viewed separately from counseling.

--Student personnel services must avoid spreading itself too thin and thereby losing its effectiveness. We cannot be "all things to all people."

--To be a viable force in the future, student personnel services must be geared to meet the needs of the total college community.

--The responsibility for personnel records, student registration, curriculum development, and program evaluation rests with other areas of the college.

--Counselors should probably be taken out of student personnel services and be placed in a situation where they would be responsible to an academic dean.

--The computer will assist with routine record-keeping tasks in the future.

--Many of the tasks will be provided by student services as requested by the state, such as placement and follow-up.

--Co-curricular activities, athletics, and community services will be the first to go because of a lack of funds.

--Teaching is a function of the academic area.

--Student personnel must be involved with financial aids, placement, and cooperative education, but will not have a primary responsibility.

--Increased paperwork and legal technicalities are preventing counselors from performing worthwhile functions and working with students.

--Students will be used more for career planning, some counseling, and registration as enrollments increase and counseling duties become more involved.

--Social regulation: didn't in loco parentis die several years ago?

--Services should be provided which will meet the unique needs of each individual student.

--Co-curricular activities, athletics, student self-government, student registration, child care, and cooperative education are important, but they are not student personnel functions.

--It is questionable whether records of student psychological and personal development should be kept.

APPENDIX I

THIRD ROUND REMINDER LETTER

May 27, 1975

Dear

Several weeks ago you received a letter asking you to participate in the third part of a study to determine what should be the functions of student personnel work in Florida's junior and community colleges in the future. However, I have not yet heard from you. Although participation is voluntary, your feedback can provide valuable information for this study. This is the final phase of the study, so your assistance in completing the project will be greatly appreciated. Also, as stated previously, data from this study will be provided to the Long Range Study Committee of the Florida State Council of Student Affairs.

In this third part you are being given some additional information which you may wish to consider in making your final response. For each of the 34 items, you are given the modal or most frequent rating which the item received in the second part of this study. Also, on the last page of Attachment 1 is a summary of the comments some of the participants made in regard to their response in part two of this study.

In light of this additional information, please rate each item again. You may or may not wish to change your original response. The purpose of this additional information, however, is to provide you feedback with regard to responses made in the second part of this study, before you make your response in this final part.

I would greatly appreciate your taking a few minutes to rate the functions on the list and return your list to me. In case you have misplaced the first one, another list of functions and return envelope are enclosed. Please complete and mail the list by June 5.

The final results of the study will be made available to you in mid-June. Thank you very much for your support and cooperation.

Yours truly,

Note: In case you just mailed your list back to me, please ignore this reminder.

Ellen O. Jonassen
Educational Planning Analyst
St. Petersburg Junior College

APPENDIX J

FINAL RANKED LIST OF FUNCTIONS AND DEFINITIONS

1. ADMINISTRATIVE ORGANIZATION: To be effective, student personnel programs must be adequately staffed, housed, financed, evaluated, and effectively related to the total mission of the college.
2. STUDENT COUNSELING: Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision-making; formulating vocational educational plans; in identifying and resolving problems interfering with plans and progress; and in providing appropriate resources for more deep-seated personal problems.
3. CAREER INFORMATION AND DECISION-MAKING: Provision of occupational information toward narrowing of vocational choice. Basic curriculum decisions and career planning is contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers.
4. STUDENT ADVISEMENT: Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies, and other such areas of concern to students.
5. FACULTY CONSULTATION: Consulting with the faculty in regard to student development, the affective domain, human relations, learning theory, etc., and encouraging open lines of communication between the academic faculty and student personnel services staff.
6. IN-SERVICE EDUCATION AND STAFF DEVELOPMENT: Systematic opportunities for professional discussion among student personnel staff members, consultants for special areas of interest and need, a flood of professional literature, interpretation of local research data, provision for attendance at professional conferences, systematic articulation with instructional departments, and periodic summer workshops or other review and updating seminars. Also, serving as a resource person and consultant for faculty and staff development programs.
7. CHANGE AGENTS: Student personnel staff functioning as change agents within the institution to provide input and

leadership in regard to institutional goals, developing a better learning environment, and working with students, faculty, and administration in regard to college governance, decisions, plans, and policies affecting the institution as a whole. Also functioning as change agents to influence decisions made by individuals outside of the institution, which will affect the institution (legislation, state policies, etc.).

8. **STUDENT DEVELOPMENT:** Providing activities and programs for students in which the greatest development of potential and fulfillment can occur. The student development function would focus on the total development and personal growth of the student, as opposed to focusing only on cognitive development. Programs would encourage self-awareness and attempt to meet individual needs of students.

9. **FINANCIAL AIDS:** Loans, scholarships, part-time jobs, budget management, solicitation of funds, securing of government grants. All of these are necessary if the economic equation is to be balanced so that no student is denied college because of lack of money.

10. **PRECOLLEGE INFORMATION:** Dissemination of information by brochures, counselor visitations, on-campus visits, etc., to encourage college attendance, to note special features of the college, to further understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to give all pertinent information contributing to student decision and planning.

11. **PROGRAM ARTICULATION:** For smooth transition throughout the two-year college period, there must be adequate two-way flow with the faculties of the feeder high schools and with the colleges of transfer, effective intrastaff relationships, and good lines of communication with industrial and commercial enterprises and other cooperating agencies within the community.

