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A SURVEY OF THE PERCEPTIONS OF CHIEF STUDENT PERSONNEL ADMINISTRATORS IN SELECTED COLLEGES AND UNIVERSITIES FOR DETERMINING TRENDS, POLICIES, PRACTICES AND MODELS UTILIZED IN STAFF DEVELOPMENT PROGRAMS IN DIVISIONS OF STUDENT AFFAIRS

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A survey of the perceptions of chief student personnel administrators in selected colleges and universities for determining trends, policies, practices and models utilized in staff development programs in divisions of student affairs

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CHAPTER 1. INTRODUCTION

Student affairs services in many institutions are the responsibility of a major administrative officer, usually the Vice President or Dean of Student Affairs. This officer is usually responsible for various student programs and for providing the appropriate competent staff for such programs.

Maintaining competent staff in student personnel services in colleges and universities is a complex and diversified task; thus, developing competent and efficient staff is a significant enterprise that necessitates the use of a variety of staff development programs.

Background

Staff development could be of importance because it has the potential to encourage the development of employees and institutions by averting obsolescence of institution procedures and also has the potential to motivate staff members. Since staff obsolescence is a major problem confronting institutions of higher education, effective means of staff development should be devised. Consequently, an empirical examination of the perceptions that individuals have with regard to staff development is a desirable step to understanding the nature of accepted staff development practices.

The significance of staff development lies in the fact that it has the capacity to develop and upgrade valued skills. Staff development

as an approach to developing staff competence and efficiency may become more profound in the 1980s because of institutional financial retrenchment, demands for accountability, inability to hire additional new staff members, increased enrollment of nontraditional students, less staff mobility, the need for new ideas, and the risk of staff obsolescence.

During the decade from 1960 to 1970, the financial revenues of most institutions increased substantially; consequently, institutions of higher education were able to hire new staff personnel and to develop various innovative programs whenever the need arose. However, the decade of the 1970s was characterized by shrinking pools of funds in state-supported, as well as private, institutions.

Several significant factors have coerced higher education to become more conscious of the types of programs and personnel that are needed in the colleges and universities of the United States. The factors are financial exigency, changing student matriculation patterns, and the resulting need for new skills among staff members.

Financial exigency has dictated that institutions develop and update their staff members through various types of in-service activities, because staff development activities are less costly than hiring a cadre of new staff members. Also, strained financial resources in many institutions dictate that each program or activity operate as efficiently and effectively as possible.

Matriculation of many students who traditionally did not attend colleges and universities require that staff members develop the competencies to effectively assist nontraditional students to adjust and

develop in the various types of institutions that they attend. The needs of the traditional student, as well as the nontraditional student, should receive major consideration by institutions of higher education in developing and maintaining staff conscious development programs.

To develop a functional staff development program, consideration must be given to the specific nature of each program, the types of funding provided, the organizational determinants, factors that programs address, conditions which precipitate success, methods of evaluation, types of development models, benefits of participating in staff development programs, and the types of incentives used to encourage staff participation.

Rationale for Concern

A major problem confronting institutions of higher education is staff obsolescence. Concomitantly, to offset the erosive effect on institutional operations and institutional efficiency, effective methods of staff development should be devised. An approach which may lead to the resolution of this problem is to make use of information derived from an empirical examination of the assumptions that Chief Student Personnel Officers have with regard to the structure, practices, procedures, and budget considerations of staff development programs in higher education.

Other studies in this area have focused primarily upon faculty development practices in colleges and universities in the United States, consequently, it is felt that there exists a need to conduct a study to

identify the perceptions that Chief Student Personnel Officers in colleges and universities have of various aspects of staff development programs in divisions of student affairs in institutions of higher education.

Statement of the Problem

The problem for this study was to determine the perceptions that Chief Student Personnel Administrators have regarding the structure, practices, procedures, and budget considerations of professional staff development programs in divisions of student affairs in selected public and private institutions.

The basic problem was to investigate the perceptions that Chief Student Personnel Administrators have of factors which significantly impact upon staff development programs in public and private senior level institutions. Also, this study was to examine the manner in which the perceptions of staff development programs reflected institutional commitment to the personal growth of all employees.

Limitations of the Study

This investigation was limited to senior level institutions of higher education which were located in the United States, including the District of Columbia, but excluding all territories and protectorates. The data collected from these institutions were based upon queries addressed to Chief Student Personnel ADministrators or comparable officials. Also, this study was limited to the institutions that were listed in the 1978-79 edition of the Educational Directory: Colleges and Universities.

This study was further restricted to the factors inherent in the hypotheses as they related to the (1) structure, (2) practices, (3) procedures, and (4) budget considerations of staff development programs in divisions of student affairs.

Hypotheses

For purposes of this study and to facilitate statistical analysis, the following null hypotheses were proposed:

1. There is no significant relationship between highest degree offered, type(s) of institution and amount of budget priority which staff development programs in divisions of student affairs receive.
2. There is no significant relationship between highest degree offered, type(s) of institution and the frequency of occurrence of staff development programs in divisions of student affairs.
3. There is no significant relationship between highest degree offered, type(s) of institution and staff development in regard to (a) exact nature of staff development programs; (b) functions of staff development programs; and (c) evaluative techniques used in staff development programs.
4. There is no significant difference between highest degree offered, type(s) of institution and the career stage (entry level, mid-level and senior level) of individuals who participate in staff development programs and individuals who do not participate in development programs.

5. There is no significant difference between highest degree offered and type(s) of institution with regard to the following areas: (a) written policies, (b) goals, (c) planning responsibility, (d) development responsibility, and (e) development practices.
6. There is no significant difference in the occurrence of specific policy statements with regard to staff development activities in divisions of student affairs based upon highest degree offered and type of institution.

Definitions

For the purposes of this study the following definitions are set forth.

1. Budget priority: the relative percentage of the total operating budget of the student affairs divisions that is allocated to the operation of staff development programs and activities.
2. Professional competence: thorough knowledge of information in one's area of expertise, and the desire and the ability to skillfully apply that knowledge.
3. Successful staff development program: programs which function under specific policies, offer a variety of activities and tools, use various methods of evaluation, and achieve observable improvement in job performances, and observable improvement in attitudes toward the profession, the institutions, and professional associates.

4. Administrative priority of staff development: relative rank of staff development programs in terms of fiscal support, resource allocations and administrative efforts to encourage participation in development activities.

5. Exact nature of staff development program: specification of what staff development programs in student affairs actually are, based upon content, program focus and achievements.

6. Professional half-life: the time in one's professional career when approximately half of one's current knowledge or skills are no longer appropriate for the requirements of the job.

7. Staff development tools/programs: mechanisms by which personnel in divisions of student affairs receive exposure to development experiences,

8. Staff development policy: specific statement which defines the purpose of the staff development program and, as a result, gives the program legitimacy.

9. Structure: indicates the elements within the Student Affairs division that have primary responsibility for developing staff development policies, programs and for the implementation of these programs.

10. Focus of staff development: indicates the primary purposes that are to be achieved through participation in development programs.

11. Frequency of staff development: the number of times a program is engaged in during the year.

12. Factors motivating staff participation: intrinsic and extrinsic determinants which persuade Student Affairs staff members to participate in development activities.

13. Program communication: methods used to inform faculty and staff members of the types of development activities that are available and the times that programs are scheduled.

14. Program evaluation: methods that are used to appraise staff development programs.

15. Evaluating agency: individuals or groups that assist with the appraisal of various staff development programs.

16. Focus of evaluation: specific stages of the development process that are centered upon for evaluation.

17. Accountability: being explicable to higher level administrators or legislative bodies.

18. Senior level institutions: colleges or universities that offer at least one type of bachelor's degree.

Glossary of Symbols for Variables

For purposes of this research the data were coded for computer programming. All variables were symbolized for appropriate identification and are shown in Appendix E. Glossary of Symbols for Variables.

CHAPTER 2. REVIEW OF RELATED LITERATURE

Introduction

Initial consideration was given to the fact that there is a scarcity of literature reporting research related to in-service development in student personnel services in higher education. Possible reasons for this paucity of information were set forth by Stamatakos and Oliaro (1972). They maintain that:

1. in-service development is so widespread that there is no further need to treat the subject as an issue;
2. the concept of in-service development is being utilized effectively under a pseudonym (i.e., staff meeting); and
3. in-service development is a low administrative priority.

Further support of these views is provided by Miller (1974) and Wallace (1977) who point out that the small amount of research literature that does exist in the area of staff development is almost taciturn on the exact nature, functions, and results of the staff development enterprise. It was, therefore, concluded that very few issues could be discerned from the literature, nor could a previous research base be established for comparison. This review of literature is set forth to analyze and support the view that staff development should be based on an adequate theoretical grounding which will identify the types of programs that should be included in any development activity.

Although there are few studies that have a solid information base, numerous theoretical studies have been made. The following is a review of the major works which have focused upon theoretical approaches to the problem of staff development.

Faculty and Staff Development Defined

Staff development is defined by O'Banion (1974), Richardson (1975) and Ralph (1973) as a program consciously undertaken and carefully planned to help all staff members in the college community to realize their potential. It is the sum of all planned activities which are designed to improve, expand and renew the skills, knowledge and abilities of those who participate. Furthermore, staff development programs are based upon common sense ideas about mental health and adjustment which refer to ways in which staff members can learn to function more effectively with a minimum degree of stress and tension.

Ralph (1973) asserts that development means to acquire the ability to deal with experiences in increasingly sophisticated and complex ways and to integrate this complexity into simple structures. It also means maintaining competence in using concepts, theories, practices, and points of view in one's own field of specialization and in allied fields which bear on the institutional organization. Ralph (1973) goes on to define the development model. He maintains that:

1. there is an invariable order of the stages of development;
2. no stage can be skipped; and
3. each stage is more complex than the preceding stage.

The specific reasons that staff development activities and programs are needed will be examined in the following section.

Why the Need for Staff Development

Staff development in student affairs is necessary because of the rapid development of new concepts. The rapid development and application of new knowledge brings the concept of professional half-life into focus. Professional half-life is defined by Lindsay, Morrison and Kelley (1974) and Dubin (1974) as the time after completion of formal learning when, as a result of new developments, practicing professionals become roughly half as competent to meet the changing demands of their profession. It is believed that the traditional pattern of terminating all educational activities after completion of one's formal education must accede to the concept of life-long continuing education as a regular concomitant of professional work. This position is supported by Bare (1977) who maintains that historically, expansion and mobility have fostered new ideas, organizational flexibility and individual growth in institutions of higher education; however, staff obsolescence can easily occur in steady state institutions.

The need for the staff development enterprise in divisions of student affairs is further corroborated by Stamatakos and Oliaro (1972), Hammons and Wallace (1974), Beeler (1977), O'Banion (1974), Harvey, Helzer and Young (1972), Blake (1972), and Toombs (1975), who posit that maximum use and development of staff members is an essential part of meeting the demands of a constantly changing collegiate environment.

Added impetus must be given to the function of staff development in student affairs to help key leaders gain new understandings and skills. Also, effective staff development programs will help institutions to respond to the demands for accountability from governing boards. Bare (1977) asserts that accountability translates into improved planning and measurement of results on the institutional level and performance appraisal on the individual level.

It is in the context of these views that a rationale for the significance of staff development has been considered and in this light, consideration was given to the possible benefits that may accrue to an individual who participates in such programs.

Benefits of Participating in Staff Development Activities

Many benefits are believed to accrue to the individual who participates in staff development exercises. Miller (1974) outlines the following potential benefits which accrue to individuals who participate in staff development activities. The benefits are:

1. development of specific skills and competencies;
2. exposure to new and varied approaches;
3. effective resource utilization;
4. opportunity for personal growth;
5. development of strategies to solve common problems;
6. theoretical explorations, understanding; and
7. opportunity to contribute to one's knowledge and experience.

Even though benefits often accrue to individuals who participate in staff development programs, it is often necessary to mobilize individuals through the use of incentives.

Incentives for Staff Development

Incentives are often necessary in order to persuade reluctant staff members to participate in development programs. Harris (1976), O'Banion (1974), and Campbell (1977) support the use of incentives. These authorities assert that the types of incentives that are used encourage specific types of behavior and discourage other types of behavior.

Viable incentives are financial rewards, comfortable working conditions, and the intrinsic reward of personal satisfaction.

It is believed that an organization can influence its employee's expectations by rewards for keeping abreast of current knowledge. Dubin (1974) maintains that challenging jobs provide the meaningful experiences that play an important role in keeping the individual up to date and continuously growing, and it is also believed that responsibility, job involvement, and challenging work assignments contribute to making one aware of one's development needs.

Other types of incentives such as released time, opportunity to visit other colleges or to attend conferences and meetings are aspects of a reward policy that encourage and support staff involvement in the development program. Furthermore, O'Banion (1972) maintains that if rewards are clear and the opportunities are provided, staff members will choose to be innovative and creative.

There are questions which must be resolved with regard to incentives. Wanzek and Canon (1975) identify the following as questions related to incentives which should be answered prior to the initiation of the staff development program. The questions are:

1. Will participation in in-service programs count toward promotion and(or) increments in salary?
2. Will credit be granted for participation in the form of institutional or transferable graduate credit?
3. Will participants receive pay for attending programs?
4. Is participation in staff development expected of all staff or is it a voluntary activity?
5. What are the various types of rewards that staff members receive for professional development?

In the immediate future staff development programs may be forced to seek low-cost, high-return approaches. According to Hammons and Wallace (1974) this may be accompanied by utilizing in-house expertise, developing regional and state talent pools and rotating campus personnel. As a consequence, ample growth of professional capacities will occur.

Factors Programs Should Address

It appears that authorities in the area of student personnel services, and those experienced in student affairs in higher education believe that the innovative staff development program needs to possess an adequate theoretical grounding from which educational practice can emanate. Also, further refinement and the concommitant development of

adequate theories of staff development can expand and clarify perceptions of professional development in Student Affairs.

If adequate theories are developed regarding staff development in student affairs, educators will learn how to apply androgogy to the teaching of adults. Saline (1977) indicates that androgogy is the art and science of helping individuals learn how to learn through the use of experiential activities. Additionally, it is believed that further theoretical development will enable the types of experiences which are most beneficial to the staff development enterprise to be identified.

Some current authorities in staff development such as Nadler (1976), Saline (1977), Hammons and Wallace (1974), and Miller (1977) assert that a theoretical foundation will help the institutions provide experiences which relate to the following:

1. the current job;
2. a future identified job;
3. the future of the organization, the society, and the individual;
4. the individual as a learner;
5. the learning climate;
6. knowledge of results; and
7. feedback about progress.

Not only is a solid theoretical base needed, but centralized organization is a requirement. This premise is supported by Zion and Sutton (1973) who insist that professional personnel in teaching or management cannot be developed on a piecemeal basis; thus, the integrated

approach to staff development is advocated. Zion and Sutton maintain that the integrated approach reflects the following:

1. an organized philosophy;
2. clearly stated goals;
3. comprehensive planning;
4. skilled operation;
5. appropriate teaching strategies; and
6. evaluative techniques.

The integrated approach can be successful according to Koble and Gray (1976) if staff members are included in the planning of programs. Furthermore, an adequate theoretical base will facilitate the specification of various activities as part of the staff development process. The theoretical base will also assist with the identification of issues and objectives for the program to focus upon. Thus, Appleton, Briggs and Rhatigan (1978) maintain that the following factors should be addressed by the staff development program. These factors are:

1. improving communication at all levels in order that a general knowledge and perspective of student affairs and the institution may be developed;
2. providing in-service opportunities for all staff in order to encourage improvement in work skills; and
3. providing continuing education opportunities in order to encourage professional advancement and personal growth.

Scheduling is an important factor in staff development programming. O'Banion (1972) asserts that staff development programs should be ongoing,

year-round operations. As a result, consideration must be given to questions such as these:

1. How will programs be scheduled?
2. Will programs be scheduled during regular working hours?
3. Should several days for in-service activities be built into the college calendar?
4. Can weekend retreats be planned in which participants meet off campus for a specified period of time?
5. How will the program be publicized?
6. Will budgeting for staff development be a regular part of the university budget or will each unit budget for it?

It is believed that the theoretical base for staff development will require specific types of programs and activities, and incorporate a varied scheduling format. Therefore, it must be reiterated that staff participation will greatly illuminate the desire of staff members for development.

Need for Participant Interaction

Many individuals react positively to the initiation of staff development activities or programs, and this type of support may facilitate change. Schein (1965) suggests that through interaction with participating individuals the institutional organizational blueprint can be rationally altered in the face of changing external situations. Freeman (1973) supports Schein by asserting that changes in attitudes and values require social support and reinforcement from significant individuals. As a result, changes among staff members depend upon their

interaction with important figures, some of whom are students, administrators, and faculty members. This position is expanded by Koble and Gray (1976) and Contreras (1977) who maintain that involvement of the immediate superordinates of the affected personnel is crucial to the programs' success. Involvement of superordinates assures support and direction for the plans that are developed, assures subordinate involvement, assures that activities will provide avenues for program development and improvements, and assures in-service experiences for the staff which may facilitate the generation of beneficial results. The types of beneficial results which may accrue are:

1. acceptance of decisions which result from the planning process;
2. contacts with constituent groups during the process of data collection;
3. observations and information which increases the planners' knowledge, improves their skills or modifies their ability during the process of data collection; and
4. personal commitment to the plans on the part of individual staff members.

O'Banion (1974), Bare (1977) and Hammons and Wallace (1974) indicate that the individual staff member is the best judge of behavior that needs to be changed; consequently, it is believed that individual staff members will not be receptive to programs that are imposed upon them.

Additional support for staff and administrator interaction is derived from the results of a study by Hammons and Jaggard (1976) which involved 300 professional staff members in Illinois and 350 professional

staff members in Florida. They obtained data, the analysis of which allowed them to conclude that very valid information can be acquired through interaction. Hammons and Jaggard determined that:

1. most staff prefer developmental activities on campus;
2. staff members would commute to a campus within reasonable driving distance; and
3. short-term workshops are seen as the most feasible means of acquiring skills.

