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AUTHOR Crookston, Burns B.; Atkyns, Glenn C.

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ABSTRACT

This is a preliminary report of a major research project to study the changes in leadership, organization, and function that took place in the student affairs sector of American higher education during the period 1967-1972. The report is presented in summary fashion with emphasis on the survey, the principal student affairs officer, organizational patterns, and functions in student affairs. Appendixes include the rational and research design, types of student affairs organizations, and detail of functions and those responsible. Statistical data are presented. (MJM)

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Burns B. Crookston

A STUDY OF STUDENT AFFAIRS:

THE PRINCIPAL STUDENT AFFAIRS OFFICER,

THE FUNCTIONS, THE ORGANIZATION

AT AMERICAN COLLEGES AND UNIVERSITIES

1967 - 1972

A Preliminary Summary Report

By

Burns B. Crookston and Glenn C. Atkyns

University of Connecticut

Technical Report No. 3

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NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS

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A STUDY OF STUDENT AFFAIRS: THE PRINCIPAL STUDENT AFFAIRS OFFICER, THE FUNCTIONS, THE ORGANIZATION AT AMERICAN COLLEGES AND UNIVERSITIES. 1967 - 1972

Burns B. Crookston and Glenn C. Atkyns*

I. INTRODUCTION

This is a preliminary report of a major research project supported by a grant from the University of Connecticut Research Foundation to study the changes in leadership, organization and function that took place in the student affairs sector of American higher education during the period 1967-1972. The report is presented in summary fashion for distribution to survey respondents whose contribution to the data base for the study is gratefully acknowledged, and to the members of the National Association of Student Personnel Administrators whose Executive Council supported in part two derivitive studies on urban commuter institutions and community colleges.[1] A definitive report on the study is to be published at a later date.

A. Procedure

The rationale, design and methodology for the study is found in Appendix A. of this report. There were 798 institutions selected for study from a universe of over 1269 four-year, degree granting colleges and universities. Variables selected for the study were institutional size, sex of student body, type of control, geographical location, accreditation group, students housed and ethnic predominance.

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* Technical assistance of Warren E. Doyle and Joseph S. Franek, Jr. is acknowledged

1 Crookston, B. B., Atkyns, G. C. and Franek, J. S. Jr., Administration of Student Affairs at Urban Commuter Colleges and Universities. Technical Report No. 1. Same authors, Administration of Student Affairs at Community Colleges as Compared with Urban Commuter Institutions. Technical Report No. 2. Portland, Ore.: NASPA, 1974.

B. Institutions Surveyed and Survey Returns.

A universe of 1269 colleges and universities was established from which the sample to be surveyed was drawn. Non-degree granting institutions, two year colleges, military academies, seminaries, proprietary schools and single purpose professional schools, such as law, medicine, music or engineering were excluded. Also excluded was any institution that came into existence after 1966.

Because there is evidence that the larger institutions generally have been the trend setters in programs and organizational patterns, all of the 326 institutions with enrollments over 5,000 students were included in the sample. A table of random numbers was used to select half the remaining universe of institutions under 5,000 enrollment, or 472 of 943 institutions, to complete the sample of 798 institutions surveyed.

Of the 798 institutions surveyed 633 or 79.3 percent were returned. Of this number six were unusable. The final total of responses thus became 627 or 78.6 percent of the total sample surveyed. The sample was stratified to include six variables: enrollment, sex, type of control, highest degree offered, regional accreditation, and geographical location. The sample and the responses as distributed across these variables are shown in Tables 1 through 6. The ratios of responses to the sample as shown by comparing percentages are remarkably close along each variable as well as along all the categories included within each variable. We are, therefore, satisfied the responses fit the sample, and can conclude the 627 institutions from which replies were received are a representative cross section of the universe of 1268 colleges and universities.

Two additional variables not utilized in the sampling procedure were included in the study. These were ethnic predominance and the number of students housed. The distributions of the sample along these variables are shown in Tables 7 and 8.

INSTITUTIONS SURVEYED AND SURVEY RETURNS

Total sample surveyed - 798

Useable Returns received - 627

Percentage of Total received - 78.57%

Table 1

ENROLLMENT

	Total Surveyed		Surveys Returned		Percentage of the category returned
Category	N	%	N	%	
10,000+	173	21.70	143	22.5	82.65
5,000 - 9,999	153	19.09	117	18.5	76.47
1,000 - 4,999	340	42.65	265	42.6	77.94
0 - 999	132	16.56	102	16.3	77.27
Total	798	100.00	627	100.0	78.57

Table 2

SEX

	Total Surveyed		Surveys Returned		Percentage of the category returned
Category	N	%	N	%	
Men	31	3.89	26	4.1	83.87
Women	67	8.42	45	7.2	67.16
Coed	700	87.69	556	88.7	79.43
Total	798	100.0	627	100.0	78.57

Table 3

CONTROL OF THE INSTITUTION

	Total Surveyed		Surveys Returned		Percentage of the category returned
Category	N	%	N	%	
Public	353	44.69	283	45.1	80.17
Private (Independent)	150	18.90	116	18.5	77.33
Roman Catholic	113	13.43	93	14.8	82.20
Denominational (other than R.C.)	182	22.98	135	21.5	74.17
Total	798	100.00	627	99.9	78.57

Table 4

HIGHEST DEGREE OFFERED

	Total Surveyed		Surveys Returned		Percentage of the category returned
Category	N	%	N	%	
Bachelors	294	36.98	229	36.5	77.89
Masters	291	36.12	226	36.0	74.22
Doctorate	213	26.90	172	27.3	80.74
Total	798	100.00	627	99.8	78.57

Table 5

REGIONAL ACCREDITATION

	Total Surveyed		Surveys Returned		Percentage of the category returned
Category	N	%	N	%	
New England	63	7.92	52	8.3	82.52
Middle States	174	21.88	135	21.5	77.58
Southeastern	194	24.40	149	23.8	76.80
North Central	278	34.62	220	35.1	79.20
Northwestern	36	4.52	31	4.9	86.11
Western	53	6.66	40	6.4	75.47
Total	798	100.00	627	100.0	78.57

Table 6

GEOGRAPHICAL LOCATION

	Total Surveyed		Surveys Returned		Percentage of the category returned
Category	N	%	N	%	
New England	63	7.58	46	7.3	73.01
Mid-Atlantic	150	18.76	121	19.3	80.60
Southeast	187	23.55	141	22.5	75.40
Midwest	192	24.18	156	24.9	81.25
Southwest	66	8.31	47	7.5	71.21
Mountain Plains	63	7.93	55	8.8	87.30
West	77	9.69	60	9.6	77.92
Total	798	100.00	626	99.9	78.57

Table 7

ETHNIC

Type	Total Group N	%
Predominately Black	27	4.3
Other	600	95.7
Total	627	100.0

Table 8

STUDENTS HOUSED

Number	Total Group N	%
1-999	262	41.8
1000-4999	252	40.2
5000-9999	47	7.5
10,000+	7	1.1
None	32	5.1
No response	27	7.1
Total	627	100.0

C. Definitions

The term student affairs as used here is inclusive of, but not limited to the historical definition of student personnel work as those programs, functions and services that bear upon the lives of the students outside the classroom, laboratory and library. Student affairs may include other functions that contribute to the growth and development of students, including in the classroom and off campus as

the case may be. Student affairs is chosen from a number of terms extant, not necessarily because it is most descriptive of the area (it probably is not), but because in the past decade it has become the most widely used descriptive term (Appendix A), a fact that will be indisputably established by this study as presented later in this report.

The term principal student affairs officer (PSAO) is the highest ranking officer who reports administratively to the president or executive officer and whose administrative and program responsibilities are solely or largely devoted to student affairs.

D. Data to be Presented in this Report

Generally, only the data from the total respondent group of 627 PSAO's will be presented and described in this report. No attempt will be made at this point to present all the demographic variables since careful analysis of these and other factors has not yet been made; however, some interesting differences have been noted and will be presented in a preliminary way where appropriate. Also where appropriate the data will be briefly discussed and interpreted. An in-depth analysis must await preparation of the complete report.

II. THE PRINCIPAL STUDENT AFFAIRS OFFICER

A. Nomenclature

Title of Area Administered. As suggested by a previous study* the data presented here indicate a decisive trend away from nomenclature for the area administered by the PSAO described historically as "student personnel services" and toward the use of "student affairs". Over half the institutions surveyed (52.3

*See Crookston, 1974 (Appendix A).

percent) reported the sector to be called student, college, university or community affairs. Nearly all of this group (50.9 percent) called the sector, the division, department or office of student affairs. "Student personnel" was the title at 12.1 percent, "student services" at 12.6 percent, the office of "dean of students" at 11.5 percent of the institutions. "Student life" was found at only 2.6 percent of the schools and "student relations" less than one percent. "Student development", non-existent as a title a decade ago was the title of the area of 1.8 percent, while other titles reflecting the educational orientation of the sector were noted in a few places· academic services, university community, curricular services, co-curricular services.

Table 9 shows the demographic pattern of the four most frequently listed titles for the area administered by the PSAO: student affairs, student services, student personnel and dean of students.

Clearly student affairs emerges as the term far and away most frequently used. Only at men's schools does it appear less frequently (30.8 percent) than another title, dean of students (34.6 percent). Student affairs is found in over 60 percent of those institutions over 10,000 students, at those which grant the doctor's degree or at those located in the southwest. Student services is more likely to be found in the larger institutions and in the west, while dean of students, in addition to being most frequently found at men's colleges, is more likely to be found at small schools with less than 1,000 students (21.6 percent). Student personnel is more likely to be found at colleges with enrollments from 1,000 to 5,000 students (16.6 percent) at Roman Catholic colleges (16.1 percent) and in the west (18.3 percent).

