STUDENT SERVICES IN BIBLE COLLEGES AND UNIVERSITIES

ACCREDITED BY THE ACCREDITING ASSOCIATION

OF BIBLE COLLEGES (AABC)

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This study attempted to determine the types, extent, and quality of student personnel services in colleges and universities accredited by the Accrediting Association of Bible Colleges (AABC). The Basic Services Questionnaire (BSQ) was adapted for use among Bible colleges and universities and mailed to chief student affairs officers representing 69 Bible colleges in the United States accredited by the AABC. Of the 71 surveys mailed (two institutions employed both a Dean of Men and Dean of Women), 46 were returned for a response rate of 65 percent.

Chi-square tests of goodness-of-fit were performed on the data in order to categorize the types, extent, and quality of student services provided by the institutions. The Mueller-Schuessler Index of Qualitative Variation was used to determine the homogeneity, or heterogeneity, of the chief student affairs officers when grouped according to specific variables (gender, ethnic origin, major for highest degree earned, and highest degree earned). Frequency counts and percentage distributions were used on demographic data to present a profile of chief student services administrators at AABC schools.

The results of the study point to four conclusions. First, the types of student personnel services provided by American Bible colleges and universities accredited by

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CHAPTER I

INTRODUCTION

Considerable research has been done on student services in higher education.

Indeed, there is an abundance of articles, books, and monographs related to student

development, student affairs, and recently the evaluation and assessment of students

within college and university environments. However, what is conspicuously missing in

the literature of higher education are reports about research on student services in Bible

colleges and universities. It is possible that few new developments are occurring in these

institutions, or that what is happening is not being reported in the literature. One reason

the latter may be true is that there are no journals in Christian higher education

exclusively dedicated to student personnel services research.

In secular higher education, numerous publications (especially journals and

magazines) are dedicated to publishing research on student development (*College Student

Affairs Journal*, *Journal of College Student Development*, *Journal of Developmental

Education*), student affairs practice (*Journal of College Admissions* and *NASPA Journal*),

and higher education research (*Journal of Higher Education* and *Review of Higher

Education*). However, although there are journals focused on evangelical higher

education (viz., *Faculty Dialogue*, *Research on Christian Higher Education*, *Journal of

Education and Christian Belief*, *Journal of Research on Christian Education*, *Christian

Education Journal*, *The Religious Education Journal of Australia*, and the *Christian*

Scholar's Review), there are no journals that address issues exclusively related to student services in Bible colleges and universities.

Because of the lack of research and attention to student affairs on Bible college and university campuses, this study attempted to provide insight into the types, extent, and quality of student services provided at Bible colleges and universities accredited by the Accrediting Association of Bible Colleges (AABC).

Established in 1947, the AABC, consisting of 69 U.S. and 18 international colleges and universities, defines the Bible college as a distinctive type of "institution of higher education in which the Bible is central, and the development of Christian life and ministry is essential" (AABC, 1995). Its accreditation system is based on three key principles: voluntary participation, self-study, and peer review (AABC, 1998b) of a "program of standards and peer assessment of Bible college educational and administrative quality concerning undergraduate programs (e.g., bachelor's degree, associate's degree, certificate, or diploma programs)" (AABC, 1995). The AABC establishes these standards to ensure quality in education for the public, students, and parents.

The AABC provides certain criteria by which to evaluate student development and student services (AABC, 1998b) in Bible colleges and universities. However, this study utilized the standards set forth by the Southern Association of Colleges and Schools (SACS) (1999a) because of the comprehensive nature in which accreditation standards and criteria are handled in comparison with the AABC. These standards and criteria include the assumption that "student development services are essential to the

achievement of the educational goals of the institution and should contribute to the cultural, social, moral, intellectual and physical development of students" (pg. 61). In addition, SACS lists seven basic programs and services that colleges and universities should provide within a student services division: 1) counseling and career development; 2) student government, student activities, and publications; 3) student behavior; 4) residence halls; 5) student financial aid; 6) health services; and 7) intramural athletics (SACS, 1999b).

It is arguable that using a secular model to evaluate evangelical institutions of higher education is inappropriate. In fact, Brown (1982) states that Bible colleges are "reluctant to be studied by secular researchers who they believe would draw unfair conclusions based on invalid comparisons between Bible colleges and other, more liberal arts-oriented segments of higher education." However, the use of the SACS model for evaluating student services programs does provide a heuristic template for evaluating student services in general - an essential element which appears to be lacking in the current AABC and other Bible college accrediting agency standards. In addition, there appears to be commonality in the goals of the AABC and SACS; for example, both organizations emphasize moral development and both promote educational excellence and academic achievement. Therefore, even though differences exist in the populations they serve, the AABC and SACS offer enough similarities in focus and mission that the use of secular criteria of student services programs in Bible colleges and universities seemed appropriate in this study.

Statement of the Problem

The foci of this study were the types, extent, and quality of student services available through American colleges and universities accredited by the Accrediting Association of Bible Colleges (AABC).

Purposes of the Study

The purposes of this study were to determine: 1) the types of specific student services provided by American colleges and universities accredited by the Accrediting Association of Bible Colleges (AABC); 2) the extent of the services offered; and 3) the quality of student services at institutions of higher education accredited by the AABC.

Research Questions

1. What types of student services are provided at American colleges and universities accredited by the AABC?

2. What is the extent of student services at American colleges and universities accredited by the AABC?

3. What is the quality of student services at institutions of higher education accredited by the AABC as perceived by student services administrators?

Significance of the Study

Student services programs fulfill an important purpose in higher education, viz., to provide learning environments in which students are positively affected both educationally and developmentally (ACE, 1937, 1949). This includes opportunities for

students to enjoy the benefits not only of instruction, scholarly work, and research, but also to fully develop democratic ideals, international understanding, and critical thinking skills.

Alan Bloom (1987) states that "every educational system has a moral goal that it tries to attain…It wants to produce a certain kind of human being" (p. 26). This is especially true in Christian institutions of higher education. Therefore, this study was important for several reasons: 1) because there is little research on student services in Bible colleges and universities, this study adds to the literature in this area; 2) the data collected in the study provide student affairs administrators with practical information for improving existing services; 3) the study indicates to professionals in student services which programs are in need of development, funding, and/or staff support; and 4) it provides an opportunity for student personnel administrators to acknowledge the need for self-evaluation in their own institutions in order to improve practice, policy, and service to its student body. This study fulfilled the purposes stated initially, viz., to determine the types, extent, and quality of the student services offered at institutions accredited by the AABC.

Secular institutions engage constantly in activities aimed at assessing needs, evaluating current practice, and developing or restructuring programs where necessary. Evangelical higher education should be no different. Therefore, a study that provides such institutions with information and guidelines for self-assessment is significant, not only for the institutions themselves, but also for the students they serve.

Definition of Terms

AABC: The Accrediting Association of Bible Colleges. This national accrediting body

"provides a program of standards and peer assessment of Bible college educational and

administrative quality concerning undergraduate programs" (AABC, 1998b).

Accreditation: According to the AABC, this "assures students and the public that

colleges offer programs of educational excellence" (AABC, 1998b). It includes standards

and peer assessment.

Extent: What Mattox (1994) refers to as "scope," or the "range of operation or the extent

of the service provided."

Quality: According to Mattox (1994), the "concentrated expenditure of involvement,

concern, or commitment to the service provided."

Student Services: A term used to describe activities, programs, and/or opportunities on a

college campus which are provided as ways for students to enhance their out-of-

classroom learning.

Student Services Administrator: Professional employee on a college campus who is

responsible for student services divisions, programs, and/or departments. According to

Mattox (1994), "the individual responsible for the full range of student services, including

management, budget, and personnel."

<div align="center">Limitations</div>

The study was limited by an *ex post facto* research design which utilized a self-

report questionnaire. Student services administrators were asked to evaluate the types,

extent, and quality of their institutions' student services. When a study utilizes self-report

data, the biases of the participants can be a factor in the results (Gall, Borg, & Gall,1996;

Mattox, 1994). Therefore, using self-reported data may limit the generalizability of the research results. Furthermore, not everyone who received the questionnaires returned them, which resulted in a convenience, or availability, sample.

Delimitations

This study was limited to student services personnel who were employed only by institutions accredited by the AABC. The intent of surveying student services professionals who were employed at Bible colleges was to draw conclusions from the data about the types, extent, and quality of student services in Christian higher education. However, because the sample studied was limited to these particular student services administrators, generalizations to higher education in general are tentative at best. In addition, those AABC institutions outside the United States were not included in the study.