Another aspect of interaction is indicated by Richardson (1975) and Hammons and Wallace (1974) who maintain that such a process will enable staff developers to use the instructional technique that is most desired, and to determine the extent that staff will be involved in the sessions.

It is commonly believed that an organizational environment that is stimulating will provide opportunities for peers to interact. This belief is supported by Dubin (1974) and Harris (1976) who maintain that interaction promotes learning, innovation, development of ideas, and recognition of personal needs while systematic procedures for change are employed.

Use of a Staff Development Committee

Often there is a need to have a committee, unit or person in the student affairs division with the primary responsibility for the staff development program. The belief that a committee should plan, implement and evaluate the institution's staff development plan is set forth by Wallace (1977), O'Banion (1974), Nadler (1976), Hendee (1976), Hammons

and Wallace (1974), and Wanzek and Canon (1975). A summary of their positions indicates that:

1. representatives of those who are to be developed should be included in the planning process;
2. staff involvement leads to better participation in the resulting program;
3. committee membership should be college-wide;
4. there should be a commitment from the organization to develop its resources;
5. utilization of a committee represents a nonauthoritarian approach to staff development;
6. utilization of a committee represents a method to help staff become more interested in the division as a whole; and
7. participation on a committee helps individuals to learn how to work together as a total division.

Often the committee experiences problems, some of which are indicated by O'Banion (1972) and Wallace (1977) who posit that these problems are reflected in:

1. staff members who take numerous university or extension courses merely because an additional credit hour will merit salary increases;
2. staff development committee chairpersons who are not responsible to higher level administrators;
3. inability to assign budgeting responsibility to a committee; and
4. committee members who do not help staff members to understand the techniques of development.

A staff development committee can be successful if it strives to persuade the staff members to accept the concept of an ongoing growth process. Craig (1976) and Wallace (1977) maintain that success will accrue to the development program if:

1. it receives strong administrative support, openly stated and backed by the funding necessary for a respectable program;
2. it has competent committee leadership; and
3. it establishes guidelines for the operation of the committee.

It must be stressed that a staff development committee can be assembled to give the program direction, but its membership must remember that change occurs only when the individual experiences some discrepancy, dissonance, pain or stress.

The significance of the staff development committee to the development process and the problems and considerations have been dicussed, and it has been shown that the committee must be effective in order to achieve a functional program.

Methods and Benefits of Evaluation

When seeking to develop a system to achieve staff development goals established by the institution or student affairs division, it is necessary to undergo evaluations. Smith (1977) advocates the following methods of evaluation:

1. formative: continuous evaluation which is essentially concerned with helping to develop and implement a development program;

2. summative: assesses the overall effectiveness of the completed program;
3. goal-free: assures that the evaluation takes into account the actual results as well as the intended results of development programs; and
4. group comparison: compares average gains for different groups frequently in relation to cost.

The value of evaluation is further espoused by Bergquist and Phillips (1975), Nordvall (1977), Nadler (1976), and Wergin, Mason and Munson (1976) who assert that any operation in which systematic and thoughtful changes are desired, a continual assessment of the discrepancy between current operations and desired outcomes is necessary.

When evaluations are made for the purpose of establishing a development program or for the purpose of determining the effectiveness of existing programs, the services of one of the following resource specialists should be obtained. Smith (1977) indicates that the resource specialists are:

1. director of institutional research;
2. evaluation specialist;
3. evaluation committee, composed of college staff members; and
4. outside consultants.

Effective evaluation techniques are important. It is believed that effective evaluation procedures will facilitate the developing of personal growth plans and staff development tools which will fulfill the needs of the organization.

Personal Growth/Staff Development Tools

It is believed that personal growth plans that are derived in isolation from work requirements are unsuccessful. Bergquist and Phillips (1975) and Bare (1977) indicate that plans that are unilaterally developed receive little support from resource providers and managers.

Personal growth plans may be more effectively developed if their formation is based upon an environmental analysis. Bare (1977) supports environmental analysis as necessary in order to establish the full range of responsibilities and options that will be available to individuals involved in the staff development enterprise. Also, a prioritized list of performance improvement goals may be generated as a result of environmental analysis.

Authorities believe that it is a mistake to unilaterally select a growth plan or development tool without giving consideration to several factors. The factors that should be considered are indicated by Bare (1977), Nadler (1976), Hendee (1976), and Wanzek and Canon (1975) who maintain that personal growth plans should:

1. blend work and development planning;
2. link individual plans to institutional objectives and development plans;
3. provide institutional supports to developmental action;
4. require employee participation;
5. emphasize individual responsibility and assessment;
6. employ clearly defined methods;

7. feature high employee ownership and incentives for participation;
8. involve leaders and peers in the development process;
9. receive support through training in self development skills;
10. have modest initial expectations; and
11. identify needs.

There are several types of personal growth plans that are advocated. The life planning model is advocated by Bergquist and Phillips (1975), Harvey, Helzer and Young (1972), Toombs (1975), and Zion and Sutton (1973) who state that life planning enlarges the base of information from which decisions can be made by identifying relevant personal feelings, attitudes, values, and experiences. Also, authorities posit that factors relevant to the contractual agreement should be a significant part of the planning because these factors will tend to build commitment to the staff development effort.

Training is advocated as a staff development tool; however, Miller (1977) and Harris (1976) assert that training programs are designed to promote conventional conforming behavior. They insist that the type of training programs that are prevalent today defend existing practices against change, serve to orient new staff members to standardized operating procedures, and make existing practices more uniform. On the other hand, Miller (1977) indicates that education programs can stimulate divergent thinking and help those being educated to respond creatively and effectively to situations which, at present, cannot be envisioned.

Another tool which is thought to have a positive effect on the development of employees is job rotation. If used properly, job

rotation is an effective means of helping employees to learn about other jobs in which they may have interest. The primary weakness of job rotation is indicated by Nadler (1976) who asserts that learning objectives are generally not as specific as they should be; consequently, the emphasis is frequently on producing rather than learning.

The most glaring weaknesses in developmental models are indicated by O'Banion. O'Banion (1974) maintains that the development plans in many colleges focus upon occasional use of consultants. Also, many programs operate on a piecemeal basis without a continuous plan from which an overall philosophy or direction can flow.

Development models should consider the possible benefits that may accrue to individuals who participate in counseling sessions. Careful consideration should be given to counseling, because it is often an effective method to stimulate psychological growth. Contreras (1977) maintains that developmental counseling can be effective in reducing defensive attitudes through the use of personal growth and interpersonal skills training.

The virtues of the retreat are indicated by Harvey, Helzer and Young (1972) as an excellent development tool. They posit that the retreat emphasizes experienced-based learning and is withdrawn from the day-to-day crisis-oriented student personnel services to the physically, psychologically and socially supportive climate of a cultural island which provides for:

1. generation of data related to specific needs;
2. feedback of data relevant to group participants; and

3. action planning on the basis of the first two opportunities.

If the desire of the institution is to improve communication, the newsletter is an effective means to accomplish this objective. Wanzek and Canon (1975) advocate the newsletter method to enhance communication and the mini-course and workshop method for use in the areas of:

1. departmental budgeting;
2. affirmative action;
3. history of the university;
4. nutrition and weight control;
5. policies in higher education;
6. self awareness through group experience;
7. life planning; and
8. health and patient care.

The consultation model of staff development is championed by Contreras (1977) and Klinger (1972) because of its foundation upon principles of organization development. These authorities believe that the consultation model is important because it can effectively meet the needs of a large number of people with limited financial resources. These authorities warn that the basic weakness in the consultation model is reflected in the belief that an outsider cannot tune into the unique aspects of the local situation; in addition, the outside consultant is much more expensive than the in-house consultant and is not usually available for follow-up activities. However, an unbiased attitude is assumed to be the greatest advantage that accrues to the institutional organization from the use of an outside consultant.

Organizational Support Structures

Different types of development plans may be balanced between institutional benefits and individual benefits if adequate support structures are provided. Bare (1977) indicates that typical supports which the institution can use to underwrite development plans are:

1. small research grants;
2. research acquisition support;
3. sabbaticals;
4. released time;
5. travel money for professional development;
6. secretarial and duplication services;
7. redirection grants;
8. job posting;
9. career counseling;
10. job orientation;
11. job performance evaluation;
12. self assessment workshops;
13. tuition refund or reimbursement;
14. job rotation and internships; and
15. supervisor training in job enrichment and employee development.

Several authors believe that the use of developmental supports has impact upon the institutional environment. Harris (1976), Schein (1965), Comfort and Bowen (1974), and Saline (1977) elucidate the significance of developmental supports by asserting that the psychological problem

of the organization is to develop flexibility and adaptability in its employees.

Impediments to Growth

Many factors serve to inhibit the growth of staff development programs. Freeman (1973) indicates that competition between individuals and between departments or schools, struggles for power or dominance, disposition to rebel against authority of any kind, and behavior of individuals that may be termed psychopathological are influences which are likely to impede the work of those who are trying to experiment and grow.

A most profound observation was made by Miller (1974). He indicates that less than 20 percent of the respondents to his study reported any type of specific policy statement concerning staff development activities. Thus, the lack of specific policy statements can be deemed a problem.

Lack of specific staff development policies may be attributed to the contention that staff development is an activity which takes place during periodic interruptions in normal institutional routine, when internal or external experts provide new information, or when new staff members are sent to other institutions to acquire new information. The extent to which the beliefs and the behavior of current staff members can be altered is dependent upon the environment. Richardson (1975) indicates that the institution is the crucial element in the process of growth. Therefore, the leadership in institutions of higher education must be aware that changed behavior by members will not occur unless the

institutional environment and its governance procedures support the concept of staff growth and development. The significance of a positive organizational climate is indicated by O'Banion (1972), Dubin (1974), and Zion and Sutton (1973) who maintain that it is the colleges' responsibility to develop in-service programs and to insure that an organizational climate exists which supports:

1. updating;
2. supervisory behavior that encourages professional growth;
3. peer interaction that encourages and allows for interchange of information; and
4. an institutional policy that rewards updating.

Summary

The review of selected literature was used to establish the base from which the study of perceptions that Chief Student Personnel Administrators have with regard to staff development practices in divisions of student affairs would emanate.

It was determined through the development of this review, that other studies regarding development practices in college and universities in the United States have focused primarily upon faculty development practices. Thus, it was concluded that staff development in student affairs is an area which has been neglected. Oversight by investigators has made it necessary to empirically examine the perceptions of Chief Student Personnel Administrators because of their potentially significant impact upon the development process in divisions of student affairs.

Information that was procured through the literature review has helped to define the concept of staff development, explore the need for staff development, clarify the role of incentives in the development process, identify germaine factors that a development program should address, indicate the significance of interacting with program participants, identify the role of a staff development committee, explore the importance of evaluation, identify growth plans and development tools, identify the impact of organizational support structures, and identify impediments to growth.

The types of information that were gained through the review of literature has helped to elucidate many of the factors which must be given consideration when one attempts an investigation of the perceptions that Chief Student Personnel Administrators have of the staff development process in student affairs.

This review served to establish the basis of information and concepts foundational to this study. Now that the base of information has been established which will facilitate the initiation and completion of this study, it is necessary to discuss the methods that were used to procure the necessary data.

CHAPTER 3. METHODOLOGY

Purpose of Study

The purpose of this study was to examine empirically the perceptions that Chief Student Personnel Administrators have with regard to the structure, practices, procedures and budget considerations of staff development programs in divisions of student affairs in colleges and universities in the United States.

Instrumentation

The questionnaire was used to obtain the data to achieve the purpose of this study. By eliciting from the literature information regarding those areas, foci, structures, and interrelated factors deemed essential to staff development, the questionnaire was developed.

Several chief student personnel administrators who hold membership in the National Association of Student Personnel Administrators (NASPA) refereed the constructed questionnaire, thus, the validity of the survey instrument was established.

The survey instrument focused upon 11 distinct areas of inquiry which indicated the manner in which Chief Student Personnel Officers perceived staff development programs in divisions of student affairs. The parts of the instrument were:

1. demographic data;
2. staff development defined;
3. current active staff development programs;
4. staff development policy;
5. structure;
6. focus of staff development;
7. budget for staff development;
8. frequency of staff development programs;
9. factors motivating staff participation;
10. program communication; and
11. program and activity evaluation.

Selection of Sample

The sample for this study consisted of 402 randomly selected senior level institutions from a total population of 1,402 institutions with divisions of student affairs. These 402 institutions were selected on the basis of their type (public, private), and the highest degree offered (Bachelor's, Master's and Doctorate). As a result of this stratification, 67 institutions were selected from each of six categories that were formed from the crossed tabulation of type of institution and highest degree offered.

Procedure for Dissemination

The 11-part questionnaire was disseminated through the United States mail service to the Chief Student Personnel Officer, or comparable official, in the institutions that were selected.

Dissemination initially occurred on November 12, 1979, the first follow-up was disseminated on December 4, 1979, and the second and final follow-up was disseminated on January 4, 1980.

The first mailing resulted in 129 questionnaires being returned, an additional 24 were received from the second mailing, and 12 were received from the third mailing. Thus, 165 questionnaires out of a possible 402 questionnaires were received. This represents a return rate of 41.0 percent, of which 39.8 percent were usable. Although a higher percentage of returns was desired, it was decided to run the study with the information at hand and seek to examine the nonreturns for additional implications.

Preparation of Data

The facilities of the Iowa State University Computation Center and the Research Institute for Studies in Education were used to transfer data from each section of the questionnaire to IBM cards. Also, the Wylbur terminal was used to transfer the data from coded IBM cards to printouts. This transfer of data permitted the Statistical Package for the Social Sciences (SPSS) to be used for data analysis.

CHAPTER 4. FINDINGS: DESCRIPTIVE ANALYSIS OF DATA

Introduction

A total of 165 senior level institutions (41 percent) of the sample returned questionnaire booklets. However, only 160 of the booklets were completed and, thus, considered to be usable cases. A breakdown of the number of questionnaires involved, including the sample size, count, number and percentage of responses are indicated in Table 1.

The data analysis for this study were based upon the respondent's perceptions reflected in the 160 questionnaires. Also, the percentage of responses for those responding to a given question, but not necessarily all questions, will be referred to as the percentage of respondents.

Table 1. Summary of questionnaire returns

Type of Returns	Frequency of Respondents	Percentage of Returns
Usable returns	160	39.8
Unusable returns	5	1.2
No response	237	59.0
Total	402	100.0

Position Title

The position title of the respondents varied widely. This variation dictated the synthesis and categorization into groups of over

40 different listings. Eight categories were developed and coded as follows:

1. Vice President for Student Affairs or Services,
2. Vice Chancellor for Student Affairs or Services,
3. Director of Student Affairs or Services,
4. Dean of Students,
5. Dean of Student Affairs or Services,
6. Vice President and Dean of Students,
7. Associate Dean of Students, and
8. Other Positions.

Refer to Appendix A for a complete listing of all positior titles.

The categorized position titles with the number and percent of responses were shown in Table 2. The position titles most frequently used were Vice President for Student Affairs or Services (25 percent), the Dean of Students (23.1 percent), the Dean of Student Affairs or Services (17.5 percent), and Other Positions (15 percent). The first three positions accounted for more than 65 percent of the individuals in the sample.

The Dean of Students and Dean of Student Affairs or Services, being similar in function and level of academic authority, represented 40.6 percent of the responses at the authority level directly responsible for student affairs.

Type of Institution

The type of institution (public or private) is shown in Table 3. As indicated, public institutions accounted for 58 percent of the sample

whereas private institutions accounted for nearly 42 percent of the respondents.

Table 2. Categorized listing of position titles of respondents

Categorized Title of Respondents	Combined Title Listings	Frequency of Respondents	Percent of Respondents
Vice President for Student Affairs	4	40	25.0
Vice Chancellor for Student Affairs	3	14	8.8
Director of Student Affairs	4	7	4.4
Dean of Students	1	37	23.1
Dean of Student Affairs	5	28	17.5
Vice President and Dean of Students	1	6	3.7
Associate Dean of Students	1	4	2.5
Other Positions	22	24	15.0
Total	41	160	100.0

Table 3. Type of institutions represented in the sample

Type of Institution	Frequency of Respondents	Percent of Respondents
Public	93	58.1
Private	67	41.9
Total	160	100.0

Further analysis of the institutional type with regard to highest degree offered indicated that public master's and public doctoral degree-granting institutions were more numerous in the sample than other institutional types. Also, the percentage of respondents based upon highest degree offered were relatively equal with doctoral degree-granting institutions comprising 35 percent, master's degree-granting institutions showing 33.1 percent, and bachelor's degree-granting institutions making up 31.9 percent of the sample as indicated in Table 4. Consequently, there was a relatively equal breakdown of institutions based upon highest degree offered.

Table 4. Type of institution by highest degree offered

Type/Degree	Frequency of Respondents	Percent of Respondents	Combined Percent by Highest Degree
Public Bachelor's	26	16.3	31.9
Private Bachelor's	25	15.6	
Public Master's	33	20.6	33.1
Private Master's	20	12.5	
Public Doctoral	34	21.3	35.0
Private Doctoral	22	13.7	
Total	160	100.0	100.0

Enrollment

There were 160 usable questionnaires; however, only 150 of the respondents indicated the size of their student body. Enrollments at the 150 institutions which responded to this questionnaire ranged from

a low of 54 students to a high of 37,900 with mean and median enrollments of 7,626.2 and 4,002, respectively. The size differential between the mean and median enrollments indicated that enrollment sizes increased substantially after the midpoint was reached. Additional analysis of the enrollment information indicated, as depicted in Table 5, that private bachelor's degree-granting institutions have smaller enrollments and public doctoral degree-granting institutions have the largest. Analysis also indicated that public bachelor's degree-granting institutions were slightly smaller than private master's degree-granting institutions.

Table 5. Enrollment by type of institution and highest degree offered

Type of Institution	Frequency of Respondents	Total Enrollment	Mean Enrollment
Public Bachelor's	22	53,870	2,488.6
Private Bachelor's	23	18,987	825.5
Public Master's	32	186,662	5,833.2
Private Master's	19	48,196	2,536.6
Public Doctoral	34	664,915	19,556.3
Private Doctoral	20	171,600	8,580.0
Total	150	1,144,230	7,628.2

Ordinarily it can be assumed that large institutional enrollments are accompanied by large staff needs and large staffs are usually diversified and require development programs.