Table 9

PERCENTAGE OF INSTITUTIONS USING ONE OF FOUR MOST FREQUENTLY USED TITLES TO DESCRIBE SECTOR ADMINISTERED BY PSAO

Variable	Student Affairs	Student Services	Student Personnel	Dean of Students
Total Sample	52.3	12.6	12.1	11.5
By Enrollment:				
10,000+	60.1	14.7	7.0	7.0
5,000 - 9,000	58.1	12.0	13.7	8.5
1,000 - 4,999	45.7	12.5	16.6	11.3
999 - less	43.1	6.7	5.9	21.6
By Sex:				
Men	30.8	3.8	11.5	34.6
Women	44.4	8.9	2.2	20.0
Co-educational	52.3	12.6	12.7	9.7
By Type of Control:				
Public	55.5	16.3	11.0	7.8
Private	44.0	4.3	11.2	21.6
Denominational	50.4	8.1	12.6	12.6
Roman Catholic	46.2	14.0	16.1	8.6
By Highest Degree:				
Bachelor's	44.1	10.5	14.0	14.4
Master's	50.4	13.7	15.5	10.2
Doctorate	60.2	11.7	5.3	9.4
Geographical:				
New England	54.3	2.2	10.9	15.2
Middle Atlantic	55.4	9.9	14.9	8.3
Southeastern	51.4	5.0	11.3	16.3
Middle West	46.8	18.6	11.5	10.3
South West	68.1	4.3	4.3	10.6
Mountain Plains	52.7	18.2	10.9	7.3
Western	35.6	23.3	18.3	11.7

Title of the PSAO. More than 53 different titles were identified in the study to describe the PSAO. The most frequently used prefix was "dean" which appeared in 59 percent of the titles. Titles using "vice-president", occurred in 34 percent of the cases, while "director" (3.5 percent)/or "coordinator" (.6 percent) were utilized occasionally.

The use of descriptive terminology to complete the title is shown in Table 10. As in the case of the title of the area administered by the PSAO, the term student, college or university affairs is the most frequently used term used to describe the PSAO, followed by dean of students. Student personnel, the term used most frequently to describe the area in the literature, is found in less than 3 percent of the titles.

Comment. For the first time in three decades* dean of students, heretofore found at half the institutions, has dropped to 38 percent, and has been superseded by the term student affairs. Student personnel, while still the predominant term used to describe the area in the literature and in the titles of referent national, regional and state organizations, appears to be rapidly passing out of existence in the nomenclature on college campuses. While it may be debatable whether student affairs is the most apt descriptive term, there can be no argument that it has become by far the most common term to describe the area as well as the title of the PSAO.

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* Crookston, Ibid.

Table 10

USE OF TERMINOLOGY IN THE TITLE OF THE PSAO

Title	N	%
Vice President, Dean, Director, Coordinator of Student, College or University AFFAIRS	258	41.1
Dean, Director or Coordinator of STUDENTS	239	38.3
Vice President, Dean, Director of Coordinator of STUDENT SERVICES	40	6.3
No term - only title: Vice President, Dean, Director, Coordinator, Assistant to ____, Associate ____	31	4.9
Vice President, Dean, Director or Coordinator of STUDENT PERSONNEL or STUDENT PERSONNEL SERVICES	19	2.8
Vice President, Dean or Director of ACADEMIC, CURRICULAR OR EDUCATIONAL SERVICES	10	1.6
Vice President, Dean, Director or Coordinator of Student, College, or University LIFE	9	1.3
Vice President, Dean, Director of Student or University DEVELOPMENT	8	1.2
Vice President, Dean, Director of Student or University RELATIONS	5	.8
No response	7	1.0
Total	627	

B. Characteristics of the Principal Student Affairs Officer

Age, Sex, and Ethnic Group: As one would expect from the historical account of minority group advanced degree acquisition and female career patterns, the PSAO tends to be a white male (Table 11). Blacks held 6.2 percent of the PSAO positions in our sample. This is a higher percentage than the percentage of blacks who have had four years of college, the level that tends to be the minimum requirement for the position. Since the PSAO is likely to have an advanced degree this percentage is even higher than might be expected, given the advanced degree distribution among ethnic groups (The non-white population as a whole had only 2.1 percent with five years or more of college in 1972 according to the U. S. Census. The black PSAOs within the group had a slightly better record). It is, on the other hand, considerably lower than the eleven percent which is the approximate proportion of blacks among the population. In passing it should be noted that not all black PSAOs were at black institutions nor did all black institutions have black PSAOs. Other minorities had representation, namely four Puerto Ricans, three Mexican-Americans and one American Indian. Whites comprised 90.7 percent of the sample.

The PSAO group was 84.7 percent male. The percentage of white to non-white females was higher (95.6 percent) than the percentage of white to non-white males (90.6 percent).

Three out of four of the PSAOs fell into the 30-50 age bracket, almost equally divided between the decades. Since this is a senior position which presumably requires some preparatory experiences, it is not surprising that few are found to be below age 30. It is interesting to note that of the 4.3 percent in the below age 30 group, over one fifth are women. In fact the women are distributed in larger percentages at both ends of the age spectrum, 10 percent of them being over age 60 as compared to only 3.8 percent of the men (Table 12).

Table 11

ETHNIC DISTRIBUTION

			Women		Men	
	N	%	N	%	N	%
American Indian	1	.2%	0	0	1	.2
Black	39	6.2	3	3.3	36	6.8
Mexican American	3	.5	0	0	3	.5
Puerto Rican	4	.6	0	0	4	.6
White	569	90.7	87	95.6	481	90.6
Other	1	.2	0	0	1	.2

Table 12

AGE DISTRIBUTION

	Total Sample		Women		Men	
	N	%	N	%	N	%
Age						
23-29	27	4.3	6	6.6	21	3.9
30-39	216	34.6	27	30.0	189	35.6
40-49	244	39.8	36	40.0	208	39.2
50-59	100	16.0	12	13.3	88	16.6
60-69	29	4.6	9	10.0	20	3.8
No response	11	1.8	1		10	
median 4.17		mean 42.48		sd 8.8		

Sex	Total Sample		Women		Men	
	N	%	N	%	N	%
	627	100.0	91	14.5	531	84.7

Educational Background. Over 90 percent of the PSAOs have an advanced degree. About half have the doctorate (Table 13). The male is more likely to have this degree, (54.4 percent) than the female (25.3 percent). Only 6 percent of the PSAO sample have the initial four year degree as their most advanced degree. The master is the terminal degree for 41.9 percent.

Table 13

HIGHEST DEGREE REPORTED

	Total Sample		Women		Men	
	N	%	N	%	N	%
BA, BS	24	3.8	5	5.5	19	3.6
First Professional Degree	14	2.2	1	1.1	13	2.4
Masters Degree	263	41.9	62	68.1	201	37.7
Sixth Year Degree	6	1.0	0	0	6	1.1
Doctorate	312	49.8	23	25.3	289	54.4
No Response	8	1.3	3	3.3	5	.8

The study asked the respondent to indicate the field of his or her highest degree. The PSAO is most likely to have advanced study in Professional Education. Counseling and Guidance had been separated from Professional Education in the questionnaire because it is sometimes located in departments or schools other than Education. Education (other than Guidance and Counseling) is the field of study of the highest degree of 45 percent. An additional 15.6 percent were in Counseling and Guidance. The Arts and Humanities provide nearly ten percent with the ratio somewhat higher among females (14.3 percent) than the men (8.9 percent). Psychology contributed 5.6 percent. Theology contributes approximately the same number as Psychology. Other fields are detailed in Table 14.

Table 14

FIELD OF STUDY FOR HIGHEST DEGREE REPORTED

	Total Sample		Women		Men	
	N	%	N	%	N	%
Education	282	45.0	41	45.1	241	45.4
Counseling and Guidance	98	15.6	13	14.3	85	16.0
Arts and Humanities	60	9.6	13	14.3	47	8.9
Other Social Sciences	47	7.5	10	11.0	37	7.0
Psychology	35	5.6	6	6.4	29	5.5
Theology	34	5.4	0	0	34	6.4
Physical Sciences	13	2.1	2	2.2	11	2.1
Sociology	9	1.4	3	3.3	6	1.1
Other (usually agri.)	8	1.3	1	1.3	7	1.3
Engineering and Technology	7	1.1	0	0	7	1.3
Health Professions	6	1.0	2	2.2	4	.8
Biological Sciences	5	.8	0	0	5	.9
Law	5	.8	0	0	5	.9
Social Work	5	.8	0	0	5	.9
Business	3	.5	0	0	3	.6
Anthropology	1	.2	1	1.1	0	0.0
No response	9	1.4	1	1.1	0	0.0

Institution Granting Highest Degree. It was of interest to the investigators to determine which institutions prepared the principal student affairs officers. Indiana (N-34, 7.5 percent), Michigan State (N-31, 6.8 percent), and Teachers College-Columbia (N-25, 5.5 percent) led the field. Thirty three other institutions produced three or more and twenty-eight were represented by two in the sample. Sixty-four institutions combined to prepare 382 or 60 percent. Over 200 other colleges provided one each, outstanding evidence that despite the leadership demonstrated by several universities "the path to glory" is not a monolopy. Table 15 provides a further breakdown.

Table 15

INSTITUTION WHERE PSAO RECEIVED HIGHEST EARNED DEGREE

Institution	N	%
Indiana University	34	7.5
Michigan State University	31	6.8
Teachers College-Columbia University	25	5.5
University of Michigan	14	3.1
New York University	14	3.1
Syracuse University	13	2.9
Pennsylvania State University	13	2.9
University of Iowa	11	2.4
Harvard University	11	2.4
University of Northern Colorado	10	2.4
Boston University, University of Minnesota The Ohio State University	9	2.0
Florida State University, University of Kansas University of Oregon, University of Wisconsin	7	1.5
University of Arkansas, University of Nebraska, Northwestern University, Yale University	6	1.3
Fordham University, George Peabody College for Teachers, UCLA, University of Oklahoma, University of Pennsylvania, St. Louis University, University of Washington	5	1.1
Arizona State University, University of California (Berkeley), University of Connecticut, University of Georgia, University of Maryland, University of Missouri, University of Pittsburgh, University of Southern California, Stanford Univ.	4	.9
Catholic University, Claremont Mens College, University of Colorado, East Carolina University, Purdue University, University of Illinois, University of Kentucky, University of Massachusetts, University of South Dakota, St. Johns University, University of Tennessee, Western Michigan Univ.	3	.7
University of Alabama, Atlanta University, University of Chicago, Colgate University, Georgetown University, Holy Names College, Kansas State Teachers College, Kansas State Univ., North Texas State Univ., Mississippi State Univ., Ohio University, Southern Illinois University, Wesleyan University, Wichita State University	2	.4

Faculty Status and Field: One can conclude that it is common present practice to award faculty status at a variety of rank levels to the primary student affairs officer (Table 16). It is far from a universal practice, however, as a full 29.5 percent held no faculty status. The most widely granted rank was professor which accounted for better than one fifth of the total. Associate professor was the second most common rank with 15 percent. A further breakdown is to be found in Table 16. A study of trends in this regard must await a more refined sifting of the data.