Assumptions

It was assumed that the Basic Services Questionnaire (BSQ) developed by Mattox (1994) is valid, based on research conducted among student services personnel at Southside Virginia Community College and a subsequent examination of the instrument by a panel of experts prior to this study. It was also assumed that the student services administrators who completed the questionnaires responded honestly to each item and/or question on the instrument and were qualified to do so.

CHAPTER II

REVIEW OF THE LITERATURE

To provide a background for this study, the review of the literature is organized in

the following way: 1) historical development and mission of student services; 2)

historical development and mission of Bible colleges; 3) history, mission, and philosophy

of AABC schools; 4) review of relevant student development theory and research; 5)

review of research in Christian higher education; 6) discussion of evaluation in student

services; and 7) current need for research in Christian higher education.

Historical Development and Mission of Student Services

Even in the earliest history of higher education, student affairs has existed,

although it was not referred to by that name (Blezien, 1990; Cowley, 1949; Rooney &

Shaw, 1996). The faculty of the first colleges in America were involved in educating

students (then white males) not only academically, but also in their residence and social

lives (Miller & Winston, 1991, p. 6; Rooney & Shaw, 1996, p. 67). Because colleges at

that time were mostly modeled after the English residential model, these self-contained

institutions were concerned with religious and moral development in addition to cognitive

development (Rooney & Shaw, 1996; Rudolph, 1962; Sloan, 1994). In fact, because these

colonial institutions had predominantly religious objectives, the early years reflected a particular cohesiveness and unity in student life, educational goals, and institutional missions (Brubacher & Rudy, 1976; Trueblood, 1959). This type of concern for students' lives and activities led to the "family" relationship between student and institution referred to as "in loco parentis" (in the place of the parents) (Miller & Winston, 1991; Rudolph, 1976). When the German model became more popular in the latter part of the 19th century, attention began to focus more on the academic disciplines (Rooney & Shaw, 1996; Veysey, 1965). In fact, most faculty began to adopt a laissez-faire attitude that what students did outside of their classroom was none of the institution's business (Cowley, 1964; Rooney & Shaw, 1996). Marsden (1994) writes that some leaders in the academic community publicly stated that the advancement of science would require a lesser focus on religious pursuits at the university level. By the early 1920's, rapid growth and impersonalization caused institutions of higher education to expand in size and become increasingly divergent in their student populations (Appleton et al, 1978; Miller & Winston, 1991).

With the influx of women students, combined with the faculty disinterest in students' out-of-classroom experiences and the increase on campuses of extracurricular activities (such as fraternities, sports activities, and social clubs), the foundation for the profession of student affairs was laid. Deans of Men and Women began to emerge on campuses between 1870 and 1910 (Appleton et al, 1978; Bloland, 1991; Rooney & Shaw, 1996). In addition, after World War II, enrollments increased and the federal government began investing in higher education through such measures as the GI Bill (Mueller, 1961;

Rudolph, 1962; Veysey, 1965). These trends in higher education led to an increased need

for student affairs administrators. In 1966, the U.S. Department of Health, Education, and

Welfare had identified 17 student service administrative functions: recruitment;

admissions; nonacademic records; counseling; discipline; testing; financial aid; foreign

students; nurse-care services; medical services; residence halls; married student housing;

job placement; student union; student activities; intramural athletics; and religious affairs

(Ayers et al, 1966).

The traditions of student affairs and student services have grown out of being

student-centered and service-oriented, and continue to exist to serve both the institution

and the student body. As a way to formalize this sentiment, *The Student Personnel Point

of View* was published in 1937 and revised in 1949 (ACE, 1937, 1949). This document

defined student services as educational and provided a holistic approach to students for

all areas of higher education (Bloland, 1991; NASPA, 1989; Williamson, 1961). It also

marked the official recognition of student affairs as a profession and a field of study

(Bloland, 1991; Rooney & Shaw, 1996) and made a distinction between personnel

activities and administration and instructional functions (Mahler, 1955). Specifically, the

goals of *The Student Personnel Point of View* included educating students for a fuller

realization of democracy; increasing international understanding and cooperation; and

applying creative imagination to solving social problems (ACE, 1937, 1949).

The American College Personnel Association (ACPA) continued to expand on the

student affairs philosophy by conceiving the Tomorrow's Higher Education (T.H.E.)

Project in 1968, which was designed to be a response to the rapid changes occurring in

higher education. The goal of this project was to take a proactive approach so that student services personnel were able to more efficiently use resources to promote a fully developed person in the higher education context (ACPA, 1975). In fact, Robert Brown (1972) stated that the essence of this project was an attempt to "reconceptualize college student personnel work in a way that will provide a measure of creative impact from our profession toward the shaping of the higher education of the future" (p. 4).

In 1997, the ACPA and NASPA (the National Association of Student Personnel Administrators) collaborated to publish *Principles of Good Practice for Student Affairs*. This document expanded on the values held by student services professionals, including an acceptance and appreciation for individual differences, lifelong learning, citizenship, student responsibility, ongoing assessment, pluralism and multiculturalism, and ethical practice (p. 2).

Publications such as these are important in the history of the development of student services. They not only outline important services and programs that should be included in student affairs departments, but they also ultimately clarify the mission of student services for other professionals in higher education, viz., to be committed to developing students holistically.

Historical Development and Mission of Bible Colleges

The earliest American Bible schools can be traced to a collection of nineteenth-century European missionary training schools (Brereton, 1996; McKinney, 1989). In their early years, American Bible schools were almost indistinguishable from other similar schools, specifically missionary training schools for women and schools designed for the

training of deaconesses, YMCA and YWCA secretaries, and Salvation Army workers (Brereton, 1990, 1996). Central to the curricula of all of these schools was the study of the English Bible, an emphasis on practical experience to supplement classroom learning, a seemingly open admissions policy, and a relatively brief period of training (Brereton, 1990, p. 65; Brereton, 1996, p. 438; Kallgren, 1991, p. 27). In fact, modern Bible colleges resemble American colonial colleges in their mission to educate people for the clergy and in their emphasis on biblical instruction and spiritual formation (Brown, 1982; Eagen, 1981).

The early American Bible schools were small and informal (Brereton, 1996, p. 439; Kallgren, 1991, p. 27). They typically were housed in church basements, in an old house, or on the floor over a commercial establishment. The student body was small and predominantly female; the faculty was usually part-time and consisted of the founder and possibly one other full-time teacher. The schools charged no tuition, but students often had to work to pay for their living expenses. The curriculum varied according to the founder and teachers, but courses in the English Bible were constant, as was practical community work, teaching Bible or Sunday school classes, or door-to-door missionary work (Brereton, 1990; Brereton, 1996, p. 440). Bible colleges tended to serve a more female, generally less-educated, and often lower middle-class population than traditional colleges and universities (Brereton, 1990; Brereton, 1996, p. 441).

The Bible school mission at that time was to supplement rather than replace more conventional education, such as the four-year college or three-year seminary. In addition, Veysey (1965) notes that in the latter half of the nineteenth century, there was a call for

more scholarly research and less religious dogma in higher education, which further

caused Bible schools to be pushed to the background. Documents such as the Morrill Act

of 1862 encouraged the growth of state colleges and universities and promoted industrial

and agricultural studies, which further increased secularism in higher education and

weakened the religious influence (Gangel & Benson, 1983; Kallgren, 1988; Ringenberg,

1984). Kallgren (1988) adds that "by the turn of the century, evangelical Christian

education had lost much of its influence in the society in general, and in higher education

in particular" (p. 25).

In the early 1900s, Bible schools became more distinctive with the emergence of

the fundamentalist movement in America. These schools became associated with

conservative doctrines such as the inerrancy of Scripture, the second coming of Christ,

the bodily resurrection of Christ, and the authenticity of the biblical miracles (Brereton,

1990; Brereton, 1996, p. 441-442). In addition, other religious training schools began to

disappear. By the late 1920s and early 1930s, most of these schools had closed, merged

with an existing college or seminary, or were upgraded to colleges or seminaries

(Brereton, 1981a).

The Bible college movement began with the founding of the Nyack Missionary

College by A.B. Simpson in 1881 (AABC, 1998b; Brown, 1982; Kallgren, 1988;

McKinney, 1989). The primary concern of this first Bible college was to prepare

missionaries to help meet the needs of the "unenlightened peoples of the world" for

Christ (AABC, 1998b, p. 3). Soon after, D.L. Moody founded the Moody Bible Institute

in 1886, which was directed toward urban centers of America as well as to foreign lands

(AABC, 1998, p. 3; Brown, 1982; Kallgren, 1988; McKinney, 1989). Bible institutes appealed to twentieth-century evangelicals because they provided a refuge from critical scholarship that called into question traditional notions of biblical authorship and also offered an alternative environment for the education of evangelical youth apart from the corrupting influences of secular colleges and universities, many of which had become too "liberal" (Balmer, 1991, p. 23; Brereton, 1981b; Witmer, 1962, p. 61-62). McKinney (1989) describes characteristics of the early Bible schools that made them unique: 1) they were abbreviated (only one or two years of attendance); 2) their emphasis was on "practical" training, which would help them in their missionary work; and 3) they were efficient (taught only what they needed to know in order to perform their functions quickly and confidently).