In this light, a review of the mean enrollments for each category of institutions revealed that the public and private doctoral degree-granting institutions have more need for functional staff development programs than do smaller institutions because of the size of enrollment.

Staff Development Defined

The manner in which staff development was defined by the respondents is shown in Table 6. Analysis of the responses indicated that in-service programs that were designed to improve professional competence, and in-service programs that were designed to assist personnel maintain competence in using concepts, theories, practices, and points of view were the most preferred definitions. The least preferred definition of staff development is the definition which stated that staff development consists of courses, workshops and professional meetings which disseminate information.

No effort was made to analyze the definitional statements of the Chief Student Personnel Administrators relative to institutional characteristics or leadership roles associated with their respective institutions.

Current Program

As indicated in Table 7, most (73.1 percent) of the respondents indicated the presence of development programs in their divisions of student affairs. Thus, it can be expected that the perceptions provided by the majority of these respondents will in some way be related to the experiences that they have encountered in their development programs. Another observation regarding current programs is that more than 25 percent of the respondents did not have staff development programs in their institutions.

Table 6. Summary of staff development definitions

Development Definition	Frequency of Respondents	Percent of Respondents
In-service programs designed to improve the professional competence of those already in the institution.	69	43.1
Maintaining competence in using concepts, theories, practices, and points of view in one's field of specialization and in allied fields which bear on the organization's work.	54	33.8
Courses, workshops and professional meetings which disseminate information.	32	20.0
Other	5	3.1
Total	160	100.0

Table 7. Frequency of staff development programs

Current Programs	Frequency of Respondents	Percent of Respondents
Have programs	117	73.1
Do not have programs	43	26.9
Total	160	100.0

Staff Development Policy

The respondent's perceptions of the means used to develop commitment to the development process were reflected in Table 8. The most prevalent means used to develop commitment was an overall student

affairs division policy statement. Respondents also indicated that setting forth development as part of each job description was used quite extensively to develop commitment to the growth process.

Based upon an analysis of the data from 117 respondents having programs, it has been determined that policy methods such as an overall student affairs division policy statement and requirements stipulated in each job description permeated the entire student affairs division and were used more extensively than individually personalized plans such as personal growth contracts, sabbatical leaves or promotion. Data in Table 8 indicated that policies which require staff development as part of each job description were used by 41.9 percent of the respondents and 68.4 percent of the respondents had student affairs division policy statements which required staff members to participate in development activities.

Table 8. Summary of staff development policy

Staff Development Policy	Frequency of Respondents	Percent of 117 Respondents
Part of job description	49	41.9
Divisional policy statement	80	68.4
Personal growth contracts	26	22.2
Salary remuneration	17	14.5
Sabbatical leaves	25	21.4
Promotion	20	17.1

Structure

The perceptions of the respondents with regard to the individuals or offices that have primary responsibility for developing policy, programs and implementation of the resulting policies and programs were dispersed among several individuals. These responses are summarized in Table 9. Analysis of the responses indicated that 54 (46.2 percent) of the respondents who gave the responsibility to the Chief Student Personnel Officer believed that this individual was responsible only for formulating policies for staff development programs, and 38 (32.5 percent) of those who gave responsibility to the Chief Student Personnel Officer indicated that this individual was primarily responsible for formulating policy, developing programs and for the implementation of the resultant policies and programs.

In addition, 31 (26.5 percent) of those respondents who assigned this responsibility to Deans indicated that the Dean was primarily responsible for formulating policy, developing programs and for implementing the resultant policies and programs. Also indicated in Table 9, 24 (20.5 percent of those respondents who gave participating personnel responsibility showed that these individuals were responsible for developing programs and implementing them.

Further analysis indicated that the upper eschelon administrators were primarily responsible for policies, programs and implementation. Thus, it seemed that affected personnel have no voice in establishing development policy, but were significantly involved in the development of programs and their implementation.

Table 9. Summary of individuals with responsibility for policy, programs and implementation in development programs

Areas of Responsibility	Significant Individuals						
	CSPO[a]	Deans[b]	ASD[c]	SDCo[d]	SDCh[e]	PaPer[f]	Total
Implementation only	1	7	1	6	9	15	39
Programs only	0	7	1	10	1	5	24
Programs and implementation	3	31	6	16	7	24	87
Policy only	54	4	2	1	2	0	63
Policy and implementation	3	2	0	0	0	0	5
Policy and programs	9	3	0	1	1	0	14
Policy, programs and implementation	38	17	3	4	1	8	71
No areas checked	9	46	104	79	96	65	399
Total	117	117	117	117	117	117	

[a]CSPO = Chief Student Personnel Officer.

[b]Deans = Deans and Directors.

[c]ASD = Administrator of Staff Development.

[d]SDCo = Staff Development Committee.

[e]SDCh = Staff Development Chairperson.

[f]PaPer = Participating Personnel.

Table 9 provides an overall description of the various individual and offices that have responsibility for various aspects of the development program.

A significant portion of the staff development program was directed to the mid-management and entry level persons. As indicated in Table 10, 43.1 percent of the responses for an employment level asserted that mid-management personnel received the most focus for development, and entry level personnel were ranked as the employee group that received the most focus for development by 42.3 percent of the responses to this item.

The fact that administrators of student affairs divisions perceived the greatest focus of staff development to be at the mid-management and entry level indicated that this group of employees were considered valuable human resources and were of primary importance in the development process.

Table 10. Employment levels that received a rank of 1 on focus for staff development[a]

Employment Level	Frequency of Responses	Percent of Responses
Entry level	58	42.3
Mid-management	59	43.1
Upper level	18	13.1

[a]Since some respondents gave tied first ranks, percents will not equal 100.

Focus of Staff Development

Improved professional skill and staff effectiveness were areas that received above average focus as development objectives as indicated by their mean ratings of 4.30 and 4.37, respectively, as shown in Table 11. As indicated by the means of 3.71, 3.74, 3.77, and 3.84, skill training, information dissemination, general personal development, and improved communication skills were perceived to be a modicum more than an average priority area of focus, but were not above average areas of focus for development activities. Also, as shown by the means of 2.44, 2.55 and 2.85, improved staff retention, educational retraining, and modification of educational philosophy received some degree of focus.

Individually, skill training was rated as an above average priority by 33.9 percent of the respondents and as a high priority by 25.2 percent of the individuals in the sample. Improved professional skill was perceived to be an above average priority by 37.4 percent of the respondents and as a high priority development objective by 47.8 percent of the respondents. Also, general personal development was rated as an above average priority by 44.7 percent and as a high priority by 21.0 percent of the respondents. Information dissemination was rated as an above average development priority by 44.3 percent of the respondents and as a high priority by 20 percent of the respondents. Finally, staff effectiveness was rated as an above average development priority by 32.2 percent and as a high priority by 56.5 percent of the respondents.

Table 11. Summary of objectives that receive focus in staff development programs

Objectives	Priority						Mean	Standard Deviation
	Low (1)	Some (2)	Average (3)	Above Average (4)	High (5)	Total		
Improve Staff Retention	30	30	37	10	8	115	2.44	1.171
Educational Retraining	21	38	31	15	7	112	2.55	1.130
Skill Training	3	9	35	39	29	115	3.71	1.015
Modification of Educational Philosophy	20	26	31	21	14	112	2.85	1.275
Improve Communication Skill	3	6	28	49	30	116	3.84	.960
Improve Professional Skill	0	4	13	43	55	115	4.30	.805
General Personal Development	1	9	29	51	24	114	3.77	.903
Information Dissemination	2	8	31	51	23	115	3.74	.918
Training for Another Position	46	36	23	8	2	115	1.99	1.022
Staff Effectiveness	3	3	7	37	65	115	4.37	.912

Frequently Occurring Activities

The most frequently occurring staff development activities as indicated by the respondents sample were on-campus workshops using in-house consultants which had a mean of 2.07 based on ranking with a high of 1.00. Data in Table 12 indicated that regional association conventions were ranked second by 21.4 percent of the respondents and had a mean rank of 2.60. Ranked third was on-campus workshops using outside consultants as evidenced by a mean rank of 2.80. Retreats received a rank of fourth as indicated by a mean rank of 3.15, and national association conventions were selected fifth by 21.3 percent of the sample with a mean rank of 3.24.

Thus, on-campus workshops using either in-house or outside consultants were the most frequently used development activities in divisions of student affairs.

Budget

Based upon the responses from 88 individuals, Table 13 revealed that doctoral degree-granting institutions provided an average of $8,838.24 for the operation of staff development programs in divisions of student affairs. The mean budgets for public doctoral institutions significantly exceeded the mean budget allocations for all institutions of $4,574.15. It appears that the highest degree offered by an institution is related to the amount of money allocated for staff development programs in divisions of student affairs.

Table 12. Summary of frequently occurring development activities

Activities	Rank					Not Ranked	Mean Rank
	1	2	3	4	5		
Retreats	11	11	17	13	15	50	3.15
On-campus workshops using in-house consultants	48	16	16	9	7	21	2.07
On-campus workshops using outside consultants	13	24	9	10	13	48	2.80
Off-campus workshops in the town of your school	3	3	6	12	9	84	3.64
Regional association conventions	15	25	26	12	5	34	2.60
National association conventions	11	14	18	12	21	41	3.24
Graduate courses	1	7	6	14	11	78	3.69
Mini-courses	1	2	4	2	7	101	3.75
Mini-courses with continuing education units	1	1	1	4	3	107	3.70
Skill training	1	2	2	5	1	106	3.27
Job rotation	0	2	1	1	2	111	3.50
Counseling sessions	4	1	2	6	4	100	3.29
Other	2	0	0	0	1	110	2.00
Rank not given	4	8	8	17	18		
Total	117	117	117	117	117		

Table 13. Mean budget allocations to staff development programs by types of institution and highest degree offered

Type of Institution	Frequency of Respondents	Percent of Respondents	Mean Budget Dollars
Public Bachelor's	15	17.0	2,850.00
Private Bachelor's	10	11.4	2,130.00
Public Master's	20	22.7	4,602.00
Private Master's	14	15.9	3,550.00
Public Doctoral	17	19.3	8,838.24
Private Doctoral	12	13.6	3,872.92
Total	88	100.0	4,574.15

Budget Priority

The summary ratings of budget priority were shown in Table 14. Thirty-five of one hundred seventeen respondents did not answer the question on budget priority. Of those answering the questionnaire, staff development received a mean budget rating of 2.87. This mean indicated that staff development programs received slightly less than average priority when compared to other student affairs programs.

Individually, 35.4 percent of the respondents who indicated budget priorities rated staff development programs an average priority and 28 percent rated it an above average budget priority. Furthermore, 87.8 percent of the respondents rated staff development as either an average priority, some priority, or an above average priority. From the data it may be inferred that staff development is a priority of most of the institutions involved in the sample.

Table 14. Summary of budget priority for staff development programs in divisions of student affairs

	Priority					Total	Mean
	Low (1)	Some (2)	Average (3)	Above Average (4)	High (5)		
Frequency of respondents	10	18	29	23	2	82	2.87
Percent of respondents	12.2	22.0	35.4	28.0	2.4	100	

In response to the item "Budget for staff development--source of funds," illustrated in Table 15, 59.8 percent indicated that they received allocations from the student affairs budget. This source served as the primary benefactor for most divisions. Departmental funds comprised the operating funds for 43.6 percent of the respondents. Further analysis indicated that 22.2 percent of the respondents received 100 percent of their operating funds from the student affairs budget and 23.5 percent received their total allocation from departmental funds.

Also, 24.8 percent of the respondents indicated that their development programs were funded by allocations from the institutional budget. Furthermore, 6.8 percent received their total staff development appropriations from the institutional budget.

The primary sources of financial support for staff development programs in divisions of student affairs came from the student affairs budget, departmental funds and the institutional budget.

Table 15. Source of funds for staff development budget by percent

Agency[a]	Percentage of Budget													
	1	2	3	4	5	10	15	20	25	30	35	40	45	50
IB	1				2	2	1	3	2	1	1	2	1	2
SAB		2	1		3	5		4	6	2	1	1		6
DF		2			2	4	3	4	3	1			2	2
FeG	1				1	7		1	1					1
FoG	1		1			4	1	2		1				
Other						2	1	1				1		

[a]IB = Institutional Budget; SAB = Student Affairs Budget; DF = Departmental Funds; FeG = Federal Grants; and FoG = Foundation Grants.

[b]NR = No Response.

Percentage of Budget											Total		No	Percent
55	60	65	70	75	80	85	90	95	98	100		Percent	Response	of NR[b]
			2		1					8	29	24.8	88	75.2
				4	5	1	3			26	70	59.8	47	40.1
			1	4	4		4	2	1	12	51	43.6	56	47.7
								1			13	11.1	104	88.9
										1	11	9.4	106	90.6
				1						2	8	6.8	109	93.2

Frequency of Scheduled Staff Development Programs

As shown in Table 16, 34.2 percent of the respondents listing a frequency of programs prefer to schedule their staff development programs on a monthly basis. Weekly scheduling of staff development programs was preferred by 17.9 percent and bimonthly scheduling was preferred by 17.9 percent of respondents. Daily scheduling with a response rate of 2.6 percent and annual scheduling with a response rate of 0.9 percent were the least preferred scheduling formats. All respondents reflected the need for meetings, although the frequency varies with the school situation and need. Even though scheduling activities on a monthly basis was most prevalent, 87.1 percent of the respondents indicated that activities which are scheduled weekly, bimonthly, monthly, and quarterly were preferred.

Table 16. Summary of scheduling formats and the extent of their use

Frequency of Programs	Frequency of Respondents	Percent of Respondents
Daily	3	2.6
Weekly	21	17.9
Bimonthly	21	17.9
Monthly	40	34.2
Quarterly	20	17.1
Semi-annually	5	4.3
Annually	1	0.9
No response	6	5.1
Total	117	100.0

Factors Motivating Staff Participation

The desire for overall professional improvement is the most prevalent factor that motivated staff members to participate in staff development programs based upon its mean of 4.08. Its selection as a factor that often motivated staff to participate in development activities was selected by 62.3 percent of the respondents and as a factor that always motivates staff to participate in development activities was indicated by 20.4 percent of the respondents (Table 17). Individuals rated the desire to acquire more information as the second most important factor based upon its mean rating of 3.99, and its selection as a factor that often motivates participation in development activities by 73.6 percent of the respondents. The desire to strengthen weak areas was seen as the third most prevalent factor that affected the level of motivation and participation in development activities, as indicated by its selection as a factor that often motivated participation by 57 percent of the sample and its mean rating of 3.77.

The desire for promotion, desire for salary increases and pressure from superiors are seen as factors which seldom motivated staff members to participate in development programs as indicated by their respective mean scores of 2.53, 2.53 and 2.90.

Program Communication

Divisional staff meetings were perceived to be the most frequently used means to inform staff members of development activities, as indicated by its overall mean of 4.47 (Table 18). Nearly 50 percent and

Table 17. Summary of factors which motivate staff participation in development activities

Factors of Motivation	Level of Motivation						Mean	Standard Deviation
	Never (1)	Seldom (2)	Occasionally (3)	Often (4)	Always (5)	Total		
Desire for promotion	18	28	46	13	1	106	2.54	.948
Desire for salary increase	22	30	27	22	2	103	2.53	1.110
Pressure from superiors	6	29	50	22	4	131	2.90	.904
Desire to acquire more information	0	0	15	81	14	110	3.99	.516
Desire to strengthen weak areas	1	1	33	61	13	107	3.77	.702
Desire for overall professional improvement	0	0	14	76	23	113	4.08	.569
Total	47	88	185	275	57			

Table 18. Summary of staff development program communication methods

Information Methods	Degree of Utilization						Mean	Standard Deviation
	Never (1)	Seldom (2)	Occasionally (3)	Often (4)	Always (5)	Total		
University or college newletter	52	17	8	4	1	82	1.60	.941
Student affairs newsletter	40	8	16	11	9	84	2.30	1.446
Faculty newsletter	47	18	10	5	1	81	1.70	.993
Divisional staff meetings	1	0	6	42	61	110	4.46	.687
Memoranda	0	1	11	50	49	111	4.46	.690
Grapevine	21	12	26	16	6	81	2.68	1.263
Bulletins	16	18	18	27	10	89	2.97	1.301
Announcements	4	8	23	32	30	97	3.78	1.101

38 percent, respectively, of the respondents indicated the significance of divisional staff meetings as a means of informing staff members about development activities. Memoranda were rated as the second most prevalent means used to apprise staff members about development activities as revealed by the mean score of 4.32.

As illustrated in Table 18, the least used methods of communicating staff development news were the university or college newsletter, the faculty newsletter and the student affairs newsletter.

Program Evaluation

Formative evaluation was the most frequently used form of evaluation as indicated by its mean of 3.85 as shown in Table 19. It was used often by 42.1 percent of the respondents as a form of evaluation and was always used by 27.2 percent of the respondents. Summative evaluation was rated second as indicated by 44.1 percent of the respondents who asserted that it is often used in their divisions, and by 19.8 percent of the respondents who indicated that it was always used in the evaluation of development programs in their divisions. Thus, summative evaluation achieved a mean use rate of 3.77. The "Goal Free" and "Group Comparison" methods of evaluation were the least frequently used methods of evaluation according to 48 percent and 68.4 percent, respectively, of the respondents.

Evaluating Agency

Participating personnel were used most frequently in the evaluation of staff development programs, as indicated by the mean rating score

Table 19. Summary of methods used to evaluate staff development programs

Forms of Evaluation	Degree of Utilization						Mean	Standard Deviation
	Never (1)	Seldom (2)	Occasionally (3)	Often (4)	Always (5)	Total		
Formative	2	9	24	48	31	114	3.85	.971
Summative	3	2	35	49	22	111	3.77	.884
Goal Free	17	32	34	15	4	102	2.58	.057
Group Comparison	42	28	23	7	2	102	2.01	1.048

of 4.30 in Table 20. According to 85.5 percent of the respondents, participating personnel were either often or always used in the evaluation of development programs in divisions of student affairs. The Chief Student Personnel Officer was viewed as the second most important evaluator. The degree to which this officer was used as an evaluator is indicated by its mean rating of 4.15. Also, as illustrated in Table 20, participating personnel and chief student personnel officers were the most involved individuals in the evaluation of staff development programs. In addition, the offices of institutional research and faculty research methodologist are never used when evaluation of staff development programs occurred.