Table 16

FACULTY STATUS

	Total Sample	
	N	%
Professor	139	22.2
Associate Professor	95	15.2
Assistant Professor	72	11.5
Instructor	19	3.0
Lecturer	45	7.2
Affiliate	11	1.8
Administrative Title	1	.2
No Faculty Rank	185	29.5
Other	24	3.8
No Response	36	5.7

One might assume that the conferring of faculty status such as professor, lecturer, etc. would be done in conjunction with a particular department or field of study. A comparison of Tables 14 and 15 indicates this is not always the case, however. Although over 400 respondents claimed faculty status under some title, only 330 identified it with a particular department or field of study. Education leads the field with 135 but this is less than half the number who had education

as the field of study of the advanced degree. Counseling and Guidance is the faculty status field for only 11 persons although 98 had it as their field of study. More interesting, perhaps, is the fact that four departments gained adherents! Only 35 of the PSAOs received their highest degree in psychology but a full 52 identified it as the field in which academic status was located. Sociology was the major field for the highest degree of only nine but thirteen PSAOs name it as their present academic home. Biological sciences increased from five to eight and business administration from three to five. Further details are in table 17 but a complete analysis of this data and supplementary data gathered at the same time will be presented at a later date.

Appointment and Tenure. Tenure is in a state of flux in higher education. Institutions that have long awarded it are now abandoning the practice while some institutions with different pressures are clinging to it. The investigators sought to determine the status of tenure for the PSAO and the basis upon which it was given. Tenure is granted to some individuals on the basis of their administrative position. Approximately 11 percent have such appointments and they seem to have already achieved tenure. A much larger number, approximately 38 percent, state that the position occupied leads to tenure on the basis of the academic appointment. Approximately 70 percent of those eligible for tenure by this route indicated they have already achieved it. Since the typical PSAO is likely to have had a previous position at the same institution as indicated by data gathered in a companion investigation, it is logical that a large number of those eligible for tenure would have obtained it.

A discussion of tenure with an academic appointment justification leads to the question of just how much time is spent on academic rather than administrative functions. A possibly related question is whether there is academic

Table 17

FACULTY FIELD OF PSAO

Field	Total Group	
	N	%
Education	135	21.5
Psychology	52	8.3
Arts and Humanities	45	7.2
Other social sciences	30	4.8
Sociology	13	2.1
Counseling and Guidance	11	1.8
Biological Sciences	8	1.3
Physical Sciences	8	1.3
Theology	7	1.1
Business	5	.8
Health Professions	5	.8
Other (usually agriculture)	5	.8
Engineering and Technology	4	.6
Anthropology	1	.2
Law	1	.2
None	1	.2
No response	296	47.2
Total	627	100

recognition in the way funds are appropriated for the individual's salary. The PSAO was asked to indicate the percent of time devoted to academic and administrative functions. While 78.5 percent indicated the role is a full time administrative one, only 2 of the 627 respondents indicated administrative duties took less than half of their time. At most one in ten of the primary student affairs officers can be viewed as having present academic duties approaching the equivalent of teaching one class (Table 18). In light of this, academic tenure appears to be dwindling as a "safe nest" for the future in attracting

persons to the position who feel they may want to return to teaching in the long run.

Universities and colleges pay the PSAO exclusively for administrative functions in nine instances out of ten or at least the source of funds would so imply. Only 2.4 percent receive less than 75 percent of their salary from administrative fund sources.

A possibly related item is the length of appointment. Over 90 percent (605 out of 627) are on a 12 month appointment. Only 3 are on a nine month appointment while 12 share the distinction of a ten month appointment.

Table 18

ADMINISTRATIVE APPOINTMENT OF PRINCIPAL STUDENT AFFAIRS OFFICER

	Total Group	
	N	%
Percentage Appointment is Administrative in Function		
%		
100	492	78.5
90-99	58	9.3
75-87	49	7.9
50-74	19	2.8
33-49	2	.4
no response	7	1.1
	627	100.0
Percentage Appointment is Administrative in Budget		
%		
100	566	90.3
90-99	15	2.4
75-89	22	3.5
under 75	15	2.4
no response	9	1.4
	627	100.0
Length of Annual Appointment		
9 months	3	.5
10 months	12	1.9
12 months	605	96.5
no response	7	1.1
	627	100.0

Memberships in Professional Organizations. Respondents were asked to indicate their membership in seven selected organizations. NASPA (National Association of Student Personnel Administrators) was clearly the popular choice for the group as a whole. Analysis by sex grouping revealed that while this was truly the preference of the men (79.7 percent) it was the second choice of the females (57.1 percent) who held membership. The women's first choice was NAWDAC (National Association of Women Deans, Administrators and Counselors) which claimed the membership of 65.9 percent. The ACPA (American College Personnel Association) was the second choice for the men and the third for the women. As might be expected (Table 19), the men and women most closely identified themselves with associations in the same rank order.

Table 19

THE PROFESSIONAL ORGANIZATIONS OF PSAOs.

	Total Group		Women		Men	
	N	%	N	%	N	%
Memberships						
AAHE	158	15.0	14	15.4	144	27.1
NASPA	475	75.8	52	57.1	423	79.7
ACPA	240	38.3	33	36.3	207	39.0
NAWDAC	66	10.5	60	65.9	6	1.1
AAUA	18	2.9	1	1.1	17	3.2
AAUP	62	9.9	10	11.0	52	9.8
APA	51	8.1	5	5.5	46	8.7
Organization Most Strongly Identified With						
AAHE	18	2.9	0	0	18	3.4
NASPA	203	32.4	18	19.8	185	34.8
ACPA	30	4.8	3	3.3	27	5.1
NAWDAC	25	4.0	25	27.5	0	00.0
AAUA	1	.2	0	0	1	.2
AAUP	4	.6	1	1.1	3	.6
APA	12	1.9	1	1.1	11	2.1

III. ORGANIZATIONAL PATTERNS

A. Student Affairs Organization: PSAO Above

A principal concern of the study was the extent to which there had been changes in the organization of student affairs during the critical period 1967-1972. Although, as expected, there emerged in the study a great variety of organizational patterns (See Appendix B for descriptive charts), it was possible to classify the patterns into two general types: those centralized through a PSAO and those where student affairs, programs and functions are channeled through one or more other offices. Table 18 shows the type of organizations in existence in 1967 and 1972. Type 1, in which the PSAO reports directly to the president, clearly is the predominant arrangement at about two-thirds of the schools in 1967 and over three-fourths in 1972 (Table 20). The PSAO reporting to the principal academic officer declined from 12.6 percent in 1967 to 8.1 percent in 1972.

On the whole, one-third of the institutions reported a change in the administrative accountability of the PSAO during the six year period, while two-thirds reported no change.

Discussion: The trend toward centralization of student affairs under a staff officer has shown a steady increase. From data collected in 1960, Ayers and Russell (1962) indicate about 60 percent of the institutions they studied had student services as a separately administered subdivision, but usually with a much narrower span of control than reported in 1972. In the present study if those PSAOs who report directly to the president are added to those who report, along with other principal staff officers, to the president through an executive officer, we have 74 percent in 1967 and 86 percent in 1972.

Table 20

TYPES OF STUDENT AFFAIRS ORGANIZATIONS (PSAO AND ABOVE) IN 1967 and 1973*

Type	Description	1967 N	1967 %	1972 N	1972 %
I	PSAO reports directly to president	413	65.9	490	78.1
IA	PSAO reports to principal academic officer	79	12.6	51	8.1
IB	PSAO reports to principal business officer	2	.3	1	.2
IC	PSAO reports to another principal officer	2	.3	1	.2
2	PSAO reports to president through executive officer	53	8.5	51	8.1
2A	PSAO reports to principal academic officer who reports to president through executive officer	6	1.0	5	.8
3	PSAO reports to president but is placed in rank below other principal officers	14	2.2	7	1.2
4	Decentralized, PSAO administers some offices, others administered elsewhere			3	.5
4A	PSAO administers one or more offices; rest report to president	14	2.2	1	.2
4B	PSAO administers one or more offices; rest report to executive officer	13	2.1	10	1.6
4C	PSAO is also principal academic officer	1	.2	1	.2
4D	PSAO reports both to president and principal academic officer	1	.2	1	.2
	Unknown	22	3.5		
	No reply	7	1.2	5	.8
	Total	627		627	

* See Appendix B for illustrative diagrams.

The trend toward centralization of student affairs under a single officer is even more pronounced in certain types of institutions. For instance, 93 percent of the women's colleges have Type 1 organizations, while 92 percent of men's colleges are either Type 1 or 2, as are 94 percent of the Roman Catholic schools. As might be anticipated, the larger institutions with more complex organizations while still overwhelmingly Type 1 are more likely to have the PSAO report through an executive officer to the president (Type 2). As might be anticipated, private or independent schools have a higher percentage of PSAOs reporting to the principal academic officer than other types of institutions (14.1 percent).

In short, at an overwhelming majority of institutions, the PSAO has become clearly established as an institutional officer on the same level as the principal academic and business officers.

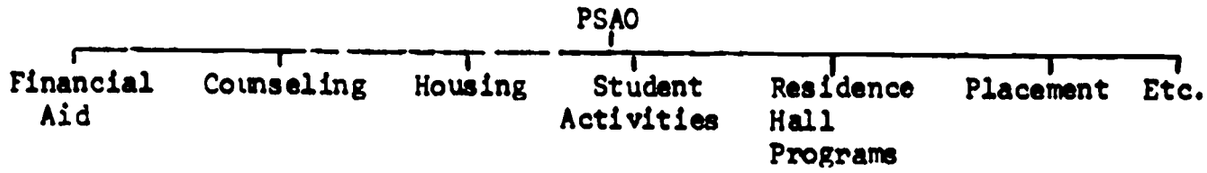
B. Student Affairs Organization: PSAO and Below

From the hundreds of organizational schemes received, it was possible to classify the student affairs organization headed by the PSAO under five general types. While a number of organizational charts were functional and not bureaucratic in form, for our purposes here we will use the familiar line-staff charts. Type 1, is the centralized, single line organization with the PSAO at the head and to whom report directly a number of student affairs offices, services or programs (See chart below). Type 2 is also centralized, but with an additional echelon, an executive officer through whom the area heads report to the PSAO. Type 3 places three or more area heads in the place of the executive officer. The fourth type is two areas or clusters under the PSAO.

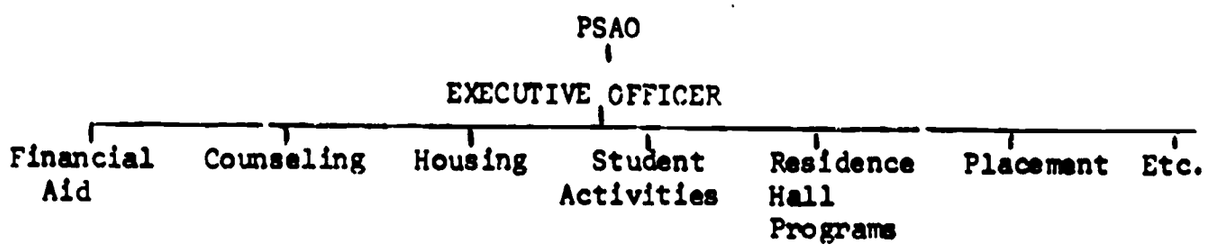
The fifth type is decentralized in which the PSAO had administrative responsibility for one or more areas while other student affairs programs or services report through one or more other officers.