The nature of Bible college education was, essentially, to prepare workers for church-related vocations (Brown, 1982; Kallgren, 1988; McKinney, 1989; Rose, 1988). In fact, Mostert (1969) stated that Bible colleges are distinctly classified as "professional or specialized institutions with the primary purpose of preparing students for Christian ministries or church vocations through a program of Biblical, church-vocational, and general studies." He also stressed the importance in these colleges of the cultivation of spiritual life and Christian service programs (p. 5). Kallgren (1988) adds that Bible colleges can be compared to theological seminaries, except that seminaries operate on the graduate level, whereas Bible colleges operate on the undergraduate level. He also points out that Bible colleges offer a wider range of vocational training programs than do seminaries (p. 32).

Astin and Lee (1972) described private colleges under 2,500 students as "invisible" colleges because they were rather obscure and therefore there was a lack of concern for them by the higher education community in general; however, these comments are applicable to Bible colleges as well. In fact, Brown (1982) stated that Bible colleges are even less visible than "invisible" colleges because they are "smaller, more private in their limited constituency and funding resources, and most of all, radically different in their curricular scope and focus" (p. 38).

Some would argue that the history of American Christian education just described is a cover for the "real" reason these institutions were established – to allow Evangelicals to fight against economic, social, and political ills (Greely, 1972; Marty, 1970; Rose, 1988). The argument is that these institutions were established to reinforce the traditional values associated with the Protestant work ethic, respect for authority, and patriotism, among others (Rose, 1988, p. 23). In fact, their establishment is said to be a reaction to such issues as slavery, immigration, and increasing industrialization in the United States (p. 33). Christian schools, whether they are primary, secondary, or higher education institutions, are considered by some to be a way to "protect their children from worldly influences" (p. 7). No matter which history is the correct one, the American Bible school projects an institutional profile that Brown (1982) describes as "utterly divergent" from the norm of other types of colleges and which represent a "unique sample population" (p. 60-61).

History, Mission, and Philosophy of AABC Schools

An informal network of Bible school workers existed from the 1920s, but a formal organization of Bible schools did not appear until the late 1940s (Brereton, 1996; Mostert, 1986). Because of the influence of schools such as the Moody Bible Institute, American Bible school curriculum became regularized in the 1910s and 1920s (Brereton, 1996, p. 442; Warner, 1967). Practical field work became supervised by a full-time director, student bodies got younger, dormitories appeared, and a stricter regimen was imposed on students' out-of-class lives at this time as well (Brereton, 1990, 1996). In 1942, conservative evangelicals established an organization called the National Association of Evangelicals (Brereton, 1990, 1996). Committees were formed to deal with publications, missions, and education in order to regularize these activities. Also, a significant portion of the Bible school constituency was achieving upward mobility, which caused a desire for higher education to yield respectable certification (Brereton, 1996, p. 443). This meant that Bible schools would have to be accredited in some way so they could award bachelor's degrees that would be recognized at the graduate level. For some schools, the idea of becoming accreditation-conscious was difficult, but many Bible school leaders began to rethink their positions. This was especially true after World War II when the federal government gave a great deal of money to higher education through its support of GIs returning to school (Brereton, 1996, p. 444; Brown, 1982, p. 56; Mueller, 1961). Bible schools had to attract their share of these older students. Therefore, Bible school leaders began to see a need for standardization and quality control in their institutions in order to compete with secular colleges and universities.

Because of the lack of commonly accepted standards and very little professional

association among its educators, there was a need for an accrediting agency to serve these

Bible schools (AABC, 1998b; Brereton, 1996). Beginning around 1918, committees were

formed to review the needs of Bible colleges and discuss the possibility of forming an

association of Bible schools for standardizing their courses of training (Gannett, 1981;

Mostert, 1986). Reactions to the idea were both positive and negative, noting not only the

benefits of upgrading academic standards, but also the disadvantage of "controlling the

institution so that free enterprise is…curtailed" (Mostert, 1986, p. 15). In the mid 1940s,

opinions were turning toward support of such an organization and a meeting was set for

January of 1947 to discuss such topics as doctrinal position, minimum curriculum, faculty

resources, library, school calendar, and quality of instruction (p. 18). Responses to the

invitation for the meeting were positive, with comments stressing the need for quality in

Bible college education. As a result of this meeting, the Accrediting Association of Bible

Institutes and Bible Colleges was formed in 1947 (Brereton, 1996; Gannett, 1981;

Mostert, 1986). The name was shortened in 1957 to the Accrediting Association of Bible

Colleges; it was changed again in 1973 to the American Association of Bible Colleges

(AABC, 1998b, p. 4; Gannett, 1981, p. 4-5; Mostert, 1986, p. 36, p. 86; Ringenberg,

1984, p. 31). However, in 1994 the name was changed back to the Accrediting

Association of Bible Colleges (AABC, 1998b, p. 4; Wilks, 1995, p. 2). The AABC is the

only accrediting agency for undergraduate Bible college education recognized by the

Commission on Recognition of Postsecondary Accreditation (CORPA) and the United

Stated Department of Education (AABC, 1998b, p. 4-5). Today, the AABC's services

extend to Bible colleges in Canada, the United States, and related territories. The AABC's accrediting jurisdiction does not extend to the graduate level.

In recent years, Bible schools have sought accreditation from regional associations as well as from the AABC (Brereton, 1996; Cocking, 1982). Regional accreditation has represented accommodation from both the side of the Bible college and from the regional associations, which have gotten more broad-minded about the diversity of educational purposes and methods (Cocking, 1982).

Accreditation has served to improve the quality of education by extending two-year courses to three, four, and five years and making admissions requirements more stringent (Balmer, 1991; Brereton, 1996). It has also brought more emphasis on the liberal arts; endowments and financial stability in general; and faculty with advanced degrees (Balmer, 1991, p. 25; Brereton, 1996, p. 444). Today's Bible college, whatever majors it offers, requires all students to complete coursework in biblical/theological, general, and professional areas (AABC, 1998b; Wilks, 1995). Most programs are four years in length, although one-, two-, three-, and five-year programs are also available. Bible colleges also require each student to be actively involved in some aspect of ministry (AABC, 1998b; Wilks, 1995).

Review of Relevant Student Development Theory and Research

Around the middle of the 20th century, the student development movement emerged. Starting with *The Student Personnel Point of View*, the American Council on Education (1937, 1949) enumerated several assumptions about students in higher education: 1) the student must be considered as a whole; 2) each student is a unique

person and must be treated as such; 3) the total environment of students must be considered in their development; and 4) the major responsibility for a student's personal and social development rests with the student. This "intentional" student development philosophy proposes that there is interaction between the student and the educational environment so that there is both challenge and support for further development (Bloland, 1991; Miller & Winston, 1991).

Three main schools of thought have guided student affairs: 1) cognitive theories, which are concerned with intellectual and moral development; 2) psychosocial theories, which focus on personal and life cycle development; and 3) person-environment interaction theories that discuss the ecology of student life. Cognitive theories of student development include the works of authors such as Piaget (1952), Perry (1970, 1981), Kohlberg (1969), and Gilligan (1982). Cognitive theorists are concerned with how people think, reason, and make decisions. They want to know how people learn, rather than what they learn (Miller & Winston, 1991). Stages of learning are also important. For example, Piaget used *stages* to describe cognitive development from birth to adulthood, whereas Perry used *phases*. Kohlberg is well-known for his theory of moral development from young childhood to adulthood, which uses a hierarchy of levels to determine cognitive maturity. For these theorists, cognitive and moral development is universal in nature, so that people from all cultures experience similar processes, stages, and sequences.

Psychosocial theories of student development include the writings of Erikson (1963, 1968), Chickering (1969, 1981), and Havighurst (1953, 1972). These theories are focused on the content of learning, rather than the processes involved. Stages are included

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in these theories and are described as sequential, but not invariant. In order to go from

one stage to another, one must accomplish a particular developmental task (Havighurst,

1972) or vector (Chickering, 1969) or successfully resolve a developmental crisis

(Erikson, 1963). Therefore, these theorists are concerned with life transitions and

developing life-coping skills (Miller & Winston, 1991).