12. **INFORMATION CENTER:** Developing an information center to provide much of the routine information needed by students, such as what services are available at the junior college, where these services are, and other routine, but pertinent information needed by the student.

13. **PERSONNEL RECORDS:** Maintenance of accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development.

14. **STUDENT REGISTRATION:** Designing registration forms and data processing procedures, effecting class changes and

withdrawals, recording instructors' grades, providing transcripts and, where possible, machine-scheduling the students into classes.

15. GROUP ORIENTATION: All information-giving associated with induction into college, attitude development, effective study skills, test interpretation, vocational decision, educational planning, involvement in activities, rules and regulations, etc., which lends itself to the group process as well or better than through individual contact.

16. PARA-PROFESSIONALS AND PEER-GROUP COUNSELING: Training para-professionals for "helping" fields in order to perform some functions within the college, such as information giving and other tasks appropriate to their training and background. Implementing peer-group counseling by training and coordinating student groups to assist other students with difficulties and provide information, and other services appropriate to their training.

17. EDUCATIONAL TESTING: Measurement of aptitude, interests, values, achievement, and personality factors of students as well as assessment of the pervasive characteristics and tone or climate of the institution.

17a. BASIC SKILL DIAGNOSIS: Evaluation of past record and testing in the skills of reading, listening, speaking, composition, and mathematics to assure proper placement of students in courses in varying levels of difficulty. Coordination with instruction in these fields remains integral to this service.

18. SERVICES TO SPECIAL POPULATION GROUPS: Providing special counseling and advisement services to special groups of students planning to attend or attending the college, such as veterans, foreign students, minorities, the aged, the handicapped, "low" ability students, etc.

19. PROGRAM EVALUATION: Follow-up of dropouts, graduates and transfers; student evaluation of counseling; student affairs, etc.; development of local normative data and other research on special topics of interest.

20. PLACEMENT: The placement officer within the student personnel office has responsibility for locating appropriate employment for qualified graduates and other students terminating their college training, for providing prospective employers with placement information, and for follow-up studies designed to provide guides to curricular development.

21. CURRICULUM DEVELOPMENT: Involvement by student personnel services staff in the development and revision of courses and programs offered by the college. Student

personnel services staff would provide input and feedback to the academic faculty in regard to curriculum development.

22. COMMUNITY SERVICES: Providing services and programs to meet the needs of various individuals and groups in the community; being responsive to community needs.

23. APPLICANT CONSULTING: Giving of information pertinent to interpretation of tests and other data, and proffering educational and occupational service to applicants prior to formal admission.

24. APPLICANT APPRAISAL: Subsumes all devices, such as transcript and test interpretation, individual case studies, interviewing of students, conducting staff inquiries, etc., to obtain, organize and evaluate significant background information to determine admission and curriculum eligibility, to effect proper placement and to assist students toward the self-knowledge needed for decision-making and planning.

25. COOPERATIVE EDUCATION: Providing students with work experience and "on the job" training through cooperative education programs.

26. STUDENT INDUCTION: Geographical, academic, social, attitudinal, and other psychological orientation of the student to college.

27. TEACHING: Student personnel staff members teaching credit and/or non-credit courses and seminars in their particular areas of expertise. Courses and seminars could focus on personal growth and development of the student, career exploration, orientation to college, individual discovery, interpersonal relationships, etc.

28. STUDENT SELF-GOVERNMENT: Advising student government organizations, providing training in formal and informal group processes, conducting leadership training programs, and supervising intercollegiate student government conferences and all other significant aspects of citizenship training.

29. CO-CURRICULAR ACTIVITIES: Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups--all co-curricular activities which contribute to educational growth and development.

30. ACADEMIC REGULATION: Enforcing probation policies, evaluating graduation eligibility, handling cases of student

infraction of the college rules, interviewing terminated students or probationers petitioning for readmission.

31. HEALTH APPRAISAL AND SERVICES: Canvass of health and physical condition, review of health records, health counseling, establishment of referral system, apprising parents, and other such checks on the health and physical well-being of students made possible by the employment of a public health nurse. Providing current information on health-related problems and information on health services available in the community.

32. ATHLETICS: Providing opportunities for students to participate in intramural and/or intercollegiate athletics.

33. SOCIAL REGULATION: Social involvement, social amenities, social grace, moral and ethical conduct are all concerns of student personnel workers, particularly to those responsible for student activities.

34. CHILD CARE: Providing child care services for the children of students.

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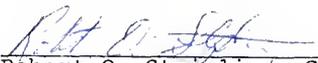
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BIOGRAPHICAL SKETCH

Ellen Osterbind Jonassen was born April 10, 1949, in Arlington, Virginia. She grew up in Gainesville, Florida, attended local schools, and graduated from Gainesville High School in 1967. She attended Southwestern at Memphis, in Memphis, Tennessee, majoring in international studies, and received her Bachelor of Arts degree, with honors, in 1971. In 1971, Mrs. Jonassen was awarded an NDEA Title-IV Doctoral Fellowship and began work toward the degree of Doctor of Philosophy. She received the Master of Education and Specialist in Education degrees in 1973, majoring in counselor education. After completing the required course work for her doctorate, she joined the staff of St. Petersburg Junior College in St. Petersburg, Florida, as an educational planning analyst in the Office of Educational Planning and Research. In August, 1975, she accepted a position at Eckerd College, in St. Petersburg, Florida, where she is career counselor in the Career and Personal Counseling Center.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Robert O. Stripling, Chairman
Distinguished Service Professor

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


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