ADMINISTRATIVE RESPONSIBILITY OF THE PRINCIPAL STUDENT AFFAIRS OFFICER (PSAO AND BELOW)

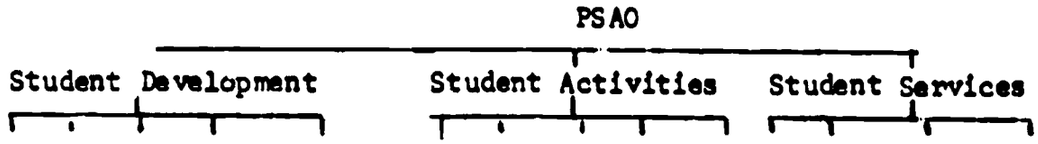
Type 1. Centralized: Single Line



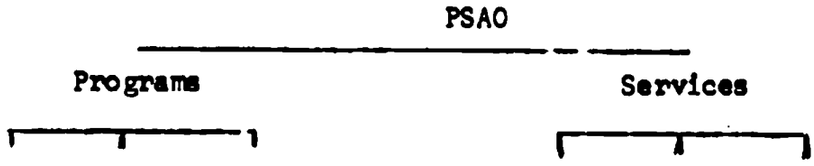
Type 2. Centralized: Double Echelon



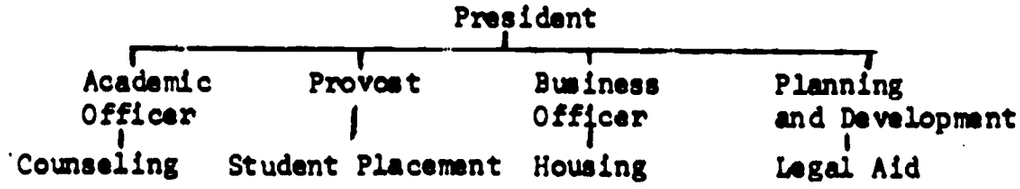
Type 3. Decentralized: Three Areas



Type 4. Decentralized: Two areas



Type 5. Decentralized: Student services report to officers other than the PSAO or no PSAO at the institution



Type 6. Under Reorganization

Type 7. Unknown

Table 21

TYPES OF ORGANIZATION HEADED BY PRINCIPAL STUDENT AFFAIRS OFFICER
1967 and 1972

Type	Description*	1967 N	1967 %	1972 N	1972 %
1	Centralized, single line	429	68.4	440	70.2
2	Centralized, double echelon	32	5.1	72	11.5
3	Centralized, multiple double echelon (three or more areas)	40	6.4	69	11.0
4	Centralized, two areas in second echelon	31	4.9	8	1.3
5	Decentralized: some areas report to officers other than PSAO	20	3.2	6	1.0
	Unknown	40	6.4		
	Other	9	1.4	5	.8
	Under reorganization			3	.5
	No response	26	4.2	24	3.8

* See illustrative charts for further descriptions.

As indicated by Table 21, the predominant organizational pattern is Type 1 in which the several units of student affairs report directly to the PSAO, the percentage remaining about the same for the two periods, 68 percent for 1966 and 70 percent for 1972. Both the Type 2 and Type 3 organizations have about doubled their frequency during the six year period. An executive officer under the PSAO is more likely to occur at the larger institutions offering advanced degrees and particularly those with very large housing programs. The two areas in the second echelon (Type 4), reflective of the old system of coordinate deans has decreased in numbers, and those remaining have taken on a functional division of authority,

such as a programs division and a services division instead of separate programs for men and for women.

Discussion While the prevailing organization continues to be a single direct line from the several sub-units to the PSAO (about seven in ten), there appears to be something of a trend toward arranging the student affairs division into two programmatic clusters such as "programs and service" or three or more clusters such as "student development", "student relations", "student activities" or "student services" as illustrative of areas under each of which several offices, programs or functions might be grouped. Currently, many PSAOs have between eight and twelve or more departments reporting directly to them, a state of affairs of which organizational experts are highly critical as being too many units to administer effectively, even with the insertion of an executive officer.

The decentralized structure, common before 1960, in which the several student affairs organizations often reported to different officers including the president at many institutions, has all but ceased to exist.

Although Table 19 suggested a rather stable organizational situation existing during the 1966-1972 period, as noted earlier, organizational changes were common, being reported at a third of the institutions during that period.

IV. FUNCTIONS IN STUDENT AFFAIRS

A. Frequency, Variety and Prevalence

Eighty-two programs, services activities and other functions were identified as within the administrative or program responsibility of the PSAO at one institution or another. Respondents were asked to indicate which functions were in existence at their particular institution, which functions were the primary administrative or program responsibility of student affairs, academic, business or other sectors, or the joint responsibility of any of two of these, or of combinations of sectors.

A detail of responses for each of the 82 items is included in Appendix C. Table 22 depicts in descending order those functions listed as the responsibility of the PSAO, or an organization headed by the PSAO, by at least 10 percent of the respondents. Twenty-nine functions are shown to be the sole responsibility of the PSAO, at over 50 percent of the colleges and universities. They include activity advising, discipline, counseling, orientation, housing and union program and management. Despite urgings in the student health literature that the director of the student health service should report directly to the president or executive officer, the PSAO is administratively responsible for the health service at 86 percent of the institutions. High on the list also are newly established functions such as minority programs (62.8 percent) and drug education. Also high on the list were placement (66 percent), student employment (61 percent) and financial aid (58 percent).

If to those functions for which the PSAO is responsible are added those functions which the PSAO shares with another officer or sector, a percentage of total involvement can be established as indicated by Table 23. By this procedure, eight additional functions are added to the 29 for which the PSAO is exclusively or principally responsible. These eight are cultural programs (84 percent), student withdrawals (66 percent), parent relations (65 percent), scholarship awards (61 percent), crisis centers (55 percent) and psychiatry, study skills, and student readmissions above 51 percent.

B. Changes Over a Ten Year Period

What changes in functional responsibility of the PSAO have taken place? A comparison can be made with some functions described by Ayers, Tripp and Russell in a study conducted in 1962-63 by the U. S. Office of Education. Sixteen functions are comparable with the present study as shown by Table 24.

Table 22

FUNCTIONS THAT ARE THE RESPONSIBILITY OF THE PSAO OR AN ORGANIZATION HEADED BY THE PSAO FROM HIGH TO LOW (Above 10 percent)

Function	N	%
Advising: student activities	587	93.6
Advising: student gov't.	568	90.6
Advising: student orgs.	558	89.0
Student health service	554	86.5
Discipline	541	86.3
Housing: program	521	83.1
Counseling: personal	512	81.7
Records: personnel	506	80.7
Counseling: general	499	79.6
Union: program	483	77.0
Counseling: marital/family	481	76.7
Orientation	461	73.5
Counseling: vocational	452	72.1
Testing: personal/vocational	447	71.3
Placement	415	66.2
Foreign students: advis/program	398	63.5
Drug education	395	63.0
Minority program: non-academic	394	62.8
Student employment	387	61.7
Housing: off campus	374	59.6
Financial aid	363	57.9
Psychotherapy	358	57.1
Student newspaper	357	56.9
Union: management	352	56.1
Sex education	349	55.7
Yearbook	339	54.1
Recreation	324	51.7
Religious programs	320	51.0
Housing: management	318	50.7
Psychiatry	309	49.3
Cultural programs	307	49.0
Crisis center	306	48.8
Scholarship awards	277	44.2
Parent relations	249	39.7
Student withdrawals	237	37.8
Study skills	232	37.0
Intramural sports	210	33.5
Student radio station	204	32.5
Admissions	161	25.7
Living-learning programs	153	24.4
Intercollegiate athletics	140	22.3
Remedial reading	126	20.1
Food service	121	19.3
Test scoring: academic	115	18.3
Campus police	113	18.0
Student re-admissions	110	17.5
Ombudsman	109	17.4
Records: academic	100	15.9
Environmental health & safety	98	15.6
Registration	95	15.2
Residential college	89	14.2
Academic advising: freshman	71	11.3

Table 23

PERCENTAGE TOTAL INVOLVEMENT OF PSAO BY ADDING PERCENTAGE PRINCIPAL PSAO RESPONSIBILITY WITH PSAO RESPONSIBILITY SHARED WITH ONE OTHER PRINCIPAL OFFICER OR SECTOR BY FUNCTION

Function	% of Total Involvement
Advising: student activities	98
Advising: student organizations	97
Advising: student government	96
Discipline	96
Counseling: personal	94
Counseling: general	93
Orientation	92
Student health service	91
Housing: program	91
Student records: personnel	89
Counseling: vocational	87
Counseling: marital/family	87
Cultural programs	84
Student union: program	83
Testing: personal/vocational	79
Drug education program	76
Foreign student advising/program	75
Minority programs: non-academic	75
Housing: Management	73
Recreation	73
Student employment	72
Placement	72
Sex education program	70
Student union: management	69
Student newspaper	68
Student withdrawals	66
Parent relations	65
Financial aid	64
Housing: off campus	64
Psychotherapy	62
Yearbook	62
Scholarship awards	61
Religious programs	60
Crisis centers	55
Psychiatry	53
Study skills	51
Student re-admissions	51

(Functions below 50 percent not included)

With two exceptions, admissions and student academic records, an increase in PSAO responsibility is shown in all other categories over the ten year period. PSAO responsibility for counseling jumped from 55 to 80 percent, financial aid from 34 to 58 percent, health service from about 60 to 86 percent. Other areas of significant growth included housing, union, placement, and activities work. Although the percentages were low, increased involvement of the PSAO was also evident for athletics, intramurals, and food services. Religious program involvement of student affairs rose from 38 to 50 percent, suggesting many public universities have evidently satisfactorily resolved the church-state controversy and see religious programs as part of developmental learning.

C. Shared Responsibility

Tables 25 and 26 show these areas in which the PSAO shares responsibility with the academic and business sectors. With the academic sector the PSAO is heavily involved in academic advising, re-admissions, cultural programs, academic probation, withdrawals, study skills and orientation. Collaboration with the business sector is primarily around the management of housing, union and food service, and to a lesser extent with campus police and environmental health and safety.