Person-environment interaction theories are discussed by Holland (1973), Pace

(1979), and Banning (1978). These theories are based upon the principle that behavior is

a direct function of the relationship between the individual and the environment (Lewin,

1936). What is most important to these theorists is the establishment of a healthy student

environment and the ability to assess that environment. As a result, several environmental

assessment techniques have been developed to determine the effect that the institutional

environment has upon both the perceptions and the behavior of its students (Miller &

Winston, 1991).

Two additional models that have had an important influence in the student

development movement were presented by the Council of Student Personnel Associations

(COSPA) (Cooper, 1972) and the American College Personnel Association (ACPA)

(Brown, 1972). In phase II of the ACPA's publication *Student Development in*

Tomorrow's Higher Education: A Return to the Academy, Miller and Prince (1976) wrote

The Future of Student Affairs, which integrated both the COSPA and ACPA philosophies

into the Tomorrow's Higher Education (T.H.E.) Student Development Process Model. It

states that there are four essential functions to any intentional student development

approach: 1) goal setting; 2) assessment; 3) procedural strategies for change (including

instruction, consultation, and environmental resource management); and 4) program evaluation (Miller & Winston, 1991).

In addition to student development theory, research is done to determine needs, assess programming, and plan for the future of the profession. As Creamer (1990) noted, theories provide explanations for the phenomena they purport to address, whereas research supports the validity of these explanations. The current research in student services is heavily weighted in the secular arena. For example, one can find articles ad infinitum regarding effective career service centers in colleges and universities (Honeycutt, 1995-96; Reardon, 1996); the benefits of students' active involvement in student government on campus (Kuh & Lund, 1994; Lavant & Terrell, 1994); discipline of college students (Dannells, 1997; Rentz et al, 1996); the effect of place of residence on student persistence (Kanoy & Bruhn, 1996; University of Maryland College Park, 1989); the increasing indebtedness of college students (Davis, 1997; Florida State Postsecondary Educational Planning Commission, 1992; Greiner, 1996); improving college health services (American College Health Association, 1993; Goldman, 1996); and issues in intramural athletics (Newman, 1997; Rokosz, 1989; Schultz, 1989).

Attempts to provide a comprehensive picture of the impact of college on students has been discussed by Feldman and Newcomb (1969), Pascarella and Terenzini (1991), and Astin (1993). These works include discussions of student attitudes and values, the impact of choosing a major, student culture and the faculty, environmental variables, student personality, the impact of involvement, student persistence, and career choice. Many of the studies included in these publications reveal not only how the college

experience itself has impacted students, but also how the student services provided have influenced their development.

One would assume that as highly regarded as these services are in the secular institutions of higher education, the importance would be even greater in the Christian college or university, given the emphasis on missionary work, spiritual growth and development, and community service. However, in reviewing numerous databases and journals (see Appendix F), no resources (printed or electronic) dedicated to student affairs in Christian higher education related to this subject were found.

What follows are brief descriptions of research studies that have been published in Christian higher education. These research summaries should provide the reader with a sense of the type of research being done in student affairs at Christian institutions and the need for more research in this area.

Review of Research in Christian Higher Education

It is difficult to find specific journal articles relating to student services research in Christian higher education. Most of what exists seems to relate to staffing ratios (Cummer, 1982), the application of Christian theory to student affairs administrators (Houghton, 1992), assessing the mission on Christian higher education (Baylis, 1995), the impact of nontraditional students on Christian campuses (Naugle, 1995), or the analysis of demographic information (i.e., salaries, budget allocation, size of institution) relating to student services programs in Christian institutions (Barnes, 1992). While this type of information can be helpful to student services administrators, it does not reflect the importance of relating research on specific issues in the Christian institution's student

services divisions, such as the effect of the Christian institution on student development; ways in which the Christian college or university affects student involvement on campus; or differences in counseling and/or career planning in the Christian institution. Only a few authors have attempted to provide this sort of information through Christian higher education research. Mark Lamport and Paul Blezien provide two examples of the type of research that should be generated to a greater extent in Christian higher education.

In 1989, Lamport published a study on the effects of informal student-faculty interaction and its effects on student outcomes. This research was conducted at a small Christian college, which provided a good setting for investigating closely how socializing with professors can contribute to such things as value transmission, identity formation, and personal development. In addition, by using a small, liberal arts school that was religiously affiliated, the author points out the following: 1) previous research in this area had been done in large, public institutions (therefore, he was tapping into an untouched subset of students and faculty); 2) previous research points to the positive effects of student-faculty interaction in small colleges; and 3) previous studies were done largely by quantitative means, whereas his research would be using interviews with college seniors, which added a new perspective in this research area. Lamport recognized not only the importance of the research itself, but also its implications specifically for religiously affiliated colleges. His conclusions suggested that faculty can be an important influence in the transmission of values, shaping of students' beliefs, and changing of behaviors (an important implication, especially for those in Christian higher education); administrators should be encouraging their faculty to be engaged in informal interactions with students;

and students should be made aware of the positive influence faculty can have in non-classroom settings. These findings have important implications for Christian institutions, but the effect will not be as great if those who would benefit the most from the information do not have the opportunity to review such research.

A similar study by Blezien (1990) focused on determining the extent of respect, or credibility, faculty ascribe to student services. He surveyed Christian College Coalition schools (members of the Coalition for Christian Colleges and Universities, now known as the Council for Christian Colleges and Universities) for faculty awareness of various student personnel services; perceptions of the need for those services; and perceptions of the effectiveness of those services. Some of his findings were: 1) compared with previous research on faculty perceptions of student services, Coalition faculty tended to be more aware of student personnel services and more likely to judge the effectiveness of the services positively than counterparts in other institutions; 2) faculty who had a high level of out-of-classroom contact with students reported significantly higher levels of awareness of services; and 3) a higher level of faculty contact with student personnel services resulted in a more positive perception of the need for and effectiveness of those services. The author stated that his findings implied a need for cooperation between student affairs and academic affairs. Blezien advocated cooperation in research, programming on campus, and publications. He also indicated that his findings were especially important for Christian institutions, since the purpose of such an education is to make a positive effect on the community through service and ministry. The cooperation between student affairs and academic affairs, he said, should be a role model for students

to "understand how two entities can cooperate together to be substantially more effective than either could do alone" (p. 28).

Although these two research studies were discussed separately, they can easily be connected by their focus and attention on the value of student services divisions for student development, behavior, and enrichment at Christian institutions. They both relate research on the positive effects of student involvement on campus - between faculty and students as well as faculty and student affairs divisions. This type of research is essential to the improvement and advancement of Christian colleges and universities. If it is not published (or, not published in the right venues), the profession can stagnate, or worse, diminish in its extent and quality.

Most of the research related to Bible colleges and universities can be found only by searching the literature extensively for dissertations and articles that have been conducted or written by those interested in evaluating specific areas of Christian higher education. For example, dissertation studies exist that discuss Bible colleges in general (Brereton, 1981b; Easley, 1987; Janzen, 1979; Kallgren, 1988; Moncher, 1987; Warner, 1967); Bible college quality (Brown, 1982; Enlow, 1988; Morgan, 1992; Wilks, 1995); Bible college accreditation (Cocking, 1982); and evaluating student personnel services (Berkey, 1976; Doyle, 1963; Gannett, 1981; Spence, 1968). However, those relevant to this study (i.e., those relating to the evaluation of student personnel services) address specific Christian institutions (Berkey, 1976), student perceptions of student personnel services (Doyle, 1963), college presidents' attitudes toward student personnel services (Spence, 1968), and a combination of student, faculty, and administrators' perceptions of

student personnel services in AABC schools with enrollments of less than 500 students (Gannett, 1981).

In addition, books have been published on Bible colleges and universities. They include research on the history of Bible colleges (Brereton, 1990; Eagen, 1981; Sweet, 1933, 1945; Tewksbury, 1932); student outcomes in church-related colleges (Astin & Lee, 1971; Bosma & O'Rear, 1981; Pace, 1972); and reflections on American college students' intellectual and moral climate (Bloom, 1987). There are also studies that have pointed to the lack of research that exists on student personnel services in Bible colleges and universities (Arbuckle & Doyle, 1966; Brown, 1982; Doyle, 1963); focused on church-sponsored higher education in the United States (Patillo & MacKenzie, 1966); discussed Bible college curriculum (Gangel, 1983); and traced the origins of the fundamentalist Bible school movement (McKinney, 1989).

Even though there is a documented need for more research on the evaluation of student personnel services in Bible colleges and universities, there seems to be little response from professionals in Christian education. Not only are there no journals in Christian higher education dedicated to this subject, but there are very few articles in any of the Christian literature that relate to student personnel services.