Focus of Evaluation

Most development activities and programs were evaluated at the conclusion of the program. Over 90 percent of those individuals responding stated that their programs were evaluated at the conclusion of the activity or program as indicated in Table 21.

Accountability

An analysis of the frequencies in Table 22 indicated that 63.1 percent of the divisions of student affairs are not required to submit annual activity forms which enumerate the staff development activities that have been initiated, completed, and those which are pending.

In addition to the preceding analysis, the nonrespondents in the sample were analyzed in order to provide more depth and clarity to this study.

Table 20. Summary of utilization of various offices in the evaluation process

Evaluating Agency	Degree of Utilization						Mean	Standard Deviation
	Never (1)	Seldom (2)	Occasionally (3)	Often (4)	Always (5)	Total		
Institutional research	56	19	15	1	0	91	1.57	.805
Student affairs research	45	11	8	12	5	81	2.02	1.351
Faculty research methodologist	64	13	7	0	0	84	1.32	.624
Outside consultant	33	20	29	7	1	90	2.14	.045
Chief student personnel officer	1	4	19	40	46	110	4.15	.897
Administrator of staff development	33	8	4	11	22	78	2.76	1.745
Staff development committee chairperson	35	5	8	15	22	85	2.81	1.708
Participating personnel	2	0	14	41	53	110	4.30	.830

Table 21. Summary of the focus of evaluation

Stages of Evaluation	Frequency of Assessment						Mean	Standard Deviation
	Never (1)	Seldom (2)	Occasionally (3)	Often (4)	Always (5)	Total		
During formulation	9	17	29	28	17	100	3.27	1.196
Prior to planning	10	23	30	25	12	100	3.06	1.171
Prior to initiation	9	23	30	37	10	109	3.06	1.132
Upon conclusion	3	1	6	54	43	107	4.24	.834
Several weeks later	15	19	26	22	7	89	2.85	1.202
Several months later	29	28	17	7	4	85	2.17	1.132

Table 22. Summary of program accountability

Reports	Frequency of Respondents	Percent of Respondents
Submit reports	15	9.4
Do not submit reports	101	63.1
No response	44	27.5
Total	160	100.0

Analysis of Nonrespondents by Type of Institution and Highest Degree Offered

It was necessary to analyze the nonrespondents in the sample to ascertain any similarities or differences between the group of nonrespondents and the aggregate of respondents.

Information obtained from the analysis of the nonrespondents with regard to highest degree offered indicated, as illustrated in Table 23, that private bachelor's, private master's and private doctoral degree-granting institutions accounted for 55.7 percent of the aggregate of nonrespondents.

Table 23. Type of institutions represented in the group of nonrespondents

Type of Institution	Frequency of Nonrespondents	Percent of Nonrespondents
Public	105	44.3
Private	132	55.7
Total	232	100.0

Further analysis of the nonrespondents, as depicted in Table 24, showed that private bachelor's, private master's and private doctoral degree-granting institutions comprised 17.3 percent, 19.4 percent, and 19.0 percent, respectively, of the sample.

Table 24. Summary of nonrespondents and respondents by type of institution and highest degree offered

Type/Degree	Frequency of Nonrespondents	Percent of Non-Respondents	Combined Percent by Highest Degree	Frequency of Respondents	Percent of Respondents	Combined Percent by Highest Degree
Public Bachelor's	40	16.9	34.2	26	16.3	31.9
Private Bachelor's	41	17.3		25	15.6	
Public Master's	33	13.9	33.3	33	20.6	31.3
Private Master's	46	19.4		20	12.5	
Public Doctoral	32	13.5	32.5	34	21.3	35.0
Private Doctoral	45	19.0		22	13.7	
Total	237	100.0	100.0	160	100.0	100.0

Additionally, it was discerned that public master's and public doctoral degree-granting institutions comprised smaller percentages, 13.9 and 13.5, of the nonrespondents than did master's and doctoral degree-granting institutions which responded to the questionnaire as evidenced by their respective percentages of 20.6 and 21.3. However, the aggregate percents for each degree type category were relatively equal. Doctoral, master's and bachelor's degree-granting institutions comprised 32.5, 33.3 and 34.2 percent, respectively, of the group of nonrespondents. This indicated that 2.3 percent more doctoral degree-granting institutions responded to the questionnaire than did nonresponding doctoral institutions. However, master's degree-granting institutions and bachelor's degree-granting institutions comprised 2 percent--2.5 percent more of the nonrespondent group than did bachelor's or master's degree-granting institutions in the group of respondents.

Information obtained from this analysis allowed the investigator to assert that there was a relatively even dispersion of institutions that failed to respond to the questionnaire when compared to the institutions that responded to the questionnaire.

Enrollment

As illustrated in Table 25, public doctoral institutions had the largest mean enrollment, 11,921.4, and bachelor's degree-granting institutions had the smallest mean enrollments, 832.5, in the group of

nonrespondents. Also, the mean enrollment of private master's degree-granting institutions was smaller than all other groups of institutional types except private bachelor's degree-granting institutions.

Table 25. Enrollment for nonresponding institutions

Type of Institution	Frequency of Nonrespondents	Total Enrollment	Mean Enrollment
Public Bachelor's	40	103,890	2,533.9
Private Bachelor's	41	254,607	832.5
Public Master's	33	283,723	8,597.7
Private Master's	46	81,759	1,777.4
Public Doctoral	32	381,486	11,921.4
Private Doctoral	45	254,602	5,657.8
Total	237	1,360,067	5,738.6

Public doctoral degree-granting institutions in the group of respondents had mean enrollments that were 7,634.9 students larger than the mean enrollments for doctoral degree-granting institutions in the group of nonrespondents. Additionally, there was a mean difference of 3,933.3 students between the institutions that responded to the questionnaire than institutions that did not respond to the survey. Only the public bachelor's, private bachelor's and public master's degree-granting institutions had larger mean enrollments than their counterparts in the sample of respondents, as evidenced by their respective mean enrollments of 2,533.9, 832.5 and 8,597.7 as compared with mean enrollments for the respondents of 2,488.6, 825.5 and 5,833.2, respectively.

Position Titles of Nonrespondents

Position titles of the nonrespondents varied widely. Consequently, the titles were synthesized and categorized into eight groups which were coded as follows:

1. Vice President for Student Affairs or Services,
2. Vice Chancellor for Student Affairs or Services,
3. Director of Student Affairs or Services,
4. Dean of Students,
5. Dean of Student Affairs or Services,
6. Vice President and Dean of Students,
7. Associate Dean of Students, and
8. Other Positions.

Refer to Appendix D for a complete listing of all positions.

The categorized position titles with the frequency and percent of nonrespondents are shown in Table 26. The position titles which were most frequently cited were Dean of Students (26.5 percent), Vice President for Student Affairs (24.4 percent), and the Dean of Student Affairs (21.0 percent). These three position titles accounted for more than 70 percent of the chief student personnel officers in the aggregate of nonrespondents.

The position titles classified as Dean of Students and Dean of Student Affairs comprised nearly 50 percent of all the nonrespondents in the sample.

Table 26. Categorized listing of position titles[a]

Categorized Title of Nonrespondents	Combined Title Listing	Frequency of Nonrespondents	Percent of Nonrespondents
Vice President for Student Affairs	5	58	24.4
Vice Chancellor for Student Affairs	1	6	2.5
Director of Student Affairs	4	24	10.0
Dean of Students	1	63	26.5
Dean of Student Affairs	5	50	21.0
Vice President and Dean of Students	1	4	1.7
Associate Dean of Students	1	4	1.7
Other Positions	29	29	12.2
Total	47	237	

[a]Refer to Appendix D for a complete list of position titles in the other category.

Implications of Nonrespondents in the Sample

As previously indicated, there were 160 respondents in the sample and 237 nonrespondents in the sample which accounted for 41 percent and 59 percent, respectively, of the 402 institutions in the sample.

The group of nonrespondents was found to be similar to the group of respondents with regard to the type of institution, highest degree offered, size of enrollments, and variety of position titles. Thus, it was determined that there were no basic differences between the respondents and nonrespondents with regard to the preceding variables.

Summary

The sample for this study was originally comprised of 402 public and private senior level institutions of higher education. There were 160 chief student personnel officers or comparable officials that returned usable questionnaires and 237 individuals who did not return questionnaires, this figure comprised 59 percent of the sample.

Individuals who responded to the survey were employed in more than 40 different positions. Consequently, these position titles were categorized into eight distinct groups. The Vice President for Student Affairs or Services, Dean of Students and Dean of Student Affairs comprised over 65 percent of the individuals in the sample.

Information indicated that 58 percent of the institutions were public, with additional information indicating that public master's and

public doctoral degree-granting institutions comprised relatively equal portions of the sample.

Enrollment in these institutions ranged from a low of 54 students to a high of 37,900 with mean and median enrollments of 7,626.2 and 4,002, respectively.

Under the rubric staff development defined, most of the respondents (43.1 percent) ranked the first definition highest. As indicated in the definition, staff development includes courses, workshops and professional meetings which disseminate information. Staff development definition Number 3 was ranked as the least preferred by 20 percent of the respondents. As specified in this definition, staff development is maintaining competence in using concepts, theories, practices, and points of view in one's field of specilization and in allied fields which bear on the organizations' work.

There were 73.1 percent of the institutions in the sample that had functional staff development programs and 26.9 percent that did not have functional staff development programs.

The most frequently used means to develop commitment to the staff development program was the use of a divisional staff development policy and the least utilized means used to develop commitment was promotion.

Analysis of the structure variables indicated that most, 46.2 percent of the respondents, believed that the Chief Student Personnel Officer was primarily responsible for formulating staff development policy; however, 32.5 percent perceived the primary responsiblity for formulating policy, programs and for the implementation of the resulting programs to

rest with the Chief Student Personnel Officer. Deans were viewed as having primary responsibility for formulating policies, developing programs and for implementing the resultant programs by 26.5 percent of the respondents and participating personnel were thought to be responsible for developing and implementing programs by 20.5 percent of the sample.

Respondents indicated that mid-management employees received the most focus for development and upper level employees the least focus.

Skill training, information dissemination, general personal development, and improved communication skills and staff effectiveness were perceived to receive the most focus as staff development objectives and training for another position received the least focus.

On-campus workshops using in-house consultants were selected as the most frequently occurring development activity and national association conventions were perceived to be the least frequently occurring staff development activity.

Budget information indicated that doctoral degree-granting institutions provided the largest appropriations for staff development programs and bachelor's degree-granting institutions appropriated the lowest amount of funds for the operation of staff development programs.

Staff development was perceived to be a modicum less average budget priority when compared with other student affairs programs. Of the institutions that responded to the item budget for staff development, 59 percent received their appropriations from the student affairs

division and 43 percent received their operating funds from departmental allocations.

Staff development programs were scheduled most frequently on a monthly basis and least frequently on an annual basis. Many programs, however, were scheduled on a weekly, bimonthly or quarterly basis.

Of the factors that motivated staff members to participate in development programs, the desire for overall professional improvement was the most prevalent and the desire for promotion, the desire for salary increases, and pressure from superiors were the least preferred means to motivate staff members to participate in development activities.

Divisional staff meetings were perceived to be the most frequently used means to inform staff members of development activities and the least preferred means of informing staff members of staff development activities were the university or college newsletter, the faculty newsletter and the student affairs newsletter.

Information obtained from the data analysis indicated that formative evaluation was the most frequently used form of evaluation and that goal free and group comparison methods of evaluation were the least utilized.

Participating personnel were used most frequently in the evaluation of staff development programs and the faculty research methodologist was used least frequently.

Also, it was ascertained that most staff development activities and programs were evaluated at the end of the program or activity, and it was determined that most, 63 percent, of the divisions of student affairs

were not required to submit annual activity forms to specify the progress of staff development programs in their divisions.

CHAPTER 5. FINDINGS: STATISTICAL ANALYSIS

A 2 x 3 factorial with enrollment as a covariate (LNENROLL)(see Appendix E for definition of variables) was used to analyze the data. Factors in the factorial were type with two levels (public, private) and degree with three levels (bachelor's, master's and doctoral). In the analysis of variance, degree and type were the independent variables. The crosstabs (Chi Square) procedure was used to analyze the data when the variables of interest were measured in a discrete data format.

This design permitted the use of the Statistical Package for the Social Sciences (SPSS) for analysis of the data. Analysis of variance procedures with the default option were used to analyze continuous data; consequently, factor and interactions were adjusted for the covariate (enrollment--LNENROLL), also degree was adjusted for type and type for degree.

The complete analysis of variance tables, crosstab tables, as well as tables of means were presented when there were significant effects at the .05 level. All hypotheses were statistically tested at the .05 level of probability.

Hypothesis 1

Hypothesis 1 asserts that there is no significant relationship between highest degree offered, type of institution and amount of budget priority which staff development programs in divisions of student affairs receive.

Table 27. A 2 x 3 factorial analysis of budget by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
	(in millions)		(in millions)		
Covariates	270.562	1	270.562	4.356*	.041
LNENROLL	270.562	1	270.562	4.356*	.041
Main Effects	105.434	3	35.145	.566	.640
Type	44.987	1	44.987	.724	.398
Degree	72.724	2	36.620	.585	.560
Two-Way Interactions	72.741	2	36.371	.586	.560
Type Degree	72.741	2	36.371	.586	.560
Explained	448.737	6	74.798	1.204	.318
Residual	3,447.909	56	62.106		
Total	3,936.646	62	63.333		

*Significant at the .05 level.

Analysis of the data related to Hypothesis 1 indicated that the calculated F-value for enrollment was 4.356 which was significant at the .05 level (Table 27). Also, the mean budget allocations to staff development programs by degree and type were presented in Table 28. Information related to the budgets indicated that doctoral degree-granting institutions had the highest mean budget allocations ($7,583.70) and bachelor's degree-granting institutions had the lowest mean budget allocations ($2,814.71).

It is evident that the size of an institution's enrollment had a tendency to affect the amount of budget that was appropriated for staff development programs in divisions of student affairs; however, the type of institution and the highest degree offered did not significantly impact the amount of budget priority that divisions of student affairs received as indicated by their respective calculated F-values of .724 and .585 which are not significant at the .05 level.

Table 28. Summary of mean budget allocations by degree and type

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	3,255.00 (10)	4,350.00 (12)	9,589.29 (14)	6,083.33 (36)
Private	2,185.71 (7)	3,918.18 (11)	4,463.89 (9)	3,650.93 (27)
Column Mean	2,814.71 (17)	4,143.48 (23)	7,583.70 (23)	5,040.87 (63)

Table 29. A 2 x 3 factorial analysis of Sourc$ 1 (line items in the general institutional budget) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	440.327	1	440.327	.498	.482
LNENROLL	440.327	1	440.327	.498	.482
Main Effects	5,956.961	3	1,985.654	2.245	.088
Type	3,519.025	1	3,519.025	3.978*	.049*
Degree	1,707.573	2	853.786	.965	.385
Two-Way Interactions	1,990.281	2	995.141	1.125	.329
Type Degree	1,990.284	2	995.142	1.125	.329
Explained	8,387,625	6	1,397.938	1.580	.162
Residual	81,378,188	92	884.545		
Total	89,765.813	98	915.978		

*Significant at the .05 level.

The variables source of funds (Sourc$) was also used to analyze Hypothesis 1. As illustrated in Table 29, analysis of Sourc$ 1, line items in the general institutional budget, indicated that the main effects of type and degree are significant at the .10 level as shown by its calculated F-value 2.245. The effect of type of institution on Sourc$ 1 is significant at the .05 level as shown by its calculated F-value 3.978. A summary of the mean ratings of the variable are presented in Table 30. The mean ratings by public institution are highest (19.52) whereas the mean ratings by private institutions are the lowest (7.56).

Table 30. Summary of mean percentage ratings for Sourc$ 1 (line items in general institutional budget)

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	30.06 (18)	20.25 (20)	10.23 (22)	19.52 (60)
Private	3.75 (12)	14.64 (14)	3.46 (13)	7.56 (39)
Column Mean	19.53 (30)	17.94 (34)	7.71 (35)	14.81 (99)

Data related to line items (Sourc$ 2) in the general student affairs budget had significant main effects at the .05 level and had an F-calculated value of 6.170 as shown in Table 31. Also, the explained variation was significant at the .05 level. As indicated in Table 32, the mean rating of this factor by private institutions was highest (64.49) as compared to the mean value of 44.36 for public institutions.

Table 31. A 2 x 3 factorial analysis of Sourc$ 2 (line appropriations in the general student affairs budget) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	1,288.763	1	1,288.763	.851	.359
LNENROLL	1,288.763	1	1,288.763	.851	.359
Main Effects	28,022,145	3	9,340.715	6.170*	.001
Type	26,020.309	1	26,020.309	17.187*	.000
Degree	3,239.394	2	1,619.697	1.070	.347
Two-Way Interactions	8,146.543	2	4,073,271	2.690	.073
Type Degree	8,146.539	2	4,073.270	2.690	.073
Explained	37,457.500	6	6,242.914	4.123	.001
Residual	139,287.563	92	1,513.995		
Total	176,745.063	98	1,803.521		

*Significant at the .05 level.

The variable Source 3 (allocations from departmental funds) as analyzed was significant at the .05 level for enrollment as shown by its calculated F-value 4.399. As evidenced in Table 32, the two-way interaction of type and degree were highly significant at the .05 level, and the explained variation of type, degree and enrollment were significant at the .05 level as indicated by their respective calculated F-values of 3.997 and 3.391.

Table 32. Summary of mean ratings for variable Source 2 (line appropriations in the general student affairs budget)

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	31.78 (18)	48.40 (20)	17.14 (22)	31.28 (60)
Private	67.08 (12)	55.71 (14)	71.54 (13)	64.49 (39)
Column Mean	43.90 (30)	50.24 (24)	37.34 (35)	44.36 (99)

The means in Table 34 indicated that public doctoral institutions rated allocations from departmental funds highest (44.94) and private bachelor's degree institutions rated this factor lowest (20.73).