D. Functions in Academic and Business Sectors

Tables 27 and 28 depict in descending order those functions reported to be the primary responsibility of the academic and business officers or sectors respectively. Those functions in the academic sector in over half the cases include a familiar list of academic programmatic and administrative functions: library, general education, freshman and upperclass academic programs, academic advising, lower division, general college, academic records and faculty

Table 24

FUNCTIONS THAT ARE RESPONSIBILITY OF PSAO IN PRESENT STUDY AS COMPARED WITH CERTAIN FUNCTIONS IDENTIFIED AS RESPONSIBILITY OF PSAO IN STUDY MADE IN 1962-63 BY AYERS, TRIPP AND RUSSELL*

Function	1962-63 Study %	Function	1972 PSAO Study %
Admissions	29.5		25.7
Records: student academic	27.0		15.9
Records: student personnel	62.8		81.7
Counseling	55.2	Average of several types	80.0
Testing	58.7		71.3
Financial aid	33.9		57.9
Foreign student programs	52.9		63.5
Nursing services	64.3		
Medical services	59.2	Student health service	86.5
Residence halls	64.3	Residence halls: program	83.1
		Res. halls: management	50.7
Placement	45.8		66.2
Union	44.9	Union: program	77.0
		Union: management	56.1
Activities, social and cultural programs	58.7	Advising: (average)	90
		Cultural programs	49
Intercollegiate athletics	16.3		22.3
Intramural sports	21.0		33.5
Food service	12.5		19.3
Religious programs	38.6		51.0

* See citation in Appendix A.

Table 25

FUNCTIONS FOR WHICH STUDENT AFFAIRS AND ACADEMIC SECTOR SHARE RESPONSIBILITY

(Above 10 percent)

Function	N	%
Academic advising: freshmen	213	34.0
Re-admissions	203	32.4
Cultural programs	192	30.6
Student academic probation	187	29.8
Student withdrawals	173	27.6
Academic advising: sophomores	166	26.5
Study skills	145	23.1
Academic advising: upperclass	141	22.5
Orientation	111	17.7
Recreation	93	14.8
Scholarship	92	14.7
Parent relations	92	14.7
Minority programs: academic	92	14.7
Remedial reading	79	12.6
Sex education	79	12.6
Counseling: voactional	75	12.0
Living-learning programs	73	11.6
Drug education	72	11.5
Foreign students	68	10.8
Counseling: general	64	10.2
Freshman academic programs	64	10.2

Table 26

FUNCTIONS FOR WHICH PSAO AND BUSINESS SECTOR SHARE ADMINISTRATIVE RESPONSIBILITY

(Above 3 percent)

Function	N	%
Housing management	135	21.5
Food service	119	19.0
Union management	77	12.3
Campus police	59	9.4
Environmental health & safety	51	8.1
Student employment	46	7.3
Housing program	38	6.1
Union program	31	4.9
Financial aid	22	3.5
Housing: off campus	19	3.0

personnel office. Minority academic programs had become common to academic programs at three out of five institutions. Over half of the academic officers were responsible for the registration function as compared with 15 percent of the PSAOs. Admissions is an academic functions in 42 percent of the cases, a PSAO function in 26 percent, and the function of another administrative unit in 22 percent of the institutions. Where they exist, the remedial programs in reading, hearing or speech are more likely to be found in the academic sector, while study skills are more likely to be found in student affairs. Readmissions work is more likely to be viewed as an academic function while withdrawals are more frequently seen within student affairs.

Four functions are in the business sector at over half the institutions: non-faculty personnel, bookstore, food service and campus police. Where a campus fire department exists it is most likely the responsibility of the business sector. Responsibility for the computer is about the same for business and academic, about 25 percent each. As indicated earlier the management function of the business office in housing and student union has declined steadily to 18 and 15 percent respectively.

Table 27

FUNCTIONS THAT ARE THE PRIMARY RESPONSIBILITY
OF PRINCIPAL ACADEMIC OFFICER OF SECTOR
(Above 10 percent)

Function	N	%
Library	526	83.9
General Education	469	74.8
Freshman Academic Program	479	76.4
Advising Academis: Upperclass	413	65.9
Unclassified Students	398	63.5
Student Academic Dismissals	395	63.0
Records: Academic	392	62.5
Advising Academic: Sophomores	382	60.9
Lower Division	381	60.8
Minority Programs: Academic	377	60.1
Personnel Office: Faculty	357	56.9
Test Scoring: Academic	356	56.8
Students on Academic Probation	346	55.2
Registration	335	53.4
General College	314	50.1
Advising Academic: Freshmen	306	48.8
Remedial Reading	284	45.3
Remedial Hearing	284	45.3
Remedial Speech	266	42.4
Admissions	263	41.9
Student Readmissions	226	36.0
Intramural Sports	191	30.5
Institutional Research	189	30.1
Intercollegiate Athletics	177	28.2
Experimental College	171	27.3
Computer	160	25.5
Study Skills	158	25.2
Data Processing	137	21.9
Student Radio Station	108	17.2
Student Withdrawals	121	20.9
Contracts and Grants	101	16.1
Recreation	75	12.0
Residential College	65	10.4

Table 28

FUNCTIONS THAT ARE THE PRIMARY RESPONSIBILITY

OF PRINCIPAL BUSINESS OFFICER OR SECTOR

Above 10 percent)

Function	N	%
Personnel-Non-Faculty	467	74.5
Bookstore	456	73.7
Food Service	323	51.5
Campus Police	320	51.0
Data Processing	190	30.3
Computer	152	24.2
Contracts and Grants	142	22.6
Fire Department	130	20.7
Environmental Health and Safety	129	20.6
Housing: Management	114	18.2
Personnel: Faculty	104	16.6
Student Union-Management	95	15.2
Financial Aid	76	12.1
Institutional Planning and Development	71	11.3
Fund Raising	66	10.5
Student Employment	64	10.2

E. Functions Added

Functions that have been added to various institutions since 1967 are listed in Table 30. Established student affairs functions such as counseling, placement, health service, unions, financial aid continued to grow. New programs emerging in student affairs during this period included minority programs, student development programs, career planning, volunteer programs, human relations centers, and more recently affirmative action and veterans programs. That drug education programs did not appear as frequently as expected can be explained by the fact that the period of aggressive expansion of these programs on college campuses had already taken place in the years 1966 and 1967.

F. Functions Gained or Lost by Student Affairs

As suggested by Table 31, the period 1967-1972 was one in which considerable changes in organization took place, a reflection no doubt of both growth of institutions and campus turmoil. The net result appears to be a gain in functions accruing to student affairs of about 4 to 3. The gain from the academic sector was about 3 to 2 and from business 2 to 1. There was, however, a substantial loss to other areas of administration. The greatest loss to student affairs was financial aid. Although still a principal student affairs function, there may be a trend toward placing financial aid in a different administrative sector. Registration, which has never been a student affairs function at very many institutions, appears less so in this study. As noted earlier, admissions while showing a net gain in Table 31 appears less a student affairs function than it was a decade ago.

Very substantial gains appear to have been made in PSAO administration of housing and of the union, a very long controversy with the business sector which appears now to be clearly viewed as a student affairs administrative function on an increasing majority of campuses.

Table 30

FUNCTIONS ADDED TO PSAO SINCE 1967

Functions	N
Counseling	66
Minority programs: non-academic	62
Student development programs	56
Advising: student activities	44
Placement	40
Career planning	33
Volunteer programs	32
Student health service	32
Minority programs: academic	29
Unions: program and management	27
Academic advising: freshmen	25
Human relations center	23
Financial aid	23
Housing: management	22
Affirmative action program	20
Foreign student advising	18
Veterans programs	18
Intercollegiate athletics	18
Residence assistant program	16
Campus fire department	16
Orientation	14
Drug education program	11

Table 31

FUNCTIONS GAINED OR LOST BY STUDENT AFFAIRS 1967-1972

Area	N to SA	N from SA	Net to SA
Academic sector	183	119	+64
Business sector	122	61	+61
Development sector	7	13	- 6
President's office	29	26	+ 3
Other administrative sector	29	58	-29
Other	30	32	- 2
Totals	400	309	+91
Detail by function*			
Advising: academic	18	13	+ 5
Admissions	46	35	+11
Registration	16	32	-16
Counseling, testing, psychotherapy	48	12	+36
Housing: management	12	16	- 4
Food service	19	5	+14
Union: program	16	3	+13
Union: management	18	4	+14
Financial aid	22	43	-21
Placement and student employment	49	13	+36
Student health service	25	12	+13
Foreign student advising	10	6	+ 4
Campus police	29	14	+15
Bookstore	5	2	+ 3
Minority programs	8	3	+ 5
Intramurals and recreation	12	1	+11
Intercollegiate athletics	25	17	+ 8

G. Functions Not in Existence

In addition to indicating which sector is responsible for the functions listed, the respondents were asked to indicate which functions were not in existence or in operation on their campus (Table 32). High on the list of non-existent functions were a campus fire department (over half evidently rely on off campus fire stations); ombudsman (56 percent); various academic programs not used, such as experimental college, living-learning programs, lower division and general college; remedial services and psychiatry (many smaller institutions have a consulting psychiatrist for referral or for acute problems).

It should be observed that high prevalence of non-existing functions would increase the percentage of PSAO responsibility at those institutions where the function does exist. For example, Table 22 shows the PSAO to be responsible for psychiatry at 40 percent of the total sample of 627 institutions. If the number of institutions where that function does not exist is subtracted from the total of 627, the percentage of PSAO responsibility for psychiatry where the function does exist jumps to 63 percent. This factor will be taken into account in the more detailed report of the study now under preparation.

Table 32

COLLEGES REPORTING FUNCTIONS THAT ARE NOT IN EXISTENCE

(Above 10 percent)

Function	N	% (of 627)
Fire Department	352	56.1
Ombudsman	348	55.8
Residential College	334	53.3
Experimental College	326	52.0
Living-Learning Program	290	46.3
ROTC	281	44.8
Remedial Hearing	267	42.6
Remedial Speech	226	36.0
Crisis Center	200	31.9
Lower Division	163	26.0
General College	167	26.6
Student Radio Station	163	26.0
Psychiatry	140	22.3
Housing: Off Campus	115	18.3
Environmental Health and Safety	107	17.1
Psychotherapy	100	15.9
Sex Education Program	92	14.7
General Education	89	14.2
Remedial Reading	84	13.4
Drug Education Program	83	13.2
Minority Programs: Non-Academic	69	11.0

APPENDIX A

RATIONALE AND RESEARCH DESIGN FOR THE STUDY OF LEADERSHIP, ORGANIZATION AND ADMINISTRATION OF STUDENT AFFAIRS IN AMERICAN HIGHER EDUCATION, 1967-1972.