Evaluation in Student Services

Today, in order to increase accountability of institutions for their student services programs and services, accrediting associations have outlined criteria for ensuring effectiveness and the achievement of the educational goals of the institution. Greenberg (1994) states that these associations attempt to determine "whether an institution meets

certain basic criteria, meets the goals it has set for itself, and has the personnel and financial resources to accomplish its objectives now and in the foreseeable future" (p. B1). In addition, Van Vught and Westerheijden (1994) suggest an internal assessment program to enhance institutional decision-making, assess program quality, and possibly provide a basis for the redistribution of resources (p. 358). For example, the Southern Association of Colleges and Schools (SACS) has outlined criteria for ensuring effectiveness and the achievement of the educational goals of the institution (1999a). SACS evaluates institutions' student services in the following areas: 1) counseling and career development; 2) student government, student activities, and publications; 3) student behavior; 4) residence halls; 5) student financial aid; 6) health services; and 7) intramural athletics. Accrediting associations such as this provide a means by which student services divisions can be assessed equitably and compared fairly to other institutions. They also provide institutions with important data that can be used for the analysis and improvement of existing student services programs.

The AABC, as part of its criteria for accreditation, also provides standards for programs for student development and services (AABC, 1998b). They consist of: 1) admissions; 2) student development, including personal counseling (student discipline and complaints are contained in this category); and 3) student services, including new student orientation, financial aid, social activities, student organizations (student government is contained in this category), housing and food services, health services, intercollegiate athletics, and placement. The main differences between the SACS model and the AABC model pertain to the inclusion of spiritual development, community

service, and dedication to Christian principles and standards in Bible colleges and universities.

One of the first studies on student personnel services attempted to evaluate a student personnel services program in a group of institutions (Hopkins, 1926). Subsequent research included studies which focused on the value of extra-curricular activities (Chapin, 1929) and developing rating scales for evaluating student personnel services (Brumbaugh & Smith, 1932; Gardner, 1936; Rackham, 1951).

The importance of evaluation in student services is also emphasized by the ACPA (1975) and Upcraft and Schuh (1996) in their book, *Assessment in Student Affairs: A Guide for Practitioners*. The ACPA's Tomorrow's Higher Education (T.H.E.) Project states that "constant and rigorous evaluation should be an integral part" of student development models and student services programs (1975). Further, the ACPA felt that these programs should be evaluated to determine the extent to which they "optimized the opportunity for participants to achieve desired outcomes," namely the achievement of goals and objectives. Finally, it was believed that the evaluation of student services programs offered the best way for professionals to clarify both individual and program objectives so that there was a sound basis for modification and future planning. Upcraft and Schuh (1996) devote significant time and attention to the assessment issue in student affairs. They note that in the mid 1980's, national attention was given to bringing accountability into the higher education arena, especially in regard to student services programs through such reports as *Involvement in Learning* (National Institute of Education, 1984) and *College: The Undergraduate Experience in America* (Boyer, 1987).

Factors contributing to the need for assessment in higher education included: 1) the impression that colleges were not producing educated people; 2) the rising cost of education; 3) increasing dissatisfaction with the quality of instruction at many institutions; 4) the many underrepresented groups in higher education; and 5) the inclusion of assessment in the accreditation process (Upcraft & Schuh, 1996).

Therefore, not only is it important for colleges and universities to provide appropriate student services, but it is equally important for them to consistently evaluate the quality of those services. Assessment, whether in the form of a self-evaluation or one imposed by an accrediting agency, is critical to meeting the needs of students. It provides an invaluable tool by which improvements and modifications can be developed and implemented. Interestingly, this is being done more frequently at secular colleges and universities than at Christian institutions. In order for the same quality to exist at Bible schools, a concerted effort must be made to engage in the process of evaluating existing student services to determine what further action is appropriate. In fact, Warner (1967) and Easley (1987) both stress the need for Bible colleges in particular to strengthen assessment of institutional effectiveness by doing research focused on producing comparative data.

Current Need for Research in Christian Higher Education

As stated throughout this review of the literature, few publications, articles, or information exist which reflect on the extent and/or quality of student services in Christian higher education, much less Bible colleges and universities. Many researchers in Christian education point to the lack of information published, or even pursued, in

Bible colleges and universities (Brown, 1982; Easley, 1987; Enlow, 1988; Kallgren, 1988; Marsden, 1997; Moncher, 1987; Warner, 1967). In fact, Thomas (1992) states that not only is there a lack of Christian professional journals in student development, there is also no distinctively Christian theory of student development. In addition, although the recently formed Association of Christians in Student Development (ACSD) does claim to be concerned with "arming its members to be more effective in ministering to students through their student development programs," (1996) it has only yearly meetings, no academic publications, and concentrates on practical knowledge gained through networking. Finally, especially in church-related colleges and universities, student development professionals must be committed to continued personal growth in order to be prepared for inevitable changes in student development programs in the future. This involves regularly reviewing the professional literature, organizational involvement, networking within the field, and both direct and indirect research (Thomas, 1992).

Alan Bloom (1987) stated that one of the purposes of institutions of higher education is to help students develop moral character. If this is true, how can student services professionals and administrators, especially those in Christian colleges and universities, *not* be concerned with the quality and effectiveness of their programs? Clearly, there is a need for more research in this area. The purpose of this study was to fulfill, in part, the need for more information on student personnel services in Bible colleges and universities.

CHAPTER III

PROCEDURES FOR COLLECTION AND ANALYSIS OF DATA

Introduction

The purposes of this study, as indicated in Chapter 1, were to determine the types, extent, and quality of student services provided by American colleges and universities accredited by the Accrediting Association of Bible Colleges (AABC). An existing questionnaire was modified to collect this information.

This chapter discusses the following: 1) the research questions, 2) the research design, 3) a description of the population, 4) instrumentation, and 5) procedures for the collection of data.

Research Questions

The study was directed by the following research questions:

1. What types of student services are provided at American colleges and universities accredited by the AABC?

2. What is the extent of student services at American colleges and universities accredited by the AABC?

3. What is the quality of student services at institutions of higher education accredited by the AABC as perceived by student services administrators?

Research Design

The study employed a research design to gauge respondents' perspectives on the types, extent, and quality of student services at institutions accredited by the AABC. A questionnaire was mailed to all student services administrators at the sixty-nine American colleges and universities listed in the AABC 1998-99 Directory (AABC, 1998a).

Because the SACS criteria for the evaluation of student services list specific student services functions that ideally are included in all student services divisions (SACS, 1999b), it was important that the instrument employed in the study utilize questions relating to the types, extent, and quality of services provided by AABC colleges and universities. Mattox's (1994) Basic Service Questionnaire was chosen because it includes comprehensive coverage of the student services functions discussed in the SACS criteria.

Description of the Population

The population of the study consisted of chief student affairs administrators employed at colleges and universities accredited by the Accrediting Association of Bible Colleges (AABC). The perceptions of administrators were important because they are so actively involved in shaping the environment of their institutions. In fact, Moos (1979) states that "those in control or with the greatest amount of responsibility view the environment more positively than any other group" (p. 262). In 1999 there were 69 U.S. college and university members of the AABC (AABC, 1998a). Two schools employed

both a Dean of Men and a Dean of Women. Therefore, the population consisted of 71

student services administrators. The contact names, titles, and addresses were obtained

from school catalogs, internet websites, and personal contacts with school officials.

<div align="center">Instrumentation</div>

The Basic Services Questionnaire (BSQ) developed by Mattox (1994) was the

instrument used in the study. The BSQ is a two-part survey that asks respondents to

evaluate the types, extent and quality of their institution's student personnel services.

Mattox's first section included questions regarding the type, extent, and quality of

basic service functions provided at the respondents' institutions. There are 28 basic

service functions which are divided into 7 different student personnel service categories.

These service functions and personnel service categories were derived from 4 primary

sources (Collins, 1967; Keyser, 1985; League for Innovation in the Community College,

1987; and Raines, 1966). The respondents were instructed first, to indicate whether the

basic service function was provided, and if so, to describe the extent and quality of that

service. The second section included questions which solicited demographic information

about the respondents and the institutions where they were employed. It also included a

section in which the respondents were asked to indicate if selected institutional factors

had decreased, remained the same, or increased during the most recent five years. A

comments section was provided for the respondents so they could indicate specific

student services their institution offered which were not included in the questionnaire.

Respondents were also given the opportunity to include any additional pertinent

comments at the end of the questionnaire.

For purposes of the current study, adaptations were made to the Mattox (1994) instrument for use in Bible colleges and universities. Certain questions were reworded to include specific student services functions, such as missionary, ministry, and/or community outreach activities, and an effort was made in the comments section to allow respondents to indicate any additional activities their institutions provided that were not specifically mentioned in the survey. Appendix A is a copy of the revised version of Mattox's Basic Services Questionnaire (1994).