Based on F-calculated values which were significant at the .05 level, results from the analysis of the preceding variables, Budget, Budget Priority, and Source of Funds (Tables 29, 31, 33) allowed for the rejection of the hypothesis that there is no significant relationship between highest degree offered, type(s) of institutions and amount of budget priority which staff development programs in divisions received.

Table 33. A 2 x 3 factorial analysis of Sourc$ 3 (allocations from departmental funds) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	F-Calculated	Probability of F
Covariates	6,107.188	1	6,107.188	4.399*	.039
LNENROLL	6,107.188	1	6,107.188	4.399*	.039
Main Effects	11,045.020	3	3,681.673	2.652	.053
Type	5,053.770	1	5,053.770	3.640	.060
Degree	7,340.906	2	3,670.453	2.644	.076
Two-Way Interactions	11,097.551	2	5,548.773	3.997*	.022
Type Degree	11,097.551	2	5,548.773	3.997*	.022
Explained	28,249.813	6	4,708.301	3.391*	.005
Residual	127,722.875	92	1,388.292		
Total	155,972.688	98	1,591.558		

*Significant at the .05 level.

Table 34. Summary of mean scores for variable Sourc$ 3 (allocations from departmental funds)

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	18.44 (18)	26.00 (20)	61.50 (22)	36.75 (60)
Private	24.17 (12)	21.21 (14)	16.92	20.69 (39)
Column Mean	20.73 (30)	24.03 (34)	44.94 (35)	30.42 (99)

Hypothesis 2

Hypothesis 2 posits that there is no relationship between highest degree, type(s) of institution and the frequency of occurrence of staff development programs in divisions of student affairs.

The calculated F-value for type, degree and enrollment of .30, .645 and .258, respectively, which were not significant at the .05 level. Consequently, the null hypothesis was found to be tenable and was not rejected. Furthermore, it was seen that the type of institution, highest degree offered and the size of enrollment had no significant influence upon the frequency of occurrence of staff development programs in divisions of student affairs.

Hypothesis 3

Hypothesis 3 has three distinct parts. Based upon this hypothesis there is no significant relationship between highest degree offered, type(s) of institution and staff development programs with regard to:

(a) exact nature of staff development programs; (b) functions of staff development programs; and (c) evaluative techniques used in staff development programs.

The variables focus of staff development (FosDe) and program communication (ProCom) were used to analyze part of Hypothesis 3.

The following focus of staff development variables were analyzed:

1. improve staff retention (FosDe 1);
2. staff effectiveness (FosDe 10);
3. student affairs newsletter (ProCom 2); and
4. announcements (ProCom 8).

These were the only factors that were analyzed because their frequencies were sufficiently large as shown in Table 11 (page 47) and Table 18 (page 56). Each of the preceding variables were found to be significant at the .10 level.

It has been illustrated in Table 35 that FosDe 1 (improved staff retention) was significant at the .10 level as shown by the calculated F-value of 2.625 for two-way interaction; and the explained variation among all factors was significant at the .05 level according to its calculated F-value of 2.282. Degree was also significant at the .05 level as illustrated by its F-calculated value of 3.315. Table 36 showed that master's degree-granting institutions had the highest mean response rate (2.68) and doctoral degree-granting institutions had the lowest mean response rate of 2.00 for this variable. According to the data from this study, master's degree-granting institutions stress improved staff retention more than either bachelor's or doctoral degree-granting institutions.

Table 35. A 2 x 3 factorial analysis of FosDe 1 (improve staff retention) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	2.194	1	2.194	1.751	.189
LNENROLL	2.194	1	2.194	1.751	.189
Main Effects	8.377	3	2.792	2.230	.089
Type	.607	1	.607	.485	.488
Degree	8.305	2	4.152	3.315*	.040
Two-Way Interactions	6.575	2	3.288	2.625	.077
Type Degree	6.575	2	3.288	2.625	.077
Explained	17.146	6	2.858	2.282*	.042
Residual	123.994	99	1.252		
Total	141.141	105	1.344		

*Significant at the .05 level

Table 36. Summary of mean response rate for FosDe 1 (improve staff retention) by type and degree

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	2.25 (16)	2.54 (24)	2.19 (26)	2.33 (66)
Private	2.92 (13)	2.92 (13)	1.64 (14)	2.47 (40)
Column Mean	2.55 (29)	2.68 (37)	2.00 (40)	2.39 (106)

Staff effectiveness was classified as FosDe 10. When this factor was analyzed by size of enrollment, it was found to be significant at the .05 level as illustrated by its F-calculated value of 27.632 in Table 37. However, the individual effects of degree were significant at the .05 level as its calculated F-value 3.257 indicated. Also, the explained variation was significant at the .05 level. Mean response rates for staff effectiveness were indicated in Table 38. Thus, doctoral degree-granting institutions rated staff effectiveness more favorably than did master's or bachelor's degree-granting institutions.

Analysis of the variable student affairs newsletter (ProCom 2) indicated significance at the .05 level with regard to enrollment as evidenced by its F-calculated value 4.842. Therefore, it was concluded that the size of an institution's enrollment had a significant effect upon the extent that the student affairs newsletter in divisions of student affairs was used.

Table 37. A 2 x 3 factorial analysis of FosDe 10 (staff effectiveness) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	16.624	1	16.624	27.623*	.000
LNENROLL	16.624	1	16.624	27.623*	.000
Main Effects	4.209	3	1.403	2.331	.084
Type	.616	1	.616	1.024	.316
Degree	3.921	2	1.960	3.257*	.046
Two-Way Interactions	.069	2	.034	.057	.945
Type Degree	.069	2	.034	.057	.945
Explained	20.901	6	3.484	5.788*	.000
Residual	33.702	56	.602		
Total	54.603	62	.881		

*Significant at the .05 level.

Table 38. Summary of mean response for FosDe 10 (staff effectiveness) by degree and type

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	4.10 (10)	4.58 (12)	4.50 (14)	4.42 (36)
Private	4.29 (7)	4.18 (11)	4.44 (9)	4.30 (27)
Column Mean	4.18 (17)	4.39 (23)	4.48 (23)	4.37 (63)

The analysis of the variable announcements (ProCom 8) as shown in Table 39 had significant main effects at the .05 level for type and degree as illustrated by its F-calculated value of 3.017. Individually, the calculated F-value for type was 7.256 and was significant at the .05 level.

The mean ratings of announcements by the respondents depicted in Table 40 indicated that public institutions (3,90) preferred the use of announcements as a means of communicating staff development news more than private institutions (3.27).

Table 39. A 2 x 3 factorial analysis of ProCom 8 (announcements) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	.009	1	.009	.008	.931
LNENROLL	.009	1	.009	.008	.931
Main Effects	11.162	3	3.721	3.017*	.036
Type	8.948	1	8.948	7.256*	.009
Degree	3.718	2	1.859	1.508	.229
Two-Way Interactions	.424	2	.212	.172	.843
Type Degree	.424	2	.212	.172	.843
Explained	11.595	6	1.933	1.567	.170
Residual	82.621	67	1.233		
Total	92.216	73	1.291		

*Significant at the .05 level.

Table 40. Summary of mean response rates for ProCom 8 (announcements) by type and degree

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	4.00 (16)	3.63 (16)	4.06 (16)	3.90 (48)
Private	3.18 (11)	3.14 (7)	3.50 (8)	3.27 (26)
Column Mean	3.67 (27)	3.48 (23)	3.88 (24)	3.68 (74)

Information obtained from the analysis of the preceding variables allowed the investigator to reject part A of Hypothesis 3. This factor was rejected because the type of degree offered and the size of enrollment had a significant impact upon the focus of staff development and the methods used to communicate staff development news.

The variable, factors motivating staff participation (FamPa) was used to analyze part B of Hypothesis 3 with regard to the functions of staff development programs.

The desire for promotion (FamPa 1) when analyzed by degree was significant at the .05 level, shown in Table 41 by the F-calculated value of 3.793. The main effects of type and degree were significant at the .10 level as indicated by its calculated F-value 2.584.

The mean ratings for the desire for promotion are shown in Table 42. These mean responses indicate that the desire for promotion was more prevalent as a motivating factor in doctoral degree-granting institutions

Table 41. A 2 x 3 factorial analysis of FamPa 1 (desire for promotion) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	.450	1	.450	.485	.489
LNENROLL	.450	1	.450	.485	.489
Main Effects	7.185	3	2.395	2.584	.062
Type	.000	1	.000	.996	
Degree	7.029	2	3.515	3.793*	.029
Two-way Interactions	.186	2	.093	.100	.905
Type Degree	.186	2	.093	.100	.905
Explained	7.820	6	1.303	1.406	.228
Residual	51.894	56	.927		
Total	59.714	62	.963		

*Significant at the .05 level.

(2.74) than in either master's degree-granting institutions (2.43) or bachelor's degree-granting institutions (2.18).

Table 42. Summary of the mean response rate for FamPa 1 (desire for promotion) by type and degree

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	2.20 (10)	2.25 (12)	2.71 (14)	2.42 (36)
Private	2.14 (7)	2.64 (11)	2.78 (9)	2.56 (27)
Column Mean	2.18 (17)	2.43 (23)	2.74 (23)	2.48 (63)

Hence, part B of Hypothesis 3 was rejected because information obtained from the analysis of the variable factor motivating staff participation indicated that the degree offered by an institution affected the extent to which the desire for promotion was a factor that motivated staff to participate in development programs.

The variables program evaluation (ProEv), evaluating agency (EvAg) and focus of evaluation (FocEv) were used to analyze part C of the hypothesis with regard to the evaluative techniques in staff development programs.

When analyzed by degree and type, goal free evaluation (ProEv 3) was found to have significant main effects at the .05 level shown by the calculated F-value of 3.040 displayed in Table 43. Individually, the effects of degree were found to be significant at the .05 level.

Table 43. A 2 x 3 factorial analysis of ProEv 3 (goal free evaluation) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	,338	1	.338	.332	.567
LNENROLL	.338	1	.338	.332	.567
Main Effects	9.296	3	3.099	3.040*	.035
Type	.004	1	.004	.004	.948
Degree	9.169	2	4.584	4.498*	.015
Two-Way Interactions	.452	2	.226	.222	.802
Type Degree	.452	2	.226	.222	.802
Explained	10.086	6	1.681	1.649	.147
Residual	68.292	67	1.019		
Total	78.378	73	1.074		

*Significant at the .05 level.

The mean ratings of goal free evaluation as shown in Table 40 indicated that bachelor's degree-granting institutions exhibited most preference (2.77) for this type of evaluation and doctoral degree-granting institutions exhibited least preference (2.25) for goal free evaluation.

Table 44. Summary of mean ratings for ProEv 3 (goal free evaluation) by degree and type

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	2.82 (11)	2.80 (15)	2.28 (18)	2.59 (44)
Private	2.73 (11)	2.44 (9)	2.20 (10)	2.47 (30)
Column Mean	2.77 (22)	2.67 (24)	2.25 (28)	2.54 (74)

Group comparison evaluation (ProEv 4) was also analyzed with regard to part C of Hypothesis 3. As displayed in Table 45, it was found that the main effects of degree were significant at the .05 level shown by the calculated F-value of 3.639. Consequently, it was determined that the degree offered by an institution significantly affected the extent to which group comparison evaluation (ProEv 4) was used in divisions of student affairs.

The mean response rates for group comparison evaluation techniques were shown in Table 46 and indicated that bachelor's degree-granting institutions preferred group comparison evaluation techniques most (2.23)

Table 45. A 2 x 3 factorial analysis of ProEv 4 (group comparison evaluation) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	of F
Covariates	.195	1	.195	.191	.663
LNENROLL	.195	1	.195	.191	.663
Main Effects	7.447	3	2.482	2.433	.073
Type	.331	1	.331	.324	.571
Degree	7.405	2	3.702	3.629*	.032
Two-Way Interactions	.887	2	.444	.435	.649
Type Degree	.887	2	.444	.435	.649
Explained	8.529	6	1.421	1.393	.230
Residual	68.349	67	1.020		
Total	76.878	73	1.053		

*Significant at the .05 level.

and doctoral degree-granting institutions place least emphasis (1.91) upon group comparison evaluation.

Table 46. Summary of mean ratings for ProEv 4 (group comparison evaluation) by degree and type

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	2.09 (11)	2.07 (15)	1.78 (18)	1.95 (44)
Private	2.36 (11)	1.78 (9)	1.70 (10)	1.97 (30)
Column Mean	2.23 (22)	1.96 (24)	1.75 (28)	1.96 (44)

Analysis of variable EvAg 3, faculty research methodologist, shown in Table 47, produced information which indicated that the effects of degree upon the extent faculty research methodologists were used as evaluators was found to be significant at the .05 level as illustrated by the F-calculated value 3.652.

Analysis of the mean response rates as illustrated in Table 48 indicated that the variable faculty research methodologist (EvAg 3) was rated highest by doctoral and bachelor's degree-granting institutions with means of 1.39 and 1.36 on a five-point scale. The data suggest little involvement of this type person in the evaluation of staff development programs.

Table 47. A 2 x 3 factorial analysis of EvAg 3 (faculty research methodologist) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	.510	1	.510	1.594	.211
LNENROLL	.510	1	.510	1.594	.211
Main Effects	2.412	3	.804	2.512	.066
Type	.056	1	.056	.175	.677
Degree	2.331	2	1.166	3.642*	.032
Two-Way Interactions	.225	2	.113	.352	.705
Type Degree	.225	2	.113	.352	.705
Explained	3.148	6	.525	1.639	.150
Residual	21.446	67	.320		
Total	24.594	73	.337		

*Significant at the .05 level.

Table 48. Summary of mean ratings for EvAg 3 (faculty research methodologist) by type and degree

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	1.36 (11)	1.07 (15)	1.50 (18)	1.32 (44)
Private	1.36 (11)	1.00 (9)	1.20 (10)	1.20 (30)
Column Mean	1.36 (22)	1.04 (24)	1.39 (28)	1.27 (74)

Information obtained from the analysis of the administrator of staff development (EvAg 6) indicated that the size of enrollment was significant at the .05 level and had an F-calculated value of .006 (Table 49). Thus, it seemed that the size of an institution's enrollment had a significant influence upon the extent to which the administrator was involved in the evaluation of staff development programs.

As shown in Table 50, the variable staff development committee chairperson (EvAg 7) was found to be significantly affected by the size of enrollment as indicated by its F-calculated value of 18.481, which was significant at the .05 level. The main effects of type and degree upon the extent of utilization of the staff development committee chairperson was significant at the .05 level as indicated by the F-calculated value of 8.966. Individually, the effects of type and degree were significant at the .05 level as shown by their respective F-calculated values of 13.421 and 7.345. Also, the explained variation was significant at the .05 level as illustrated by its F-calculated value 8.399.

Table 49. A 2 x 3 factorial analysis of EvAg 6 (administrator of staff development) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	21.585	1	21.585	8.132*	.006
LNENROLL	21.585	1	21.585	8.132*	.006
Main Effects	14.153	3	4.718	1.777	.161
Type	2.296	1	2.296	.865	.356
Degree	12.111	2	6.056	2.281	.111
Two-Way Interactions	8.810	2	4.405	1.659	.199
Type Degree	8.810	2	4.405	1.659	.199
Explained	44.548	6	7.425	2.797*	.018
Residual	161.922	61	2.654		
Total	206.470	67	3.082		

*Significant at the .05 level.

Table 50. A 2 x 3 factorial analysis of EvAg 7 (staff development committee chairperson) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	30.986	1	30.986	18.481*	.000
LNENROLL	30.986	1	30.986	18.481*	.000
Main Effects	45.097	3	15.032	8.966*	.000
Type	22.502	1	22.502	13.421*	.001
Degree	24.630	2	12.315	7.345*	.001
Two-Way Interactions	8.409	2	4.204	2.508	.090
Type Degree	8.409	2	4.204	2.508	.090
Explained	84.492	6	14.082	8.399*	.000
Residual	102.273	61	1.677		
Total	186.764	67	2.788		

*Significant at the .05 level.

The mean of the ratings (1 to 5 scale) of responses for the variable staff development committee chairperson (EvAg 7) were shown in Table 51. Based upon institutional type, public institutions rated this factor highest (3.02). Based upon highest degree, master's degree-granting institutions rated this factor higher (3.09) than either doctoral (2.92) or bachelor's (1.10) degree-granting institutions.

Hence, the independent variables type, degree offered, as well as the covariate enrollment, significantly impacted the extent to which the staff development committee chairperson was used as an evaluator of staff development programs.

Table 51. Summary of mean ratings for EvAg 7 (staff development committee chairperson) by type and degree

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	1.20 (10)	3.67 (15)	3.56 (16)	3.02 (41)
Private	1.00 (10)	1.86 (7)	1.90 (10)	1.56 (27)
Column Mean	1.10 (20)	3.09 (22)	2.92 (26)	2.44 (68)

Information obtained from the analysis of the variable, prior to the initial planning stage (FocEv 2), indicated that the covariate enrollment (LNENROLL) was significant at the .05 level based upon its calculated F-value 7.558.

Analysis of the variables--goal free evaluation (ProEv 3), group comparison evaluation (ProEv 4), faculty research methodologist (EvAg 3), administrator of staff development (EvAg 6), staff development committee chairperson (EvAg 7), and prior to the initial planning stage (FocEv 3)--indicated that the type of institutions, the highest degree offered and the size of enrollment had significant impact upon the types of evaluation preferred in development programs, the individual involved in the evaluation process and the stages at which development programs were evaluated.

Thus, part C of Hypothesis 3 with regard to the evaluative techniques used in staff development programs was rejected because it was shown that the degree offered and the type of institution significantly affected the nature of evaluative techniques in staff development programs.

Hypothesis 4

Hypothesis 4 states that there is no significant difference between highest degree, type of institution and the career stages (entry level, mid-management and upper level) of individuals who participate in staff development programs and those who do not participate in development programs.