A. Introduction

This is a study of the changes in leadership and organizational patterns that have taken place in the student affairs sector of American higher education during the period of 1967-1972. Of particular interest is what happened to the principal student affairs administrator through this period of turmoil, stress and change, how much turnover has occurred, whether different qualifications are being sought for the position and what changes were made in the organization of Student Affairs?

The term student affairs is used herein to define those programs, functions and services that bear on the lives of the student outside the classroom, laboratory and library which historically have been known as student personnel work, a term increasingly replaced by the title student affairs during the past decade, particularly at the larger institutions (Crookston, 1974).

Although the functions related to student affairs have a long history in American higher education they were not staffed or coordinated in any substantial degree until the nineteen twenties. In the mid thirties Cowley (1937) predicted a trend toward central administration of student affairs that indeed became firmly established by 1960 (Blasser and Crookston, 1960; Williamson, 1961). A similar trend toward centralization of offices and facilities was noted (Crookston, 1964).

In a study conducted in 1962 Ayers, Tripp and Russell (1966) found the great majority of institutions had a person identified as the chief student

services officer, but there was wide divergence in the number of programs and services included in the span of responsibility of that officer.

The increasing size and complexity of many universities, together with the growth and development of student programs and services led many institutions to create the position of vice president of student affairs, sometimes in place of, and sometimes in addition to the dean of students. Early in the sixties Ayers and Russel (1962) and Millett (1962) suggested a division of student affairs headed by a vice president, who, along with academic, business, and public relations vice presidents, would report directly to the president. A study a decade later (Crookston, 1974) indicated most of the larger institutions had vice presidents for the student affairs sector.

While there were a number of studies related to the organization and administration of student affairs reported prior to 1960 (Blasser and Crookston, 1960), a decade later Mayhew (1971) lamented that the decade of the sixties was not similarly productive. Although Ladd (1970) reported a number of institutions had undertaken self-studies since the outbreak of student protest in the late sixties. Understandably, interest in studying mundane administration had given way to the more glamorous attractions that awaited the examination of researchers — forces that were busily at work toward changing the face of higher education.

As the drama of the sixties unfolded, student affairs found itself an unwilling character on center stage. Probably no other sector in higher education was more deeply affected by the events that unfolded. To student affairs, the most critical of these developments was the demise of in loco parentis, the time-honored collegial function of acting "in the place of the parent," which yielded to a frontal assault by students of a new age,

to court decisions, and, more recently, to the enfranchisement of students at eighteen. Among the results have been the recognition of student rights and freedoms as citizens; the necessity of the college to observe certain amenities of procedural due process in matters . student discipline; and greater involvement of students in institutional governance and policy-making.

The effect of these changes on student affairs has been most pronounced in methodology. Under the old student personnel (in loco parentis) approach staff would wait passively until a problem developed, then react by applying counseling, mental health, or advising skills as needed to correct or ameliorate the situation. Staff set rules and expectations, then reacted to offenders by punishing, imposing conditions, paternalistic counseling, or rehabilitation (Crookston, 1969, 1970). By the mid sixties this method had demonstrated inadequacies, critical among which was role conflict among staff, which resulted in experimentation with other approaches (Oetting, 1967; Morrill, Ivey, and Oetting, 1968; Ivey and Morrill, 1970).

The conflict in role and function is even more pronounced in the case of the principal student affairs administrator. As dean of students (or vice president) he was at once a boundary sitter, attempting to mitigate conflict between student, faculty and administration (Crookston, 1971) while attempting to explain and interpret one to the other (Silverman, 1971); an administration control agent; disciplinarian; counselor; and administrator of an often large university division, and a facilitator of student growth and development. Student activists charged that the dean of students should represent their interests, not those of the establishment. But as more deans became vice presidents the greater was the predictable tendency of the president to assume the vice president for student affairs was a member of

his "team", and not the student's advocate (Hodgkinson, 1970). Needless to say, as the tempo of activism increased, so also did the turnover in the office of the student affairs administrator.

These conflicts and tensions surrounding the work of the principal student affairs administrator, coupled with multiple external and internal pressures on the universities to change has created much uncertainty and confusion. There are those who suggest the principal educative functions of student affairs should become a part of a developmentally oriented academic program (Koile, 1966; Crookston, 1970; Hurst and Ivey, 1971; Parker, 1971; Rickard, 1972). Others question the continued existence of the various components of student affairs (Penney, 1969; McConnell, 1970; Emmett, 1971; Lavender, 1972; Hecklinger, 1972), while a third group argue for more administrative effectiveness in existing structures to be modified as needed (Kaufman, 1970; Perry, 1966; Patzer, 1972). Their uncertainties were reflected in a recent report of the Commission of Professional Development of the Council of Student Personnel Associations (1971) in which three training models were suggested for professional preparation of college student development educators: administrative, academic, and consultative.

All these developments underscore the need for baseline data on the organization and administration of student affairs programs at this time which will locate changes since 1967 and can be used to identify trends or patterns, pin-point new developments for intensive study and, hopefully, contribute toward reconceptualization of the field.

B. Method

A questionnaire was designed to collect data from a selected sample of 798 institutions, approximately Two-thirds of 1269 American colleges and

universities (1971) which were regionally accredited and offered the baccalaureate degree or beyond. A multiple mailing procedure developed for an earlier study which achieved a return exceeding ninety percent (Crookston, 1967) was utilized.

The sample studied differentiates institutions geographically, and by size, degree, sex, accreditation control and number of students housed. The size of the sample, much larger than needed for statistical purpose, was chosen in order to adequately survey the great variety of organizational patterns and titles for student affairs officers known to exist (Crookston, 1974), as well as to identify possible regional differences. Since patterns of organization and administration set by the larger institutions are often followed at the smaller colleges, the sample included a higher percentage of the former.

The instrument was sent to the principal student affairs officer of each institution, who was identified by advance inquiry. Information elicited included personal data (education, training, age, sex, and prior experience), current status of position (title, faculty rank, tenure), administrative and educational responsibilities (programs, services, functions, teaching, research, line-staff relationships), changes in the positions (persons, title, duties experience and education and organization) that occurred from 1967 to 1972, and organizational or administrative changes in process, planned or anticipated.

Questionnaire responses were programmed for computor print-out and analysis. A summary report is to be sent to participating institutions.

The period 1967-72 was selected for this inquiry because it began with the end of a period of relative stability for student affairs administrators

(through 1966), includes the period of greatest stress and turnover in the office of principal student affairs administrator (1968-71), and ends with what could be the beginning of a period of relative stability, or the start of a major shift in goals, functions and organization of student affairs.

C. Significance of the Research

This study should provide, for the first time in more than a decade, definitive information on what has happened to the leadership, organization and functions of student affairs in American higher education. The assessment of changes that have taken place over those five critical years can be analyzed in relation to earlier studies, thus providing historical perspective to changes observed during the more immediate past. The accumulation of baseline data should lead to further study and analysis in a number of areas of leadership, organization and administration of student affairs.

Of particular significance is the potential utilization of the research data as a step toward a reconceptualization of training programs for student affairs specialists in the field of higher education administration.

In sum, it is hoped and expected that the data to be derived from this study will contribute toward a reconceptualization of student affairs in higher education.

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APPENDIX B

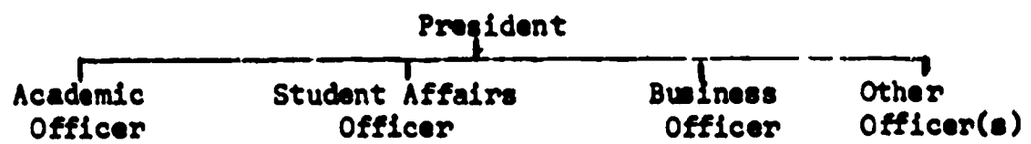
TYPES OF STUDENT AFFAIRS ORGANIZATIONS

The following instructions and accompanying diagrams were given each PSAO. Five organizational prototypes were presented. Allowances were made for variations, the principal ones of which have been added to the charts as indicated below.

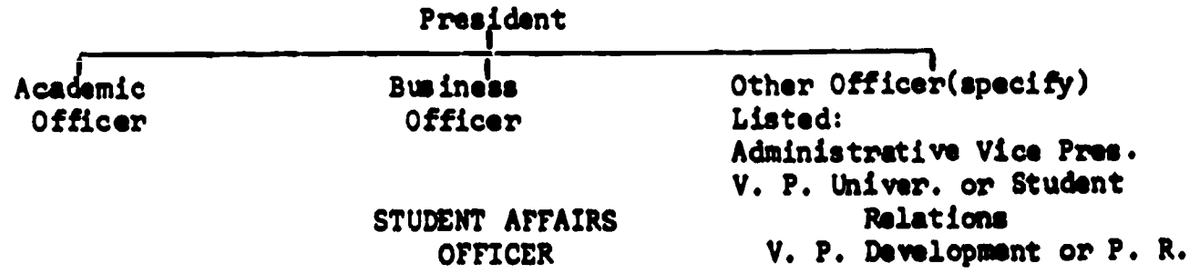
Student Affairs Organization

1. Below are presented four typical organizational patterns. Please check the type of organization that most closely resembles the present organization at your institution. Make any minor modifications needed to reflect your particular situation. If your organization is like type AA or BB, draw a line from the student affairs officer to the person to whom he answers administratively. If your organization is dissimilar to all models presented, please draw your organization chart under type C.