Mattox (1994) reported that the original BSQ was pre-tested on members of the Student Services Division of Southside Virginia Community College. After completing the instrument, the pre-test team members were queried to estimate the content validity of the instrument. These questions were intended to determine if the instructions and definitions were clear; if there were any student personnel functions that needed to be eliminated or added; if the questionnaire was reasonable in length; and if there were additional suggestions for changes or improvements to the survey instrument. In response to the team's suggestions for changes in the instructions of the BSQ, adjustments were made and included in the revised questionnaire. The remaining contents of the instrument were left intact.

A prototype of the instrument was further pilot tested by a panel of experts prior to the mailings of the instrument for this study. The revised questionnaire was distributed to chief student personnel administrators at a random sample of 10 AABC colleges and universities in order to gauge respondents' perception of the clarity, completeness, and overall quality of the instrument for use among Bible colleges and universities. The

respondents were instructed to complete the questionnaire and to include comments, where appropriate, regarding additions, deletions, or other improvements that needed to be made to the instrument. These surveys were not included in the final analysis of the data.

The suggestions for improvement included a need for better definitions of certain terms (such as "Induction" vs. "Orientation" of students); simplification of instructions (specifically, for Section II on Student Personnel Functions); and clarification of certain questions (i.e., reducing vagueness and the chance of over- or under-estimating the occurrence of certain types of activities within the institution). Based on these suggestions, revisions to the instrument were made and incorporated into a final version.

Procedures for the Collection of Data

Permission was obtained from the Institutional Review Board (IRB) at the University of North Texas to conduct a study involving human subjects. The chair of the IRB reviewed and approved the study in a letter dated March 23, 1999. A copy of this letter appears as Appendix B.

Chief student affairs administrators were mailed a cover letter and a copy of the revised BSQ instrument on April 9, 1999. Their names and addresses were obtained from the AABC 1998-99 Directory (1998a) and the individual schools' catalogs. All 69 U.S. colleges and universities were contacted in the study. The cover letter discussed the purpose and importance of the study, the selection process, confidentiality of responses, and a requested return date. Appendix C is a copy of the cover letter which accompanied the questionnaires sent to the institutions included in the study.

On May 3, 1999, a follow-up mailing was sent to those who did not return completed questionnaires. A second copy of the instrument was accompanied by a cover letter reiterating the importance of the research and asking the respondents to complete and return the surveys. Appendix D is a copy of the second cover letter sent to those selected for participation in the study.

A third and final follow-up letter and questionnaire were mailed on May 18, 1999 to respondents who had not returned the first or second survey. The final cover letter (see Appendix E) emphasized again the importance of the research and the respondents' participation.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the types, extent, and quality of student services available through American colleges and universities accredited by the Accrediting Association of Bible Colleges (AABC). A mailed questionnaire was used to collect data from a sample of 71 chief student affairs officers employed by Bible colleges and universities accredited by the AABC. A total of 46 completed questionnaires were returned, for a return rate of 65 percent.

The analyses of data were performed using the Statistical Package for the Social Sciences (SPSS) for Windows. Data were analyzed for descriptive purposes. Nonparametric tests were used in the study because the sample was not drawn randomly from the population of Bible college and universities. Chief student affairs officers who were employed only by AABC schools in the United States were chosen as respondents. Because this was a convenience sample and the homogeneity of variance and normality were suspect, nonparametric tests were considered. Frequency counts and percentage distributions were used on demographic information in order to present a profile of chief student services administrators at colleges and universities accredited by the AABC. To

determine if the observed distributions of responses to questionnaire items were consistent with what would be expected under the condition of the null hypothesis of no difference, chi-square tests of goodness-of-fit were performed. This method was used in the study to determine if there were significant differences in student personnel functions in institutions accredited by the AABC. These tests were done primarily to categorize the kinds of student services offered at institutions accredited by the AABC and to determine if significant differences existed between groups. Specifically, there was an effort to determine differences that existed between institutions accredited by the AABC in order to answer the research questions: 1) What types of student services are provided at American colleges and universities accredited by the AABC?; 2) What is the extent of student services at American colleges and universities accredited by the AABC?; and 3) What is the quality of student services at institutions of higher education accredited by the AABC as perceived by student services administrators? By using chi-square tests of goodness-of-fit, categorizing the types, extent, and quality of student services provided by the institutions was possible. The Mueller-Schuessler Index of Qualitative Variation (Champion, 1970, p. 46) was used to determine the homogeneity, or heterogeneity, of the chief student affairs officers when grouped according to specific variables (gender, ethnic origin, major for highest degree earned, and highest degree earned).

To calculate the number of responses that would be expected in each category according to chance, the expected number of responses per category was determined by dividing the total number of responses to the item by the total number of response categories for that item. For example, if 45 respondents in the study responded to item i*th*,

and there were 5 different response categories for that item, it would be expected, according to the null hypothesis of no difference, that there would be a total of 9 responses per response category. The hypothesized equal distributions of responses across response categories were tested for goodness-of-fit with the actual, observed distributions. In those instances in which the actual, observed frequencies departed significantly from the frequencies expected according to chance, the actual distributions were judged to have been attributable to something other than chance. All tests of significance were performed at the .05 alpha level.

This chapter reports the data and results of the statistical analysis conducted according to the three research questions stated in Chapter 1. The results are presented under three main sections: 1) demographic information, including: variation among groups for selected variables (the Mueller-Schuessler Index of Qualitative Variation), personal and institutional data, and selected factors for the most recent five years; 2) evaluation of student services offered by AABC schools; and 3) additional comments.

The data are presented in Tables 1 through 34. It should be noted that not every participant in this study responded to every question; hence, the variances in the reported numbers for certain items.

<div align="center">Demographic Information</div>

<u>Variation Among Groups for Selected Variables</u>

For selected demographic variables, the Mueller-Schuessler Index of Qualitative Variation (Champion, 1970, p. 46) was computed to determine the homogeneity, or heterogeneity, of the chief student affairs officers when grouped according to specific

variables. In tables 1 through 4, data are presented on the four variables analyzed (gender,

ethnic origin, major for highest degree earned, and highest degree earned), the

distribution of chief student affairs officers according to each variable ("Observed

Differences"), the maximum heterogeneity which would exist if these administrators were

spread equally throughout each variable ("Maximum Differences"), and the calculated

Index of Qualitative Variation (IQV). The IQV is computed by dividing the total

observed differences by the maximum possible differences and multiplying by 100. The

IQV allows one to say there is a certain percent of maximum heterogeneity among

members of the population with respect to a particular variable.

Table 1   Chief Student Affairs Officers Classified According to Gender and Summary
of
          Mueller-Schuessler Test of Qualitative Variation

	A	B	C
Gender	Number of CSAO in Population (Observed Differences)	Number of CSAO if Spread Equally (Maximum Differences)	Index of Qualitative Variation (IQV)
Female	7	23	
Male	39	23	
Total	N=46	N=46	**51.6**

In Table 1, which presents the results of the Mueller-Schuessler Index of

Qualitative Variation (IQV) for gender, column (A) shows the observed distribution of

chief student affairs officers (CSAO) who were male and female. Column (B) shows the

maximum heterogeneity which would exist if chief student affairs officers were

distributed equally by gender. The observed differences, however, show that a degree of

homogeneity existed – more males than females were represented in these institutions. To

determine the degree of heterogeneity numerically, the IQV (shown in Column (C)) was

computed. The IQV for gender was 51.6, meaning there was approximately 52 percent

maximum heterogeneity among the chief student affairs officers with respect to gender.

Data presented in Table 2 show the observed and maximum differences for the

ethnic origin of chief student affairs officers.

Table 2   Chief Student Affairs Officers Classified According to Ethnic Origin and
Summary of Mueller-Schuessler Test of Qualitative Variation

	A	B	C
Ethnic Origin	Number of CSAO in Population (Observed Differences)	Number of CSAO if Spread Equally (Maximum Differences)	Index of Qualitative Variation (IQV)
African-American	1	23	
Caucasian	45	23	
Total	N=46	N=46	**8.5**

There were considerably more Caucasian chief student affairs officers than

African-Americans. The calculated IQV for Ethnic Origin was 8.5, meaning there was

approximately 8.5 percent maximum heterogeneity among the chief student affairs

officers with respect to ethnic origin.

The data pertaining to observed and maximum differences for the major of chief

student affairs officers' highest degree earned are presented in Table 3.