This hypothesis was analyzed by the Crosstabs procedure based upon highest degree and type of institution which allowed Chi Square tests of

significance to be calculated. Analysis of the data in Table 52 indicated that the effects of degree and type upon the extent that entry level, mid-management and upper level employees participated in staff development programs were displayed by their respective chi square tests of significance of 14.20048, 12.29251, and 21.37367 which were not significant at the .05 level.

Table 52. Summary of employment levels (career stages) that receive focus in staff development programs

Sample and Variable	Chi Square	Degree of Freedom	Significance
EmLev Ne 3			
Entry level by degree type	14.20048	15	.5104
Mid-management level by degree type	12.29251	15	.6568
Upper level by degree type	21.37367	15	.1253

Consequently, it was determined that neither the highest degree offered nor the type of institution had a significant affect upon the career stages of individuals who participated in staff development programs. Thus, the null hypothesis that there is no significant difference between the highest degree offered, the type of institution and the career stages of those who participate in staff development programs and individuals who do not participate in staff development programs.

Hypothesis 5

Hypothesis 5 asserts that there is no significant difference between highest degree offered and type of institution and the following areas: a) written policies, b) goals, c) planning responsibility, d) development responsibility, and e) development practices.

Parts a, c and d of this hypothesis were analyzed by the Crosstabs (Chi Square) format for discrete data.

Information obtained from the analysis of the variable STRPPI 1, Chief Student Personnel Officer, indicated in Table 53 that the chief student personnel officer was significantly involved with policy determination for staff development programs primarily in public master's and public doctoral degree-granting institutions. Also, it was determined that this official was primarily responsible for formulating policy, developing programs, and for the implementation of the resulting programs and policies in bachelor's, master's and private doctoral degree-granting institutions as illustrated by the Chi Square coefficient of 20.13130 which was significant at the .05 level.

Information obtained from the analysis of the variable STRPPI 2, Student Personnel Deans and Directors, indicated that the effects of degree and type upon the extent to which this individual was responsible for policy, programs and implementation of the resultant programs was not significant at the .05 level as evidenced by the Chi Square value of 8.82876.

Also, based on the Chi Square test statistic 6.67783 indicated that the extent to which STRPPI 6, affected personnel, had responsibility for

Table 53. Chi Square table for STRPPI (chief student personnel administrator) by degree type[a]

	Private Bachelors	Public Bachelors	Private Masters	Public Masters	Private Doctoral	Public Doctoral	Row Total
Policy							
Count	9	1	15	4	18	7	54
Row Percent	16.7	1.9	27.8	7.4	33.3	13.0	
Column Percent	50.0	11.1	68.2	36.4	90.0	58.3	
Total Percent	9.8	1.1	16.3	4.3	19.6	7.6	58.7
Policy, Programs and Implementation							
Count	9	8	7	7	2	5	38
Row Percent	23.7	21.1	18.4	18.4	5.3	13.2	
Column Percent	50.0	88.9	31.8	63.6	10.0	41.7	
Total Percent	9.8	8.7	7.6	7.6	2.2	5.4	41.3
Count Column Total	18	9	22	11	20	12	92
Total Percent Column Total	19.6	9.8	23.9	12.0	21.7	13.0	100.0

[a]Chi Square (χ^2) = 20.13130, 5 degrees of freedom and significance = .0012.

formulating policy, developing programs and the implementation of the resultant policies and programs was not significant at the .05 level.

Thus, it was determined that the Chief Student Personnel Administrator had primary responsibility for formulating staff development policy, developing staff development programs and for the implementation of the resultant policies and programs. Hence, information obtained from the analysis of STRPPI 1, Chief Student Personnel Officer, allowed the investigator to reject parts a, c and d of Hypothesis 5.

Finally, part E of Hypothesis 5 was analyzed by the variable FoAct, focus of activities.

As indicated in part E of Hypothesis 5, there is no significant difference between highest degree offered and type of institution with regard to development practices. The Crosstabs procedure and Chi Square tests of significance were used to analyze the variables focus of activities (FoAct) by highest degree offered and type of institution.

Based upon the analysis of focus of activity variables, it was determined that the highest degree offered and the type of institution did not significantly affect the extent that these activities were used as development practices. Thus, part E of Hypothesis 5 was not rejected The Chi Square tests of significance for this variable are summarized in Table 54.

Table 54. Summary of Chi Square tests of significance for FoAct 1 to FoAct 7 (focus of activities) by degree and type

Sample Variables	Chi Square	Degree of Freedom	Significance of X^2
FoAct NE 12			
Retreats	13.13742	25	.0748
On-campus workshops using in-house consultants	26.10153	25	.4022
On-campus workshops using outside consultants	20.88443	25	.6990
Off-campus workshops	21.32867	25	.6741
Regional conventions	33.10066	25	.1286
National conventions	22.53500	25	.6047
Graduate courses	16.23869	25	.9075

Hypothesis 6

Hypothesis 6 states that there is no significant difference in the occurrence of specific policy statements with regard to staff development activities in divisions of student affairs.

Information from the analysis of the variable, an overall student affairs division policy statement (SDPOL 2), indicated that the F-calculated value of 6.166 for enrollment was significant at the .05 level.

Promotion (SDPOL 6) as shown in Table 55 had significant main effects for type and degree which were significant at the .05 level as indicated by the calculated F-value 3.951. Individually, degree had an F-calculated value of 4.705 which was significant at the .05 level. Also, the explained variation was significant at the .05 level as shown by its calculated F-value 2.423.

The mean response rate for SDPOL 6, promotion, was presented in Table 56 and indicated that this factor was rated highest by master's degree-granting institutions (.31) and was rated lowest by doctoral degree-granting institutions (.15).

Hypothesis 6 was rejected because the main effects of type and degree were significant, and thus, affected the extent to which promotion was used as a development policy. Individually, the highest degree offered in an institution significantly affected the extent that promotion was used as a staff development policy.

Table 55. A 2 x 3 factorial analysis of SDPOL 6 (promotion) by type, degree with LNENROLL

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-Calculated	Probability of F
Covariates	.323	1	.323	2.292	.133
LNENROLL	.323	1	.323	2.292	.133
Main Effects	1.672	3	.557	3.951*	.010
Type	.456	1	.456	3.237	.075
Degree	1.327	2	.664	4.705*	.011
Two-Way Interactions	.056	2	.028	.198	.820
Type Degree	.056	2	.028	.198	.820
Explained	2.051	6	.342	2.423*	.031
Residual	14.245	101	.141		
Total	16.296	107	.152		

*Significant at the .05 level.

Table 56. Summary of mean response rates for SDPOL 6 (promotion)

Type	Degree			Row Mean
	Bachelor's	Master's	Doctoral	
Public	.12 (17)	.33 (21)	.19 (26)	.22 (64)
Private	.07 (14)	.27 (15)	.07 (15)	.14 (44)
Column Mean	.10 (31)	.31 (36)	.15 (40)	.19 (108)

Findings Not Related to the Hypotheses

Position titles

Position titles were analyzed by highest degree offered and type of institution by the crosstabs procedure which allowed chi square tests of significance to be calculated. The Chi Square statistic as depicted in Table 57 was 50.06967 which had significance at the .05 level.

Table 57. Summary of Chi Square tests of significance for position titles by type and degree

Position Titles	Type/Degree						Row Total
	Public Bachelor's	Private Bachelor's	Public Master's	Private Master's	Public Doctoral	Private Doctoral	
Vice President for Student Affairs							
Count	2	1	9	7	13	8	40
Row Percent	5.0	2.5	22.5	17.5	32.5	20.0	
Column Percent	7.7	4.0	27.3	35.0	38.2	36.4	
Total Percent	1.3	.6	5.6	4.4	8.1	5.0	25.0
Vice Chancellor for Student Affairs							
Count	5	1	3	0	4	1	14
Row Percent	35.7	7.1	21.4	0.0	28.6	7.1	
Column Percent	19.2	4.0	9.1	0.0	11.8	4.5	
Total Percent	3.1	.6	1.9	0.0	2.5	.6	8.8
Dean or Director of Student Affairs or Services							
Count	2	3	1	0	1	0	7
Row Percent	28.6	42.9	14.3	0.0	14.3	0.0	
Column Percent	7.7	12.0	3.0	0.0	2.9	0.0	
Total Percent	1.3	1.9	.6	0.0	.6	0.0	4.4
Dean of Students							
Count	6	11	8	9	1	2	37
Row Percent	16.2	29.7	21.6	24.3	2.7	5.4	
Column Percent	23.1	44.0	24.2	45.0	2.9	9.1	
Total Percent	3.8	6.9	5.0	5.6	.6	1.3	23.1

Dean of Student Affairs or Services							
Count	4	5	7	2	5	5	28
Row Percent	14.3	17.9	25.0	7,1	17.9	17.9	
Column Percent	15.4	20.0	21,2	10.0	14.7	22.7	
Total Percent	2.5	3-1	4.4	1.3	3.1	3.1	17.5
Vice President or Dean of Students							
Count	1	1	1	0	2	1	6
Row Percent	16.7	16.7	16.7	0.0	33.3	16.7	
Column Percent	3.8	4.0	3.0	0.0	5.9	4.5	
Total Percent	.6	.6	.6	0.0	1.3	.6	3.8
Associate Dean of Students							
Count	1	0	1	0	2	0	4
Row Percent	25.0	0.0	25.0	0.0	50.0	0.0	
Column Percent	3.8	0.0	3.0	0.0	5.9	0.0	
Total Percent	.6	0,0	.6	0.0	1.3	0.0	2.5
Other Positions							
Count	5	3	3	2	6	5	24
Row Percent	20.8	12.5	12.5	8.3	25.0	20.8	
Column Percent	19.2	12.0	9.1	10.0	17.6	22.7	
Total Percent	3.1	1.9	1.9	1.3	3.8	3.1	15.0
Count Column Total	26	25	33	20	34	22	160
Total Percent Column Total	16.3	15.6	20.6	12.5	21.3	13.8	100

[a]Chi Square (χ^2) = 50.06967, 35 degrees of freedom and significance = .0474.

Thus, it has been determined that the highest degree offered and the institutional type had a significant impact upon the variety of responses elicited from individuals in various positions in divisions of student affairs.

Information obtained from the data analysis indicated that an in individual's job responsibilities affected the manner in which they view staff development programs.

Position title variables

The following position title variables were used in subsequent data analysis. The variables are:

1. Vice President for Student Affairs or Services,
2. Vice Chancellor for Student Affairs or Services,
3. Director of Student Affairs or Services,
4. Dean of Students,
5. Dean of Student Affairs or Services,
6. Vice President and Dean of Students,
7. Associate Dean of Students, and
8. Other Positions.

Analysis of data related to divisional staff meetings (ProCom 4) indicated that position titles had significant between-group effects at the .05 level as illustrated by the F-calculated values in Table 58.

It is reasonable to assert that the position titles of the respondents significantly affected the extent that they selected divisional staff meetings as a method used to apprise staff members about staff development activities.

Table 58. Summary of ANOVA for ProCom 4 (divisional staff meetings) analyzed by position titles

Source of Variation	D.F.[a]	Sum of Squares	Mean Square	F-Calculated	Probability of F
Between Groups	7	10.1377	.4482	3.578*	.0018
Within Groups	102	41.2805	.4047		
Total	109	51.4182			

[a]D.F. = Degree of Freedom.

*Significant at the .05 level.

The mean response rate for Vice President and Dean of Students was 4.83, and those individuals with positions in the Other Positions category rated divisional staff meetings lowest as indicated by their mean rate of 3.77.

Analysis of the variable FamPa 3 (pressure from superiors) indicated by its F-calculated value 2.144 was significant at the .05 level (Table 59). Thus, the responses from the different position titles were significantly influenced by the professional role of the respondents. The mean response ratings of the position titles, for pressure from superiors, indicated that Directors of Student Affairs or Services rated this variable highest (3.52) and Dean of Students rated this factor lowest (2.37).

The variable EvAg 6, administrator of staff development, was found to be significant at the .05 level when analyzed by position titles as illustrated by its F-calculated value 2.423 in Table 60. The mean ratings

Table 59. Summary of ANOVA for FamPa 3 (pressure from superiors) as analyzed by position titles

Source of Variation	Degree of Freedom	Sum of Squares	Mean Square	F-Calculated	Probability of F
Between Groups	7	11.4342	1.6335	2.144*	.0454
Within Groups	103	78.4755	.7619		
Total	110	89.9097			

*Significant at the .05 level.

Table 60. Summary of ANOVA for EvAg 6 (administrator of staff development) as analyzed by position titles

Source of Variation	Degree of Freedom	Sum of Squares	Mean Square	F-Calculated	Probability of F
Between Groups	7	45.7122	6.5303	2.423*	.0279
Within Groups	70	188.6593	2.6951		
Total	77	234.3715			

*Significant at the .05 level.

for this factor indicated that the Director of Student Affairs or Services rated the administrator of staff development lowest (1.33) as an evaluator of staff development programs, and the Vice President for Student Affairs rated this factor highest (3.43).

Information obtained from the analysis of the variable ProEv 3, goal free evaluation, based upon position titles indicated that goal free evaluation was rated highest by the Dean of Student Affairs or Services and rated lowest by those officials that were categorized under the rubric other positions (Table 61). This variable's lowest rating was shown by the mean score of 1.83.

The F-calculated value of 2.254 indicated that this factor was significant at the .05 level. Hence, it must be stated that the position title of an individual significantly affected their perceptions of the methods that were used to evaluate staff development programs.

Table 61. Summary of ANOVA table for ProEv 3 (goal free evaluation) as analyzed by position title

Source of Variation	D.F.[a]	Sum of Squares	Mean Square	F-Calculated	Probability of F
Between Groups	7	16.2208	2.3173	2.254*	.0365
Within Groups	94	96.6515	1.0282		
Total	101	112.8723			

[a]D.F. = Degree of Freedom.

*Significant at the .05 level.

Summary of the Statistical Analysis

Continuous data were analyzed by a 2 x 3 factorial analysis of variance and a one-way analysis of variance, also discrete data were analyzed by the crosstabs (Chi Square) format.

It was determined that doctoral degree-granting institutions had the largest staff development appropriations, whereas bachelor's degree-granting institutions had the smallest appropriations for the operation of their staff development progrmas. Also, the highest degree offered by an institution significantly affected its budget allocations for staff development programs in divisions of student affairs; however, it was also determined that the type of institution did not significantly affect the amount of budget appropriation for staff development programs.

The type of institution affected the extent to which money was obtained from line items in the general institutional budget as evidenced by the fact that staff development programs in public institutions received most of their funds as line item appropriations in the general institutional budget.

The size of an institutions enrollment affected the extent to which departments allocated money to the staff development program. Also, the type of institution and the highest degree offered affected the extent to which staff development programs obtained operating funds from departmental allocations.

The significant affects of highest degree offered, type of institution and enrollment allowed the investigator to reject the hypothesis that there is no significant relationship between the highest degree offered, type of institution and amount of budget priority which staff development programs in divisions of student affairs received.

It has been determined that master's degree-granting institutions emphasized improved staff retention as a development objective more frequently than either doctoral or bachelor's degree-granting institutions. However, doctoral degree-granting institutions focused upon staff effectiveness as a development objective more frequently than master's or bachelor's degree-granting institutions.

Also, the highest degree offered significantly affected the extent that announcements were used as a means to apprise staff members about staff development activities or programs.

The highest degree offered affected the manner in which promotion was perceived to be a factor that motivated staff to participate in development activities. Again, doctoral degree-granting institutions rated promotion higher as a motivating factor than either master's or bachelor's degree-granting institutions.

Degree was found to affect the extent that goal free evaluation and group comparison evaluation was used to evaluate staff development programs. Bachelor's degree-granting institutions exhibited most preference for goal free evaluation and group comparison evaluation formats.

Degree also significantly affected the extent that the faculty research methodologist was used as an evaluator of staff development programs.

Enrollment had a significant effect upon the extent that staff development programs utilized the administrator of staff development as an evaluator. It is believed that institutions with large enrollments would employ an administrator of staff development programs.

The type of institution, highest degree offered and the size of enrollment significantly affected the extent that the staff development committee chairperson was involved in the evaluation of staff development programs. Public institutions rated the role of the staff development committee chairperson as an evaluator of staff development programs highest and master's degree-granting institutions rated this factor higher than either doctoral or bachelor's degree-granting institutions.

Information obtained from the data analysis led to the rejection of the hypothesis that there is no significant relationship between highest degree offered, type of institution and staff development with regard to: a) exact nature of staff development programs, b) functions of staff development programs, and c) evaluative techniques used in staff development programs.

It is obvious that the highest degree offered is a much more significant factor than enrollment or type of institution with regard to the above hypotheses.

Hypothesis 4 was not rejected because the effects of highest degree offered, type of institution and enrollment were not significant factors.

Parts a, c and d of Hypothesis 5 were rejected because the effects of type of institution and highest degree offered were found to have significant impact upon written policies, planning responsibility and development responsibility. However, part E of Hypothesis 5 was not rejected because it was determined that the effects of highest degree offered, type of institution, and size of enrollment did not significantly affect the extent that various activities were focused upon as development practices.

Promotion was found to be significantly affected by the highest degree offered, as evidence by the fact that master's degree-granting institutions rated this factor higher than either doctoral or bachelor's degree-granting institutions.

Thus, the hypothesis that there is no significant difference in the occurrence of specific policy statements with regard to staff development activities in divisions of student affairs was rejected because the highest degree offered by an institution significantly affected the preference for specific types of staff development policy.

Position titles were analyzed and it was determined that the highest degree offered and the type of institution affected position titles with regard to preferences for certain factors as opposed to other factors.

Analysis of the variables, ProCom 4--divisional staff meetings and FamPa 3--pressure from superiors, indicated that there was a significant

difference between the position titles that exhibited preference for these factors.

It was determined that the Vice President and Dean of Students preferred the use of divisional staff meetings to apprise staff members of staff development activities.

Pressure from superiors received its highest rating from the Directors of Student Affairs or Services and was least preferred as a motivating factor by Deans of Students. In addition, the administrator of staff development was rated highest, as an evaluator, by the Vice Chancellor for Student Affairs or Services and lowest by the Directors of Student Affairs or Services.