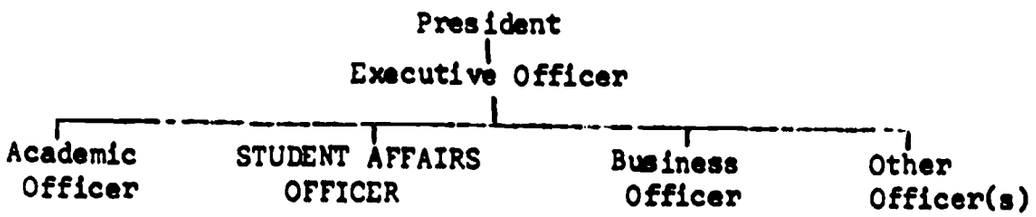
Type A



Type AA

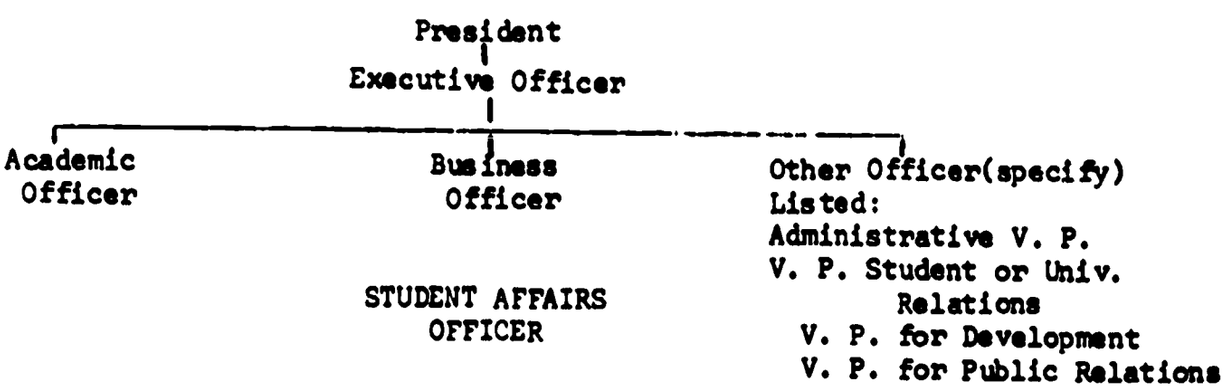


Type B



Explanation:

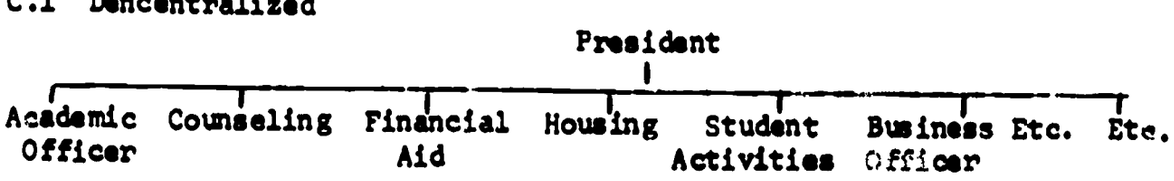
Type BB



Explanation:

Type C

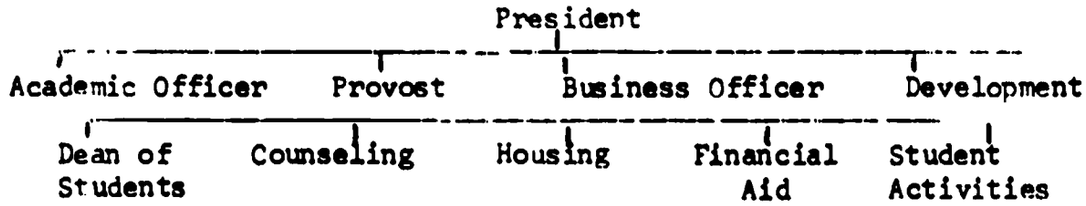
C.1 Dencentralized



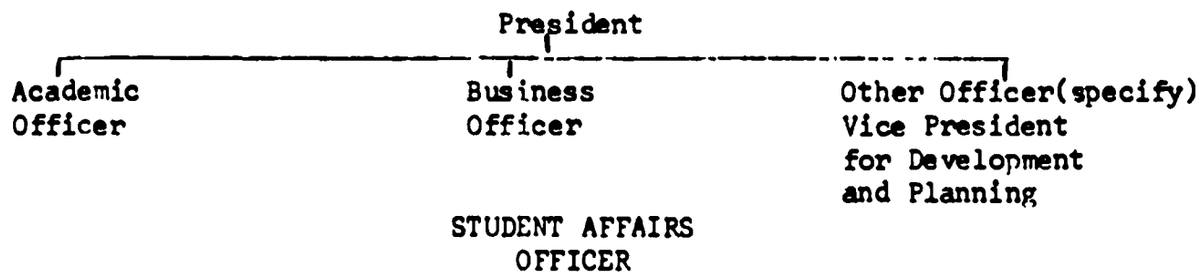
All or most student services report directly to the president.

Explanation:

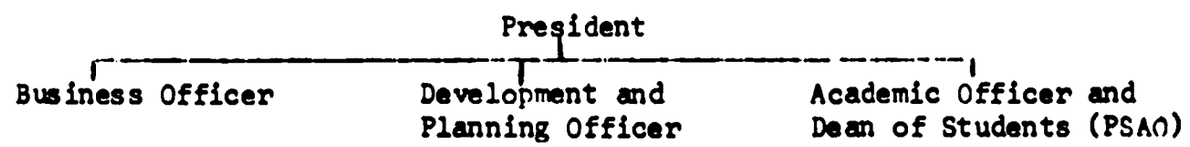
C.2 Decentralized-all or most student services separately report to an executive officer (provost, vice president or dean of the institution)



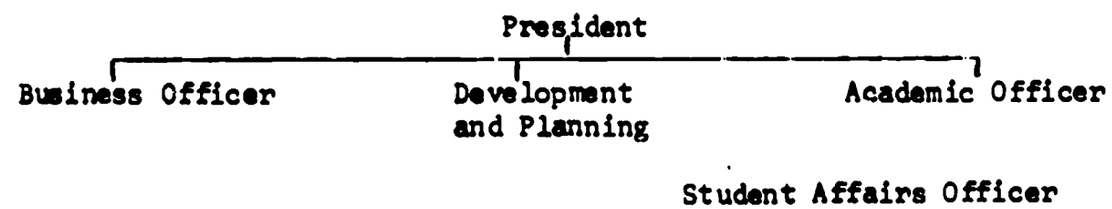
C.3 PSAO reports to the president but is on a line below the other principal officers of the institution



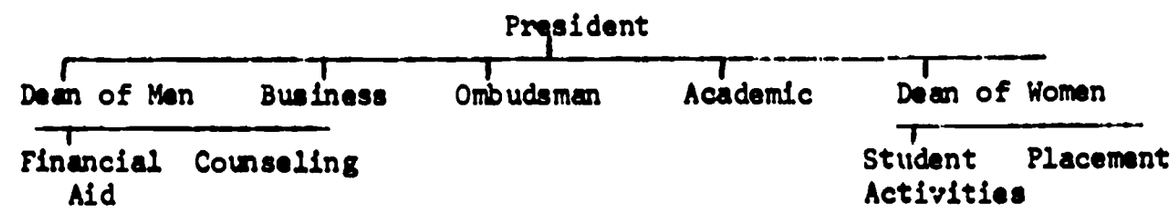
C.4 The Principal Academic Officer is also the Principal Student Affairs Officer



C.5 The PSAO reports to both the president and the principal academic officer of the institution



C.6 Centralized coordinate student affairs officers



APPENDIX C

DETAIL OF FUNCTIONS AND THOSE RESPONSIBLE

Listed on the following chart are programs, services, functions, and activities that might be included within the administrative or program responsibilities of the principal student affairs officer (PSAO), or within the academic sector, the business sector, other sectors or any combination therof. Functions that do not exist at particular institutions are given the designation "None". A key is provided below to interpret the data on the following pages. Please note that sector responsibility for a particular program service, function, or activity may rest with one, or jointly with another sector.

Key	Description
SA	Student Affairs Officer
AC	Academic Officer
BU	Business Office
O	Other officer (e.g. President Public Relations, Development)
SA-AC	Joint responsibility as above
SA-BU	Joint responsability as above
SA-O	Joint responsability as above
Misc.	Miscellaneous
None	Function does not exist
NR	No Response

STUDENT AFFAIRS FUNCTIONS

Function		SA	AC	BU	C	SA-AC	SA-BU	SA-O	MISC	None	NR
Advising: academic-freshmen	N:	71	306		5	213		6	9	4	13
	%:	11.3	48.8		.8	34		1.0	1.5	.6	2.1
Advising academic-sophomores	N:	44	382		5	166		5	6	5	14
	%:	7	60.99		.8	25.6		.8	1.0	.8	2.2
Advising: academic-upperclass	N:	34	413	1	7	141		3	8	1	19
	%:	5.4	65.9	.2	1.1	22.5		.5	1.3	.2	3.0
Advising: student activities	N:	587	1		1	16	2	9	2	1	8
	%:	93.6	.2		.2	2.6	.3	1.4	.4	.2	1.3
Advising: student organizations	N:	558	3		3	4.1	1	10	4	1	1.6
	%:	89	.5		.5	6.5	.2	1.6	.7	.2	1.0
Advising: student government	N:	568	3		7	18		13	3	5	10
	%:	90.6	.5		1.1	2.9		2.1	.5	.8	1.6
Admissions	N:	161	263	8	127	34		8	14		12
	%:	25.7	41.9	1.3	20.3	5.4		1.3	2.3		1.9
Orientation	N:	461	23	1	8	111	1	4	11	1	6
	%:	73.5	3.7	.2	1.3	17.7	.2	.6	1.8	.2	1.0
Registration	N:	95	335	12	74	40	3	5	46	2	15
	%:	15.2	53.4	1.9	11.8	6.4	.5	.8	7.3	.3	2.4
Student records: academic	N:	100	392	8	69	27	1	6	13		11
	%:	15.9	62.5	1.3	11.0	4.3	.2	1.0	2.2		1.8
Student records: personnel	N:	506	22	12	9	46	4	6	7	5	10
	%:	80.7	3.5	1.9	1.4	7.3	.6	1.0	1.1	.8	1.6
Counseling: general	N:	499	18	1	5	64		16	14	3	7
	%:	79.6	2.9	.2	.8	10.2		2.6	2.2	.5	1.1

STUDENT AFFAIRS FUNCTIONS

Function		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Counseling: vocational	N:	452	36	3	22	75		16	12	5	6
	%:	72.1	5.7	.5	3.5	12.0		2.6	1.9	.8	1.0
Counseling: personal	N:	512	7	1	7	53		23	16	2	6
	%:	81.7	1.1	.2	1.1	8.5		3.7	2.6	.3	1.0
Counseling: marital-family	N:	481	10	1	18	32		31	9	32	13
	%:	76.7	1.6	.2	2.9	5.1		4.9	1.5	5.1	2.1
Psychotherapy	N:	358	17	3	84	18		14	5	100	28
	%:	57.1	2.7	.5	13.4	2.9		2.2	.9	15.9	4.5
Psychiatry	N:	309	13	3	107	11		10	3	140	31
	%:	49.3	2.1	.5	17.1	1.8		1.6	.5	22.3	4.9
Testing: personal and vocational	N:	447	63	1	35	44	1	5	6	15	1.0
	%:	71.3	10	.2	5.6	7.0	.2	.8	1.0	2.4	1.6
Test scoring: academic	N:	115	356	5	34	58	3	2	11	26	17
	%:	18.3	56.8	.8	5.4	9.3	.5	.3	1.8	4.1	2.7
Housing: program	N:	521	2	14	3	3	38	6	2	26	12
	%:	83.1	.3	2.2	.5	.5	6.1	1.0	.3	4.1	1.9
Housing: management	N:	318	2	114	7	2	135	2	5	29	13
	%:	50.7	.3	18.2	1.1	.3	21.5	.3	.8	4.6	2.1
Housing: off-campus	N:	374		51	21		19	9	3	115	35
	%:	59.6		8.1	3.3		3.0	1.4	.5	18.3	5.6
Food service	N:	121	3	323	33	1	119	2	12	4	9
	%:	19.3	.5	51.5	5.3	.2	19.0	.3	1.9	.6	1.4