Table 3   Chief Student Affairs Officers Classified According to Major of Highest
Degree
Earned and Summary of Mueller-Schuessler Test of Qualitative Variation

	A	B	C
Major for Highest Degree Earned	Number of CSAO in Population (Observed Differences)	Number of CSAO if Spread Equally (Maximum Differences)	Index of Qualitative Variation (IQV)
Student Personnel	3	9.2	
Counseling	7	9.2	

Theology	20	9.2	
Other Related	11	9.2	
Other Non-Related	5	9.2	
Total	N=46	N=46	**89.3**

Significantly more chief student affairs officers in Bible colleges and universities majored in Theology or Religious Studies than in other areas of study. The calculated IQV for Major of Highest Degree Earned was 89.3, meaning there was approximately 89 percent of maximum heterogeneity among chief student affairs officers with respect to major of highest degree earned.

Data presented in Table 4 show the observed and maximum differences related to the chief student affairs officers' highest degree earned.

Table 4   Chief Student Affairs Officers Classified According to Highest Degree Earned and Summary of Mueller-Schuessler Test of Qualitative Variation

	A	**B**	**C**
Highest Degree Earned	**Number of CSAO in Population (Observed Differences)**	**Number of CSAO if Spread Equally (Maximum Differences)**	**Index of Qualitative Variation (IQV)**
Bachelor's	7	15.33	
Master's	11	15.33	
Doctorate	28	15.33	
Total	N=46	N=46	**82.4**

The data show that significantly more chief student affairs officers had doctorates than bachelor's or master's degrees. The calculated IQV for Highest Degree Earned was 82.4, meaning there was approximately 82 percent maximum heterogeneity among chief student affairs officers with respect to highest degree earned.

<u>Personal and Institutional Data</u>

In order to present a profile of the chief student affairs officer at Bible colleges

and universities accredited by the AABC, demographic information was collected from

respondents in the first major section of the questionnaire. Seven personal and six

institutional questions were included in the demographics section (selected factors for the

most recent five years are discussed subsequently). The data for each question are

discussed in the following subsections. The characteristics of the respondents and their

institutions are summarized in Tables 5 through 19.

<u>Demographic Characteristics of the Respondents</u>

Item one of the questionnaire concerned the age of the chief student affairs

officers. The distribution of ages is presented in Table 5.

Table 5   Respondents Classified According to Age and Summary of Chi-Square
                 Goodness-of-Fit Test

Characteristic	N	Percentage
Age		
23-30	5	10.9
31-40	10	21.7
41-50	22	47.8
51-60	5	10.9
61 and above	4	8.7
Total	46	100.0

Mean Age: 43.5 years
x^2=12.7; not significant at p=.05

The ages of the chief student affairs officers who responded to item number one

on the questionnaire ranged from 23 to 66. Of the 46 respondents, 10.9 percent were

between 23 and 30; 21.7 percent were between 31 and 40; 47.8 percent were between 41

and 50; 10.9 percent were between 51 and 60; and 8.7 percent were 61 years of age and

above. The calculated chi-square of 12.7 was not significant for age.

Item two related to the gender of chief student affairs officers. The data for this

variable are presented in Table 6.

Table 6   Respondents Classified According to Gender and Summary of Chi-Square
                 Goodness-of-Fit Test

Characteristic	N	Percentage
Gender		
Male	39	84.8
Female	7	15.2
Total	46	100.0

x^2=22.3; significant at p=.05

Of the 46 chief student affairs officers responding to the item regarding gender,

only 15.2 percent were female; males represented 84.8 percent. The expected statistical

distribution was fifty percent male and fifty percent female. The calculated chi-square

was significant for this item.

Item three pertained to the ethnic origin of chief student affairs officers. The

presentation of the data for this variable is in Table 7.

Table 7   Respondents Classified According to Ethnic Origin and Summary of Chi-Square Goodness-of-Fit Test

Characteristic	N	Percentage
Ethnic Origin		
Asian-American or Pacific Islander	0	0.0
African American	1	2.2
American Indian or Alaskan Native	0	0.0
Hispanic American	0	0.0
Caucasian/White American (not Hispanic)	45	97.8
Total	46	100.0

x^2=42.1; significant at p=.05

This item was answered by all 46 of the chief student affairs officers. A vast majority (97.8 percent) identified themselves as Caucasian/White Americans (not Hispanic). Only 2.2 percent identified themselves as African-American. No respondents identified themselves as Asian-American or Pacific Islanders; American Indian or Alaskan Natives; or Hispanic Americans. The calculated chi-square was significant for this item.

Item four concerned the chief student affairs officers' choice of major in which their highest degrees were earned. The data for this item are presented in Table 8.

Table 8   Respondents Classified According to Major for Highest Degree Earned and

Summary of Chi-Square Goodness-of-Fit Test

Characteristic	N	Percentage
Major for Highest Degree Earned		
Student Personnel	3	6.5
Counseling	7	15.2
Psychology	0	0.0
Theology/Religious Studies	20	43.5
Other Related Major	12	23.9
Other Non-Related Major	5	10.9
Total	46	100.0

x^2=19.7; significant at p=.05

Of the 46 respondents to this question, 6.5 percent had majored in Student

Personnel; 15.2 percent had majored in Counseling; none of the respondents had majored

in Psychology; 43.5 percent had majored in Theology or Religious Studies; 23.9 percent

had majored in a related major; and 10.9 percent had majored in a non-related major. The

calculated chi-square was significant for this item.

The data for those who responded to item number four that the major for their

highest degree earned fell into the category of "Other Related" are presented in Table 9.

Table 9 Respondents Classified According to Major for Highest Degree Earned –
"Other Related" Category

Major	N	Percentage
Social Science	1	8.3
Educational Administration	6	50.0
Secondary Administration	1	8.3
Education (general)	2	16.7
Communications	1	8.3
Educational Diagnosis	1	8.3
Total	12	100.0

As mentioned previously, 23.9 percent of respondents chose the "Other Related" category for their choice of major. Most of the majors were linked to Education, but some respondents majored in the social sciences or communications.

The data for those who responded to item number four that the major for their highest degree earned fell into the "Other Non-Related" category are presented in Table 10.

Table 10   Respondents Classified According to Major for Highest Degree Earned –
                "Other Non-Related" Category

Major	N	Percentage
Educational Leadership	2	40.0
Elementary Education	1	20.0
History	1	20.0
Higher Education Leadership	1	20.0
Total	5	100 .0

As mentioned previously, 10.9 percent of respondents chose the "Other Non-Related" category for their choice of major. Similar to the "Other Related" category, most of these majors are linked to Education; however, some respondents chose majors such as History or more administratively related fields.

Item five asked respondents to list the highest degree they had earned: Bachelor's, Master's, or Doctorate. The data for this item are presented in Table 11.

Table 11   Respondents Classified According to Highest Degree Earned

Characteristic	N	Percentage

Highest Degree Earned

Characteristic	N	Percentage
Bachelor's	7	15.2
Master's	11	23.9
Doctorate	28	60.9
Total	46	100.0

Of the 46 respondents who answered this question, 15.2 percent had earned

Bachelor's degrees; 23.9 percent had earned Master's degrees; and 60.9 percent had

earned doctoral degrees.

Item six concerned how many years of professional experience the respondents

had spent in a Christian or Bible College. The data are presented in Table 12.

Table 12   Respondents Classified According to Number of Years Professional
             Experience in a Christian/Bible College and Summary of Chi-Square
             Goodness-of-Fit Test

Characteristic	N	Percentage
Number of Years Professional Experience in a Christian/Bible College		
1-5	19	42.2
6-10	9	20.0
11-15	8	17.8
16-20	3	6.7
21-25	4	8.9
26-30	1	2.2
31 and above	1	2.2
Total	45	100.0

Mean: 10.3 years
x^2=23.8; not significant at p=.05

The respondents' number of years of experience in a Christian or Bible college

ranged from 1 year to 33 years. Of the 45 respondents who answered item number six,

42.2 percent stated they had between 1 and 5 years of experience; 20 percent had between

6 and 10 years of experience; 17.8 percent had between 11 and 15 years of experience;

6.7 percent had between 16 and 20 years of experience; 8.9 percent had between 21 and

25 years of experience; 2.2 percent had between 26 and 30 years of experience; and 2.2

percent had more than 30 years of experience. The calculated chi-square of 23.8 was not

significant for this item.

Item seven related to the number of years of professional experience the

respondents had spent in student personnel services. The data are presented in Table 13.