Finally, it was determined that ProEv 3 (goal free evaluation) was significant at the .05 level and was rated highest by Deans of Student Affairs and lowest by respondents in the category designated Other Positions.

CHAPTER 6. CONCLUSIONS, IMPLICATIONS, MODELS, AND RECOMMENDATIONS

Conclusions and/or Implications

The problem undertaken in this study was to determine the perceptions that chief student personnel administrators have regarding the structure, practices, procedures, and budget considerations of professional staff development programs in selected public and private institutions. The basic problem was to investigate the perceptions that chief student personnel administrators had with regard to factors which significantly impacted public and private senior level institutions.

It was concluded that the factor that had the most effect upon the perceptions of Chief Student Personnel Officers and comparable officials was the highest degree offered by the institution. Neither the type of institution nor the size of enrollment seemed to impact the perceptions of the respondents to the extent of the highest degree offered.

It was determined that the mean budget allocations for the operation of staff development programs in divisions of student affairs were largest in doctoral degree-granting institutions and smallest in bachelor's degree-granting institutions.

Also, it was determined that most divisions of student affairs procure their operating budgets from the general student affairs budget, the institutional budget and departmental allocations.

With regard to the structure of staff development programs, chief student personnel officers were perceived to have a significant amount of responsibility in the areas of policy formulation, program development and implementation of the resultant staff development policies and programs.

Doctoral degree-granting institutions rated staff effectiveness as a more preferable objective than either master's or bachelor's degree-granting institutions; however, master's degree-granting institutions emphasized improved staff retention more than either doctoral or bachelor's degree-granting institutions. Thus, information allowed the investigator to conclude that because doctoral degree-granting institutions are larger in enrollment than master's or bachelor's degree-granting institutions, and they preferred programs that emphasized staff effectiveness. Improved staff retention was a significant factor in master's degree-granting institutions. This variable may be a significant factor because of monetary restrictions which affected the development of these institutions more than it affected the development of doctoral or bachelor's degree-granting institutions.

Promotion was emphasized as a staff development policy more in master's degree-granting institutions. Consequently, it is believed that these institutions use the extrinsic value of promotion to actuate staff retention. On the other hand, doctoral degree-granting institutions seemed to emphasize intrinsic values such as staff effectiveness.

The study indicated that mid-management level employees received slightly more focus for staff development than entry level employees and significantly more emphasis for development than upper level employees.

Thus, middle level employees are considered to be the most important in terms of development.

Additionally, information indicated that the highest degree offered in an institution affected the extent that the faculty research methodologist, administrator of staff development and the staff development committee chairperson were used as evaluators of staff development programs. Thus, middle level employees are considered to be the most important in terms of development.

Staff development when compared to other programs in divisions of student affairs was perceived to receive a modicum less than an average amount of budget priority. Also, doctoral degree-granting institutions appropriated much more money than either master's or bachelor's degree-granting institions. It must be emphasized that the availability of funds may significantly affect the manner in which staff development programs are viewed.

The frequency of occurrence of staff development programs was more prevalent on a monthly basis; however, weekly and bimonthly scheduling formats were also rated favorably.

Bachelor's degree-granting institutions rated the nontraditional evaluation formats, goal free and group comparison, more favorably than either doctoral or master's degree-granting institutions. This preference indicated a willingness on the part of bachelor's degree-granting institutions to try innovative approaches, whereas doctoral and master's degree-granting institutions seem to have preferred formative and summative evaluative techniques, which are traditional evaluation formats.

Models of Staff Development

Staff obsolescence may be a focal point for beginning a program in staff development. Institutional commitment and open lines of communication are necessary in order to obviate it. One approach to staff development from the genesis of staff obsolenscence is set forth in the staff development model shown in Figure 1.

Based upon the model in Figure 1, it is assumed that: 1) a functional staff exists and 2) there is institutional commitment to establish and be guided by policy and budgeting allocations.

The initial step in the model is the assessment and evaluation of staff operational procedures. This step will help to identify the factors which prevent the organization from operating as effectively and efficiently as desired.

From the assessment of operational procedures a comprehensive staff development policy will evolve. The comprehensive policy will be predicated upon active staff participation, viable incentives and statements regarding budget commitment.

Once the staff development policy has been formulated a staff development committee will be formed. The constituents of this committee will be student affairs staff members, faculty members and students.

The remaining operation would follow as set forth in the model.

The model in Figure 2 was developed based upon the assumption that institutions of higher education have heterogeneous student populations comprised of varied numbers of traditional and nontraditional. Concomitant with this variation may be the need for a staff to develop certain new competencies.

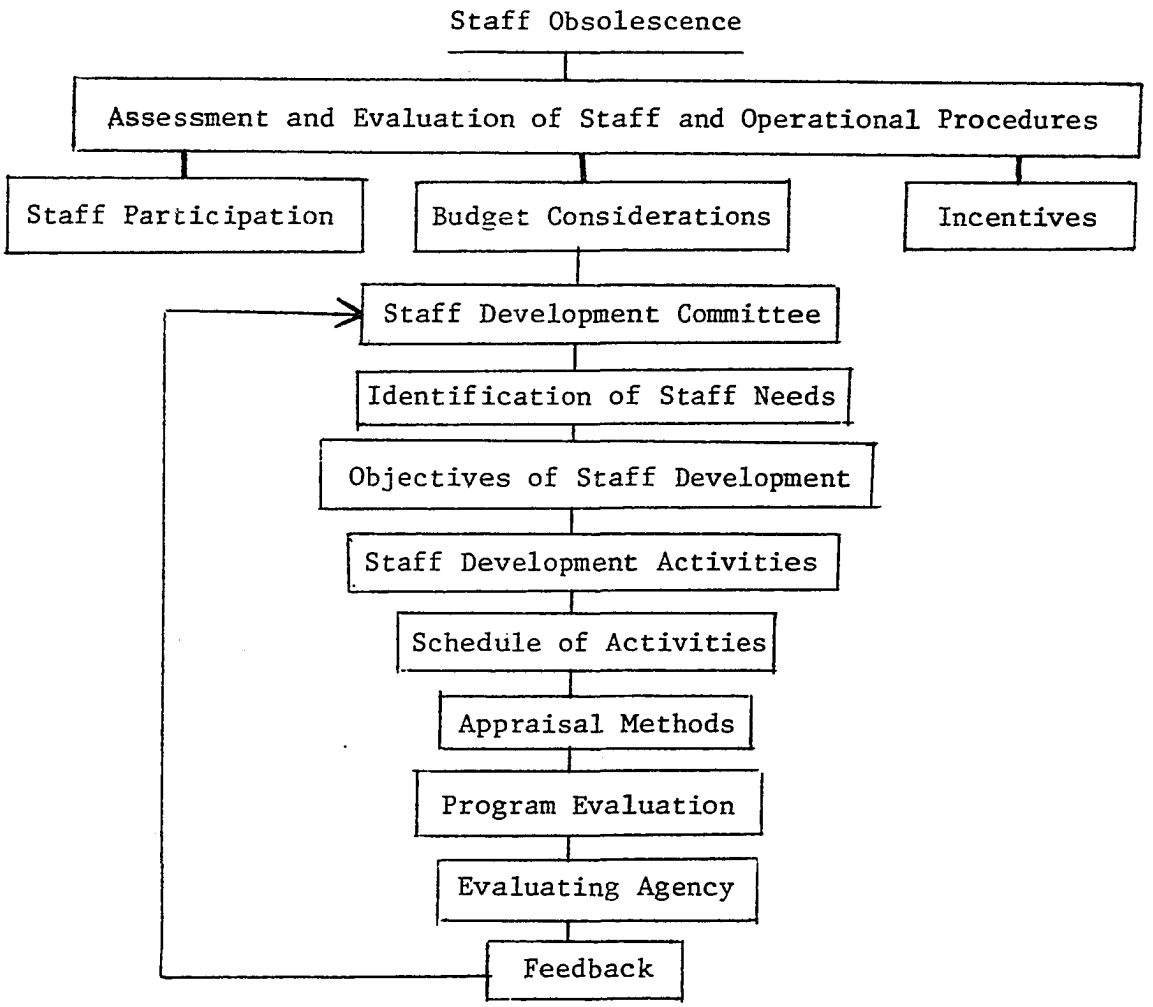

Figure 1. Model to obviate staff obsolescence in divisions of student affairs

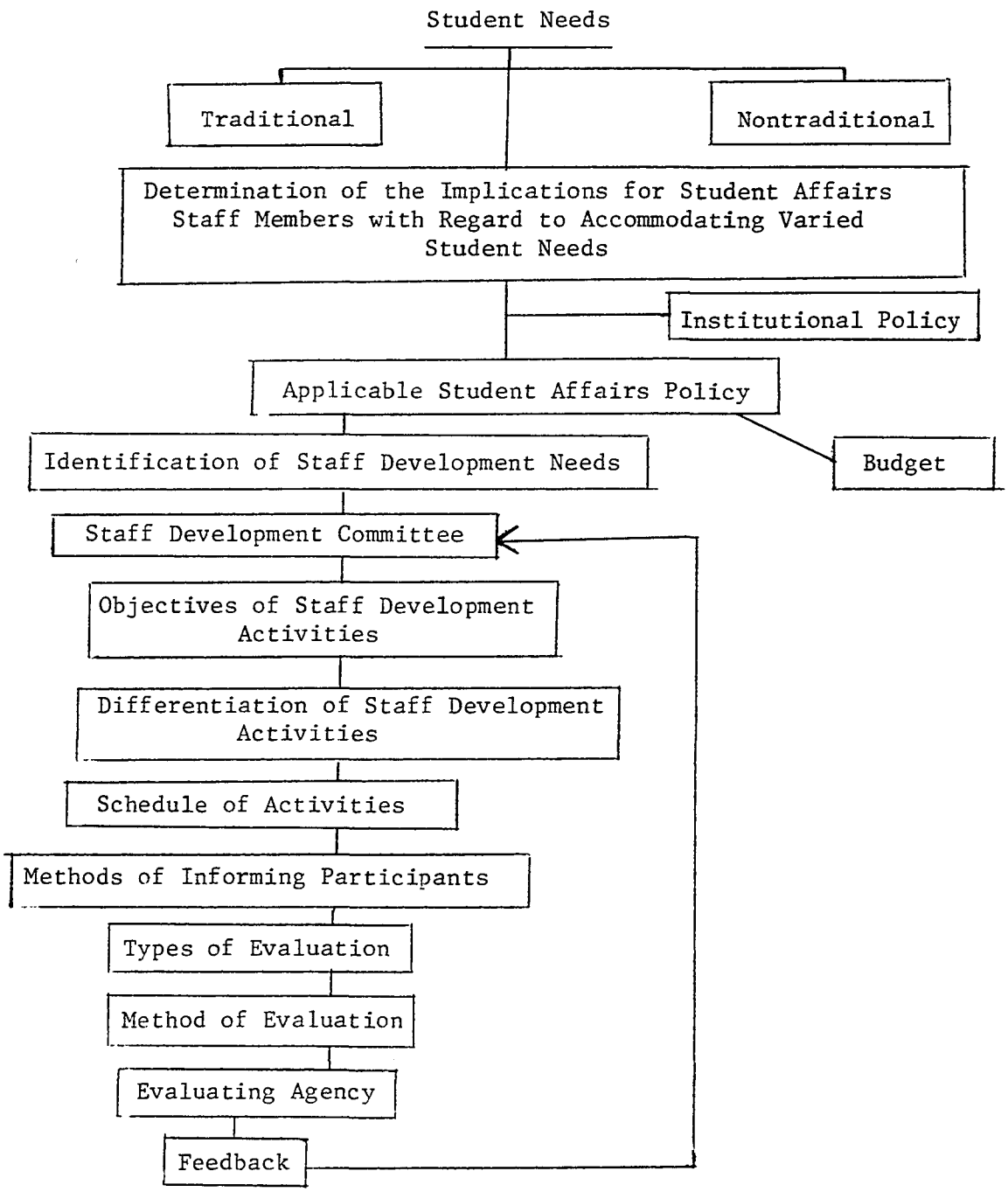

Figure 2. Staff development model derived from the premise of student needs

The diverse student populations in the colleges and universities of the United States dictate that student-conscious staff development programs be devised. As shown in Figure 2 the model illustrates a student-conscious staff development program.

When initiating the components in the model one must first have a determination of the implications of student needs for staff development in divisions of student affairs.

The results of this assessment would be used in determining the policies applicable for developmental operations. Next, the need of the staff members will be identified and appropriate budget considerations generated based upon the program plans.

The remaining operation would follow as set forth in the model.

The model of staff development shown in Figure 3 was derived from the variables in the study which were statistically significant at the 0.05 level of probability.

In this model the staff development program emanates from the institutional organizational structure. Basic to this organization is the development of policies, programs and the implementation of the resulting policies by the Chief Student Personnel Officer. The model in Figure 1 illustrates the manner in which the structural approach to staff development functions.

The three models for staff development as derived were based upon; 1) the organizational structure, 2) averting staff obsolescence and 3) student needs.

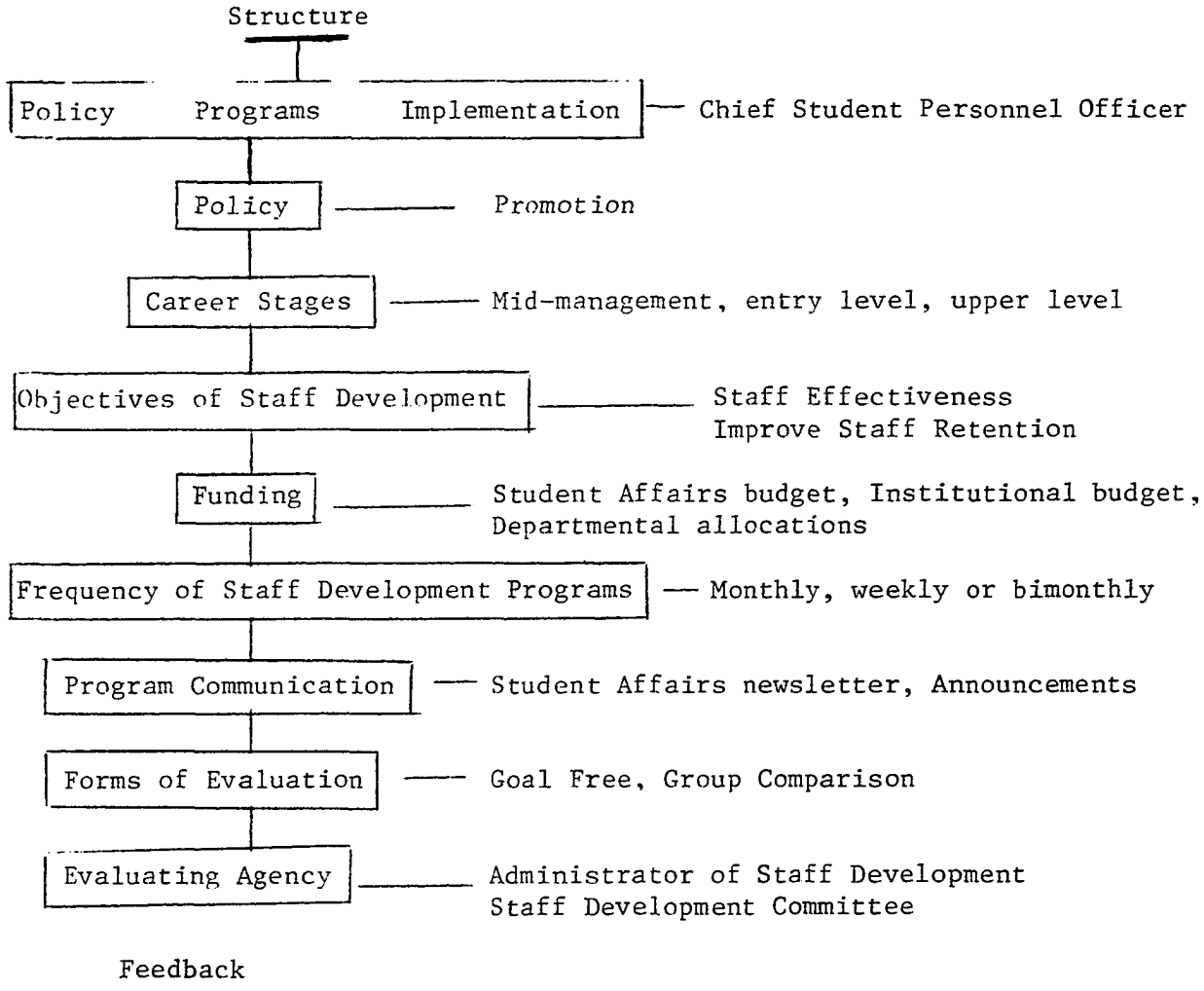

Figure 3. Model of staff development in divisions of student affairs based upon structural determinants

Thus, it is believed that these models will assist professionals in student affairs to creatively structure staff development programs based upon the needs of the organization, the staff and the students in the institution.

Summary

The problem undertaken in this study was to determine the perceptions that chief student personnel administrators have regarding the structure, practices, procedures, and budget considerations of professional staff development programs in divisions of student affairs in selected public and private institutions.

The basic problem involved in the investigation is the perceptions that chief student personnel administrators have of the factors which significantly impact staff development programs in public and private senior level institutions.

The questionnaire was used to obtain the data to achieve the purposes of this study. The survey instrument focused upon 11 distinct areas of inquiry which indicate the manner in which chief student personnel officers perceive staff development programs in divisions of student affairs. Distinct areas of the questionnaire were demographic data, staff development defined, current active staff development programs, staff development policy, structure, focus of staff development, budget for staff development, frequency of staff development programs, factors motivating staff participation, program communication, and program and activity evaluation.

The 2 x 3 factorial analysis of variance format was used to analyze continuous data and the crosstabs (Chi Square) format was used to analyze discrete data.

A total of 402 questionnaires were disseminated to chief student personnel officers or comparable officials. There were 165 questionnaires returned which represents 41 percent of the sample; however, only 39.8 percent of the returned questionnaires were usable.

Information obtained from the analysis of the data indicated that the highest degree offered in an institution significantly affected the nature of staff development programs in divisions of student affairs.