STUDENT AFFAIRS FUNCTIONS

Function		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Student Union: program	N:	483		16	22		31	9	2	47	17
	%:	77.0		2.6	3.5		4.9	1.4	.3	7.5	2.7
Student Union: management	N:	352	2	95	22		77	5	5	51	18
	%:	56.1	.3	15.2	3.5		12.3	.8	.8	8.1	2.9
Cultural programs & events	N:	307	25	2	34	192	3	23	27	2	12
	%:	49.0	4.0	.3	5.4	30.6	.5	3.7	4.4	.3	1.9
Financial aid	N:	363	56	76	59	11	22	8	23		9
	%:	57.9	8.9	12.1	9.4	1.8	3.5	1.3	3.7		1.4
Placement	N:	415	60	20	70	26	3	10	9	5	9
	%:	66.2	9.6	3.2	11.2	4.1	.5	1.6	1.5	.8	1.5
Student employment	N:	387	28	64	49	13	46	8	19	1	12
	%:	61.7	4.5	10.2	7.8	2.1	7.3	1.3	3.1	.2	1.9
Scholarship	N:	277	109	31	53	92	7	6	39	1	12
	%:	44.2	17.4	4.9	8.5	14.2	1.1	1.0	6.4	.2	1.9
Health service	N:	544	6	10	26	4	9	11	3	6	8
	%:	86.8	1.0	1.6	4.1	.6	1.4	1.8	.5	1.0	1.3
Foreign students: advising/program	N:	398	90	4	26	68	2	8	5	15	11
	%:	63.5	144	.6	4.1	10.8	.3	1.3	.8	2.4	1.8
Campus police	N:	113	2	320	86		59	5	4	29	9
	%:	18.0	.3	51.0	13.7		9.4	.8	.7	4.6	1.4
Campus fire department	N:	21	1	130	53		5	1	2	352	62
	%:	3.3	.2	20.7	8.5		.8	.2	.3	56.1	9.9
Bookstore	N:	57	6	456	49	1	15		13	12	12
	%:	9.1	1.0	72.7	7.9	.2	2.4		2.2	1.9	1.9

STUDENT AFFAIRS FUNCTIONS

Function		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Minority programs: academic	N:	61	377	2	14	92	2		6	52	20
	%:	9.7	60.1	.3	2.2	14.7	.3		1.2	8.3	3.2
Minority programs: non-academic	N:	394	34	4	26	57	5	11	6	69	21
	%:	62.8	5.4	.6	4.1	9.1	.8	1.8	1.0	11.0	3.3
Ombudsman	N:	109	15	3	66	2	1	6	2	348	75
	%:	17.4	2.4	.5	10.5	.3	.2	1.0	.3	55.5	12.0
Alumni: official programs	N:	25	20	46	491	1	3	3	9	10	19
	%:	4.0	3.2	7.3	78.3	.2	.5	.5	1.5	1.6	3.0
Crisis center	N:	306	6	1	37	17		18	3	200	39
	%:	48.8	1.0	.2	5.9	2.7		2.9	.5	31.9	6.2
Drug education program	N:	395	25	1	11	22		14	8	83	18
	%:	63.0	4.0	.2	1.8	11.5		2.2	1.4	13.2	2.9
Sex education program	N:	349	40		14	79	1	13	5	92	34
	%:	55.7	6.4		2.2	12.6	.2	2.1	.8	14.7	5.4
Intramural sports	N:	210	191	2	102	59	1	21	20	8	13
	%:	33.5	30.5	.3	16.3	9.4	.2	3.3	3.3	1.3	2.1
Recreation	N:	324	75		61	93	6	31	12	12	13
	%:	51.7	12.0		9.7	14.8	1.0	4.9	2.0	1.9	2.1
Intercollegiate athletics	N:	140	177	10	196	18	5	17	44	19	12
	%:	22.3	28.2	1.6	31.3	2.9	.8	2.7	5.2	3.0	1.9
Student discipline	N:	541	4	1	12	42		16	3		8
	%:	86.3	.6	.2	1.9	6.7		2.6	.5		1.3
Student newspaper	N:	357	62	2	110	46	4	18	10	4	13
	%:	56.9	9.9	.3	17.5	7.3	.6	2.9	1.6	.6	2.1

STUDENT AFFAIRS FUNCTIONS

Function		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Student radio station	N:	204	108	3	54	33	4	7	13	163	38
	%:	32.5	17.2	.5	8.6	5.3	.6	1.1	2.1	26.0	6.1
Student yearbook	N:	339	53	4	85	24	9	17	131	59	23
	%:	54.1	8.5	.6	13.6	3.8	1.4	2.7	2.1	9.4	3.7
Religious programs	N:	320	27	2	125	31		27	9	61	25
	%:	51.0	4.3	.3	19.9	4.9		4.3	1.5	9.7	4.0
R.C.T.C.	N:	22	218	2	24	11		2	8	281	59
	%:	3.5	34.8	.3	3.8	1.8		.3	1.3	44.8	9.4
Library	N:	6	526	12	48	1			22		12
	%:	1.0	83.9	1.9	7.7	.2			3.5		1.9
Freshman academic program	N:	32	479		3	64			2	32	15
	%:	5.1	76.4		.5	10.2			.3	5.1	2.4
General college	N:	7	314	2	19	16	1		33	167	68
	%:	1.1	50.1	.3	3.0	2.6	.2		5.2	26.6	10.8
Experimental college	N:	14	171	1	11	20		3	4	326	77
	%:	2.2	27.3	.2	1.8	3.2		.5	.7	52.0	12.3
Residential college	N:	89	65	1	6	28	10	2	20	334	72
	%:	14.2	10.4	.2	1.0	4.5	1.6	.3	3.3	53.3	11.5
Living-learning program	N:	153	48	1	6	73	1	12	1	290	53
	%:	24.4	7.7	.2	1.0	11.6	.2	.2	.2	46.3	8.5
General education	N:	2	469	1	4	19			4	89	39
	%:	.3	74.8	.2	.6	3.0			.6	14.2	6.2
Lower division	N:	8	381		2	13			2	163	58
	%:	1.3	60.8		.3	2.1			.3	26.0	9.3

ERIC

STUDENT AFFAIRS FUNCTIONS

Function		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Unclassified students	N:	47	398	2	14	63		1	4	62	36
	%:	7.5	63.5	.3	2.2	10.0		.2	.6	9.9	5.7
Students on academic probation	N:	58	346		8	187			6	9	13
	%:	9.3	55.2		1.3	29.8			1.1	1.4	2.1
Student academic dismissals	N:	59	395		12	134		2	7	5	9
	%:	9.4	63.0		1.9	21.4		.3	1.6	.8	1.4
Student withdrawals	N:	237	131	2	13	173	4	3	53	1	10
	%:	37.8	20.9	.3	2.1	27.6	.6	.5	8.6	.2	1.6
Student readmissions	N:	110	226	4	36	203	2	9	27	2	8
	%:	17.5	36.0	.6	5.7	32.4	.3	1.4	4.4	.3	1.3
Study skills	N:	232	158		10	145		6	7	48	21
	%:	37.0	25.2		1.6	23.1		1.0	1.2	7.7	3.3
Remedial reading	N:	126	284		15	79		3	4	84	32
	%:	20.1	45.3		2.4	12.6		.5	.7	13.4	5.1
Remedial hearing	N:	32	230		14	22		2	4	267	56
	%:	5.1	36.7		2.2	3.5		.3	.7	42.6	8.9
Remedial speech	N:	138	266	1	14	22		2	5	226	53
	%:	6.1	42.4	.2	2.2	3.5		.3	.8	36.0	8.5
Parent relations	N:	249	11	8	61	92	2	61	70	46	27
	%:	39.7	1.8	1.3	9.7	14.7	.3	9.7	11.4	7.3	4.3
Public relations	N:	8	13	45	455	10	5	23	49	4	15
	%:	1.3	2.1	7.2	72.6	1.6	.8	3.7	7.9	.6	2.4
Public information	N:	7	11	55	481	8		7	26	6	26
	%:	1.1	1.8	8.8	76.7	1.3		1.1	4.1	1.0	4.1

STUDENT AFFAIRS FUNCTIONS

Function		SA	AC	BU	O	SA-AC	SA-BU	SA-O	MISC	None	NR
Campus news bureau (non-student)	N:	8	22	51	463			3	6	46	28
	%:	1.3	3.5	8.1	73.8			.5	1.0	7.3	4.5
Fund raising	N:	5	5	66	486	1	2	6	28	10	18
	%:	.8	.8	10.5	77.3	.2	.3	1.0	4.6	1.6	2.9
Instit. planning & development	N:	2	38	71	293	5		3	185	13	17
	%:	.3	6.1	11.3	46.7	.8		.5	29.6	2.1	2.7
Institutional research	N:	11	189	41	197	31	1	5	85	43	24
	%:	1.8	30.1	6.5	31.4	4.9	.2	.8	13.5	6.9	3.8
Contracts & grants	N:	5	101	142	174	2	2	1	173	6	21
	%:	.8	16.1	22.6	27.8	.3	.3	.2	27.5	1.0	3.3
Computer	N:	3	160	152	113	1		1	127	47	23
	%:	.5	25.5	24.2	18.0	.2		.2	20.3	7.5	3.7
Data processing	N:	4	137	190	107	2	4	2	103	55	23
	%:	.6	21.9	30.3	17.1	.3	.6	.3	15.5	8.8	3.7
Environmental health & safety	N:	98	51	129	51	22	67	8	50	107	43
	%:	15.6	8.1	20.6	8.1	3.5	10.7	1.3	8.0	17.1	6.9
Personnel office: faculty	N:	2	357	104	44	4	3		76	23	14
	%:	.3	56.9	16.6	7.0	.6	.5		12.1	3.7	2.2
Personnel office: non faculty employees	N:	10	9	467	70		18	3	26	9	15
	%:	1.6	.4	74.5	11.2		2.9	.5	4.2	1.4	2.4
Other	N:	27	1	3	4	3	1	16	2	2	
	%:	4.3	.2	.5	.6	.5	.2	2.6	.4	.3	