Analysis of the data allowed the investigator to determine that staff development programs, when compared to other programs in the division of student affairs, was less than an average budget priority.

There were 237 institutions that did not return the questionnaire. This represents 59 percent of the sample. Analysis of these institutions indicated that they possess the same basic characteristics that the aggregate of respondents possess. Thus, it was determined that the validity of the information collected from the aggregate of respondents was not seriously affected by the sizable group of nonrespondents.

Three distinct models of staff development were developed as a result of this study. These models focused upon the staff development enterprise as it related to updating individuals based upon the institutional organizational structure, staff obsolescence and the needs of a diverse student population.

Recommendations

This study raised several significant questions with regard to staff development programs in divisions of student affairs. Consequently, it is recommended that other studies focus upon:

a) the perceptions of Chief Student Personnel Officers with regard to the staff development process based solely upon the size of of the institution;

b) the perceptions of community and junior college student affairs personnel in order to obtain their views and compare their responses with those of personnel from senior level institutions;

c) the position titles of the respondents as part of a distinct set of hypotheses; and

d) the personnel employed at different levels (entry level, mid-management, upper level) exclusively in order to ascertain their perceptions of the staff development process in student personnel services, and

e) the models of staff development that were developed as a result of this study in order to empirically validate their effectiveness as means for developing the staff members based upon the institutional organizational structure, staff obsolescence and the needs of students in the institution.

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Foremost among my committee members is my major professor, Dr. William A. Hunter, because this moment would not be possible without all the time and effort that he exerted to help me to develop and complete this dissertation; for this I will always be grateful.

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Last, but not of least importance, is my family. My mother, Mrs Linnie V. Kornegay, and my sister, Mrs Norma J. Clarke, must be acknowledged because they helped me to climb to the top of the mountain and I am grateful for all the support that they have given me during my lifetime.

APPENDIX A. STAFF DEVELOPMENT POLICIES, PROGRAMS AND PRACTICES IN STUDENT AFFAIRS QUESTIONNAIRE

Iowa State University of Science and Technology Ames, Iowa 50011

Research Institute for Studies in Education
College of Education
The Quadrangle
Telephone 515-294-7009

November 9, 1979

Dear Chief Student Personnel Officer:

I am requesting your participation in a study of the perceptions which Chief Student Personnel Officers have of policies, programs and practices within the division of student affairs in institutions of higher education. Your participation is of extreme importance in that it will represent a significant aspect of the study.

Agreement to participate in this study will be indicated by completing the questionnaire and returning it to the investigator. It is important to assure you that your identity and the nature of your responses will be kept confidential.

Please note that no postage is necessary, just drop the questionnaire booklet in a mail box.

Thank you for your participation in this study.

Appreciatively yours,

Judge N. Kornegay, Jr.

Dr. William A. Hunter
Major Professor
Professor of Education
Iowa State University
Ames, Iowa 50011

Judge N. Kornegay, Jr.
Graduate Student
Research Institute for
Studies in Education
108N Quadrangle
Iowa State University
Ames, Iowa 50011

Iowa State University of Science and Technology Ames, Iowa 50011

Research Institute for Studies in Education
College of Education
The Quadrangle
Telephone 515-294-7009

November 26, 1979

Dear Chief Student Personnel Officer:

This is just a note to let you know that we have not yet received your completed questionnaire booklet for the study of the perceptions that Chief Student Personnel Officers have of the policies, programs and practices of staff development programs in divisions of student affairs in their institution.

You will find the questionnaire booklet on the pages following this letter. Please complete this questionnaire booklet and drop it in the mail because your participation and the representation of your institution is of extreme importance to this study.

Thank You for completing the questionnaire.

Appreciatively yours,

Judge N. Kornegay, Jr.

Dr. William A. Hunter
Major Professor
Professor of Education
Iowa State University
Ames, Iowa 50011

Judge N. Kornegay, Jr.
Graduate Student
Research Institute for
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Research Institute for Studies in Education
College of Education
The Quadrangle
Telephone 515-294-7009

December 3, 1979

Dear Chief Student Personnel Officer:

It is not our intention to pester you; however, it is extremely important that you complete and return the following questionnaire booklet because we need your responses in order to facilitate the development of an overview of the policies, programs and practices in staff development programs in divisions of student affairs based upon the perceptions of chief student personnel officers.

Please return the questionnaire as soon as possible.

Thank you.

Appreciatively yours,

Dr. William A. Hunter
Major Professor
Professor of Education
Iowa State University
Ames, Iowa 50011

Judge N. Kornegay, Jr.
Graduate Student
Research Institute for
Studies in Education
108N Quadrangle
Iowa State University
Ames, Iowa 50011

STAFF DEVELOPMENT POLICIES, PROGRAMS AND PRACTICES IN STUDENT AFFAIRS
RESEARCH INSTITUTE FOR STUDIES IN EDUCATION
COLLEGE OF EDUCATION
IOWA STATE UNIVERSITY

The responses to this survey and the identity of the participants in this study will remain confidential; however to facilitate follow-up, the following information is needed.

PART I

DEMOGRAPHIC DATA

1. Name of institution_____
2. Name of respondent_____
3. Position title_____
4. Type of institution
   a. Public___
   b. Private___
5. Fall term 1979 emrollment_____

PART II

STAFF DEVELOPMENT DEFINED

Please rank the following definitions to indicate how closely they adhere to your personal definition of staff development. Please use a scale of 1, 2, or 3, with 1 representing the definition which most closely adheres to your definition.

1.__Staff development includes courses, workshops and professional meetings which disseminate information.
2.__Staff development is inservice programs designed to improve the professional competence of those already serving in the institution.
3.__Staff development is maintaining competence in using concepts, theories, practices and points of view in one's field of specialization and in allied fields which bear on the organization's work.
4.__If the above definitions do not fully express your views, please give your definition of staff development.

PART III

CURRENT ACTIVE STAFF DEVELOPMENT PROGRAMS

Please place an "X" in the appropriate response column.

1. Do you have a staff development program or activity in your division of student affairs? Yes_____ No_____

If your response is no, do not respond to any other parts of the inventory; however, please return the questionnaire to the investigator.

PART IV

STAFF DEVELOPMENT POLICY

Please place an "X" in each space which indicates the method that is used to develop commitment to the staff development program in your division Mark all that apply.

1.__Required as part of each job description
2.__An overall student affairs division policy statement
3.__Personal growth contracts
4.__Salary remuneration based on staff development activities
5.__Sabbatical leaves or other released time
6.__Promotion

PART V

STRUCTURE

Please place an "X" in the space which most appropriately indicates the individual or office which has primary responsibility for developing staff development policies, programs, and for implementation of staff development programs.

	Areas of Responsibility			Significant Individuals
	Policy	Programs	Implementation	
1.	_____	_____	_____	Chief student personnel officer
2.	_____	_____	_____	Student personnel deans/directors
3.	_____	_____	_____	Administrator of staff development
4.	_____	_____	_____	Staff development committee
5.	_____	_____	_____	Staff development committee chairperson
6.	_____	_____	_____	Affected personnel

Please rank order the staff development employee level which is focused upon most closely for development. Please use a scale of 1, 2, or 3, with one representing the level which receives the most focus.

A.__Entry level B.__Mid-management C.__Upper level

PART VI

FOCUS OF STAFF DEVELOPMENT

Please place "X's" in the grid to most appropriately indicate the priorities of each of the following as objectives of your staff development program.

Objectives	Degree of Emphasis				
	Low Priority	Some Priority	Average Priority	Above Ave. Priority	High Priority
	1	2	3	4	5
1. Improve staff retention					
2. Educational retraining					
3. Skill training					
4. Modification of educational philosophy					
5. Improve communication skill					
6. Improve professional skill					
7. General personal development					
8. Information dissemination					
9. Training for another position					
10. Staff effectiveness					
11. Other: Please specify: _____					
_____					

Please rank the five most frequently occuring staff development activities in which your division was involved during the 1978-79 academic year. Please use a scale of 1, 2, 3, 4, 5, with 1 representing the activity which occurred most frequently, and 5 representing the activity which occurred least frequently.

Activities	Rank
1. Retreats	____
2. On-campus workshops using in-house consultants	____
3. On-campus workshops using outside consultants	____
4. Off-campus workshops in the town of your school	____
5. Regional association conventions	____
6. National association conventions	____
7. Graduate courses	____
8. Mini-courses	____
9. Mini-courses with continuing education units(CEU's)	____

Activities(continued)	Rank
10. Skill training	____
11. Job rotation	____
12. Counseling sessions	____
13. Other: Please specify:_____	____
_____	____
_____	____

PART VII

BUDGET FOR STAFF DEVELOPMENT

Please list the total dollars expended annually for the operation of the staff development program in your division. $_____

Please indicate the budget priority given to the staff development program in your division when compared to other programs in the student affairs division. Place an "X" at the appropriate point on the grid.

Low Priority	Some Priority	Average Priority	Above Average Priority	High Priority
1	2	3	4	5

Please give the percentage of funds that are obtained from the following sources for the operation of your staff development program. Please note that the percentages given should equal 100 per cent.

Source of Funds	Procurement Per Cent
1. Line items in the general institutional budget	_____
2. Line appropriations in the general student affairs budget	_____
3. Allocations from departmental funds	_____
4. Federal grants	_____
5. Foundation grants	_____
6. Other: Please specify:_____	_____
_____	_____
Total Per cent	_____

PART VIII

FREQUENCY OF STAFF DEVELOPMENT PROGRAMS

Please place an "X" in the space beside the word to indicate the frequency of occurence of staff development activities at your institution.

1.__Daily
2.__Weekly
3.__Bimonthly
4.__Monthly
5.__Quarterly
6.__Semi-annually
7.__Annually

PART IX

FACTORS MOTIVATING STAFF PARTICIPATION

Please place an "X" in the grid to indicate the degree which the following factors determine participation and motivation of staff in development activities.

Factors of Motivation	Level of Motivation				
	Never	Seldom	Occasionally	Often	Always
	1	2	3	4	5
1. Desire for promotion					
2. Desire for salary increase					
3. Pressure from superiors					
4. Desire to acquire more information					
5. Desire to strengthen weak areas					
6. Desire for overall professional improvement					

PART X

PROGRAM COMMUNICATION

Please place an "X" in the grid which most appropriately indicates the degree to which the following methods are used to inform your staff of development activities.

Information Methods	Degree of Utilization				
	Never	Seldom	Occasionally	Often	Always
	1	2	3	4	5
1. University or college newspaper					
2. Student affairs newsletter					
3. Faculty newsletter					
4. Divisional staff meetings					
5. Memoranda					
6. Grapevine					
7. Bulletins					
8. Announcements					
9. Other: Please specify					
_____					
_____					

PART XI

PROGRAM AND ACTIVITY EVALUATION

Please place "X's" in the grids to most appropriately indicate the degree which the following forms of evaluation are used in your staff development program.

Forms of Evaluation	Degree of Utilization				
	Never	Seldom	Occasionally	Often	Always
	1	2	3	4	5
1. Formative: continuous evaluation essentially designed to help with planning and implementation					
2. Summative: assesses the overall effectiveness of the program					
3. Goal-Free: assesses the actual gains for different groups					
4. Group comparison: compares average gains for different groups, some of which have been exposed to a particular educational practice or training					

Evaluating Agency

Please place an "X" at the appropriate point on the grid to indicate the degree to which the following individuals or offices are involved in the evaluation of staff development programs.

Evaluation Offices and Individuals	Degree of Utilization				
	Never	Seldom	Occasionally	Often	Always
	1	2	3	4	5
1. Institutional Research					
2. Student Affairs Research Office					
3. Faculty Research Methodologist					
4. Outside Consultant					
5. Chief Student Personnel Officer					
6. Administrator of staff development					
7. Staff development committee chairperson					
8. Participating personnel					
9. Other: Please specify: _____ _____					

Focus of Evaluation

Please place an "X" in the grid which most appropriately indicates when staff development programs are evaluated in your division. Please respond to each item.

Stages of Evaluation	Frequency of Assessment				
	Never	Seldom	Occasionally	Often	Always
	1	2	3	4	5
1. During the formulation of the staff development program or activity					
2. Prior to the initial planning stage					
3. Prior to the initiation of the program or activity					
4. Immediately upon the conclusion of the program or activity					
5. Several weeks later					
6. Several months later					

Accountability

Please place an "X" in the appropriate space.

Is your division required to submit to the president or governing board an annual activity form to enumerate the staff development activities that have been initiated, completed, and those which are pending? Yes____ No_____

If available, please send a copy of your staff development program to me.

Thank you for taking the time to complete the questionnaire.

APPENDIX B. CATEGORY 8--OTHER POSITION TITLES

1. Acting Dean for Student Life
2. Associate Chancellor for Student Life
3. Coordinator of Student Life
4. Director of Campus Affairs
5. Dean of Headerric Affairs
6. Dean of the College
7. Student Activities Officer
8. Interim Director Counseling Center
9. Executive Vice President
10. Provost for Student Services
11. Executive Dean of Formation
12. Assistant to the President and Dean of Student Services
13. Vice Provost for Institutional Planning and Student Affairs
14. Assistant to the Vice President for Student Affairs
15. Coordinator of Educational Services
16. Associate Vice President for Student Affairs
17. Vice President Educational Services
18. Research Coordinator
19. Coordinator Student Discipline and Grievance and Assistant Admissions Officer
20. University Dean for Student Personnel Services
21. Vice President University Community
22. Assistant Dean for Student Services
23. Dean of Enrollment Services

APPENDIX C. INFORMATION ON THE USE OF HUMAN SUBJECTS IN RESEARCH

(Please follow the accompanying instructions for completing this form.)

1. Title of project (please type): AN ANALYSIS OF PERCEPTIONS OF CHIEF STUDENT PERSONNEL ADMINISTRATORS RELATIVE TO UTILIZED DIVISIONAL STAFF DEVELOPMENT PROGRAMS, POLICIES AND PRACTICES

2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are properly protected. Additions to or changes in procedures affecting the subjects after the project has been approved will be submitted to the committee for review.

Typed Name of Principal Investigator	Date	Signature of Principal Investigator
Judge N. Kornegay, Jr.	10-9-79	[signature]

Campus Address	Campus Telephone
8152 Buchanan Hall, ISU	294-3167

3. Signatures of others (If any)

Signatures of others (If any)	Date	Relationship to Principal Investigator
[signature]	10-9-79	Major Professor

4. ATTACH an additional page(s) (A) describing your proposed research and (B) the subjects to be used, (C) indicating any risks or discomforts to the subjects, and (D) covering any topics checked below. CHECK all boxes applicable.

- ☐ Medical clearance necessary before subjects can participate
- ☐ Samples (blood, tissue, etc.) from subjects
- ☐ Administration of substances (foods, drugs, etc.) to subjects
- ☐ Physical exercise or conditioning for subjects
- ☐ Deception of subjects
- ☐ Subjects under 14 years of age and(or) ☐ Subjects 14-17 years of age
- ☐ Subjects in institutions
- ☐ Research must be approved by another institution or agency

5. ATTACH an example of the material to be used to obtain informed consent and CHECK which type will be used.

- ☐ Signed Informed consent will be obtained.
- ☒ Modified informed consent will be obtained.

6. Anticipated date on which subjects will be first contacted: Month 10 Day 31 Year 79

Anticipated date for last contact with subjects: 12 01 79

7. If Applicable: Anticipated date on which audio or visual tapes will be erased and(or) identifiers will be removed from completed survey instruments:

Month ___ Day ___ Year ___

8.

Signature of Head or Chairperson	Date	Department or Administrative Unit
[signature]	10/10/79	Prof. Studies

9. Decision of the University Committee on the Use of Human Subjects in Research:

☑ Project Approved ☐ Project not approved ☐ No action required

Name of Committee Chairperson	Date	Signature of Committee Chairperson
George G. Karas	10/19/79	[signature]

APPENDIX D. CATEGORY 8: OTHER POSITIONS

1. Coordinator of Student Life
2. Dean of Students--Counselor
3. Acting Dean of Students
4. Dean of Campus Life
5. Dean of Students and Men
6. Dean of Community Life
7. Student Activities Coordinator
8. Dean of the College
9. Rector
10. Dean of Students and Men
11. Director of International Student Programs
12. Acting Vice President of Student Affairs
13. Acting Dean of Students
14. Commandant of Cadets
15. Vice President of College Activities
16. Assistant Vice President for Student Affairs
17. Vice President of University Affairs
18. Commandant of Cadets
19. Dean of Community Personnel Service
20. Associate Provost for Student Affairs
21. Dean
22. Dean of the College
23. Senior Vice President
24. Vice President Administrator of Student Services
25. Dean of Students of Art and Science

26. Executive Director of Student Services

27. Assistant Dean

28. Dean of College Services

29. Acting Dean of Student Services

APPENDIX E. GLOSSARY OF SYMBOLS FOR VARIABLES

LNENROLL: enrollment as a covariate.

Sourc$ 1: Source of Funds (line items in the general institutional budget.

Sourc$ 2: Source of Funds (line appropriations in the general student affairs budget.

FosDe 1: Focus of Staff Development (improve staff retention).

FosDe 10: Focus of Staff Development (staff effectiveness).

ProCom 8: Program Communications (announcements).

FamPa 1: Factors Motivating Participation (desire for promotion).

ProEv 3: Program Evaluation (goal free evaluation).

ProEv 4: Program Evaluation (group comparison evaluation).

EvAg 3: Evaluation Agency (faculty research methodologist).

EvAg 6: Evaluation Agency (administrator of staff development).

EvAg7: Evaluation Agency (staff development committee chairperson).

Emlev 1: Employment level (entry level).

Emlev 2: Employment level (mid-management).

Emlev 3: Employment level (upper level).

STRPPI: Structure, policy, programs, implementation.

STRPPI 1: Chief Student Personnel Officer.

FoAct: Focus of Activities.

SDPOL 2: Staff Development Policy (divisional policy statement).

SDPOL 3: Staff Development Policy (promotion).

ProCom 4: Program Communication (divisional staff meetings).

FamPa 3: Factors Motivating Participation (pressure from supervisors)