Table 13   Respondents Classified According to Number of Years Professional
                Experience in Student Personnel Services and Summary of Chi-Square
                Goodness-of-Fit Test

Characteristic	N	Percentage
Number of Years Professional Experience in Student Personnel Services		
1-5	22	48.9
6-10	10	22.2
11-15	8	17.8
16-20	3	6.7
21-25	1	2.2
26 and above	1	2.2
Total	45	100.0

Mean: 8.3 years
x^2=21.1; not significant at p=.05

Respondents' number of years of professional experience in student personnel

services ranged from 1 year to 33 years. Of the 45 respondents who answered item

number seven, 48.9 percent stated they had between 1 and 5 years of experience; 22.2

percent had between 6 and 10 years of experience; 17.8 percent had between 11 and 15

years of experience; 6.7 percent had between 16 and 20 years of experience; 2.2 percent

had between 21 and 25 years of experience; and 2.2 percent had more than 26 years of

experience. The calculated chi-square of 21.1 was not significant for this item.

<u>Demographic Characteristics of Respondents' Institutions</u>

Item eight asked respondents to list what their institutions' student headcount

enrollment was. The data pertaining to this item are presented in Table 14.

Table 14   Respondents' Institutions Classified According to Institutional Headcount
                and Summary of Chi-Square Goodness-of-Fit Test

Characteristic	N	Percentage
Institutional Headcount		
35-100	6	13.6
101-200	12	27.3
201-300	7	15.9
301-400	5	11.4
401-500	0	0.0
501-600	3	6.8
601-700	2	4.6
701-800	2	4.6
801-900	1	2.3
901-1000	2	4.6
1001 and above	4	9.1
Total	44	100.0

Mean: 423.7 students
x^2=3.9; not significant at p=.05

Of the 44 respondents to this question, 13.6 percent had an enrollment between 35

and 100 students; 27.3 percent had an enrollment between 101 and 200 students; 15.9

percent had an enrollment between 201 and 300 students; 11.4 percent had an enrollment

between 301 and 400 students; 0 percent had an enrollment between 401 and 500

students; 6.8 percent had an enrollment between 501 and 600 students; 4.6 percent had an

enrollment between 601 and 700 students; 4.6 percent had an enrollment between 701

and 800 students; 2.3 percent had an enrollment between 801 and 900 students; 4.6

percent had an enrollment between 901 and 1000 students; and 9.1 percent had an

enrollment of more than 1000 students. The calculated chi-square of 3.9 was not

significant for this item.

Item nine inquired about the number of full-time equivalent (FTE) professional

staff assigned to student personnel services in the respondents' institutions. The data

relating to this item are presented in Table 15.

Table 15   Respondents' Institutions Classified According to Number of Full-Time
           Equivalent (FTE) Professional Staff Assigned to Student Personnel Services
           and Summary of Chi-Square Goodness-of Fit Test

Characteristic	N	Percentage

Number of Full-Time Equivalent (FTE)
  Professional Staff Assigned to
  Student Personnel Services*		

0	1	2.4
1-3	27	64.3
4-6	9	21.4
7-10	2	4.8
11 and above	3	7.1
Total	42	100.0

*x^2=44.4; significant at p=.05

Of the 42 respondents who answered this item, 2.4 percent had no professional

staff assigned to student personnel services. A majority (64.3 percent) had between 1 and

3 professional staff assigned to student personnel services, with 28.6 percent having one

staff member and 26.2 percent having 3 staff members; 21.4 percent had between 4 and 6

staff members; 4.8 percent had between 7 and 9 staff members; and 7.1 percent had 10 or

more staff members assigned to student personnel services. The calculated chi-square was

significant for this item.

Item ten asked respondents to list the number of full-time equivalent (FTE)

support staff assigned to student personnel services. The data are presented for this item

in Table 16.

Table 16   Respondents' Institutions Classified According to Number of Full-Time
            Equivalent (FTE) Support Staff Assigned to Student Personnel Services and
            Summary of Chi-Square Goodness-of-Fit Test

Characteristic	N	Percentage
Number of Full-Time Equivalent (FTE) Support Staff Assigned to Student Personnel Services*		
0	5	11.4
1-3	28	63.6
4-6	7	15.9
7-9	3	6.8
10 and above	1	2.3
Total	44	100.0

*x^2=42.4; significant at p=.05

Of the 44 individuals who responded to this item, 11.4 percent had no support

staff assigned to student personnel services. A majority (75 percent) stated they had

between 1 and 3 support staff assigned to student personnel services, with 27.3 percent

having one support staff member and 29.6 percent having 2 support staff members; 15.9

percent had between 4 and 6 support staff members; 6.8 percent had between 7 and 9

support staff members; and 2.3 percent had 10 or more support staff members. The

calculated chi-square was significant for this item.

Item eleven asked respondents to list the approximate percentage of their total

institutional budget allocated to student personnel services. The data pertaining to this

item are presented in Table 17.

Table 17   Respondents' Institutions Classified According to Approximate Percentage
of
            Total Institutional Budget Allocated to Student Personnel Services and
            Summary of Chi-Square Goodness-of-Fit Test

Characteristic	N	Percentage
Approximate Percentage of Total Institutional Budget Allocated to Student Personnel Services		
1-5	19	48.7
6-10	16	41.0
11-15	3	7.7
16 and above	1	2.6
Total	39	100.0

x^2=16.0; not significant at p=.05

Of the 39 respondents who answered this question, 48.7 percent of the institutions

allocated between 1 and 5 percent of the budget; 41.0 percent allocated between 6 and 10

percent; 7.7 percent allocated between 11 and 15 percent; and 2.6 percent allocated more

than 15 percent of the total institutional budget to student personnel services. The

calculated chi-square of 16.0 was not significant for this item.

Item 12 asked for the approximate percentage of student personnel services budget allocated to professional continuing educational activities for professional staff that was related to student services. The data pertaining to this item are presented in Table 18.

Table 18   Respondents' Institutions Classified According to Approximate Percentage of Student Personnel Services Budget Allocated to Continuing Educational Activities for Professional Staff and Summary of Chi-Square Goodness-of-Fit Test

Characteristic	N	Percentage
Approximate Percentage of Student Personnel Services Budget Allocated to Continuing Educational Activities for Professional Staff*		
0	15	36.6
1-2	15	36.6
3-6	4	9.8
7-10	7	17.1
Total	41	100.0

*x^2=35.3; significant at p=.05

Of the 41 individuals who responded to this item, 36.6 percent had none of the student personnel services budget allocated to continuing educational activities for professional staff. The same percentage (36.6 percent) of institutions allocated between 1 and 2 percent, with 26.8 percent having 1 percent allocated to continuing educational activities; 9.8 percent allocated between 3 and 5 percent; and 17.1 percent allocated between 7 and 10 percent. The calculated chi-square was significant for this item.

Item thirteen asked respondents to list the estimated number of off-campus

professional continuing educational activities attended by professional staff assigned to

student personnel services during the last 12 months. The data are presented in Table 19.

Table 19   Respondents' Institutions Classified According to Estimated Number of Off-
            Campus Professional Continuing Educational Activities Attended by
            Professional Staff in Student Personnel Services (Last 12 Months) and
            Summary of Chi-Square Goodness-of-Fit Test

Characteristic	N	Percentage
Estimated Number of Off-Campus Professional Continuing Educational Activities Attended by Professional Staff Assigned to Student Personnel Services During the Last 12 Months*		
0	13	28.3
1-2	13	28.3
3-6	16	34.8
7-10	2	4.4
11-15	1	2.2
16 and above	1	2.2
Total	46	100.0

*x^2=37.2; significant at p=.05

Of the 46 respondents who answered this question, 28.3 percent offered no off-

campus professional continuing educational activities for professional staff assigned to

student personnel services during the last 12 months. The same percentage (28.3 percent)

had between 1 and 2 of these off-campus activities for staff; 34.8 percent had between 3

and 6 off-campus activities; 4.4 percent had between 7 and 9 off-campus activities; 2.2

percent had between 10 and 15 off-campus activities; and 2.2 percent had more than 15

off-campus activities. The calculated chi-square was significant for this item.

<u>Selected Factors for the Most Recent Five Years</u>

The next section of the questionnaire attempted to solicit information regarding

factors related to the student personnel services provided at the respondents' institutions.

This section contained a list of ten factors the respondents were asked to rate on a Likert-

type scale, from 1 ("Decreased Considerably") to 5 ("Increased Considerably").

Respondents were asked to indicate if these factors had decreased, remained the same, or

increased during the most recent five years at their institutions.

In Tables 20 through 29 are the ten student personnel services factors along with

the responses of the chief student affairs officers for their institutions.

The responses regarding the physical facilities for student personnel services are

presented in Table 20.

Table 20   Respondents' Institutions Classified According to Physical Facilities for
Student Personnel Services and Summary of Chi-Square Goodness-of-Fit
Test

Factor	Likert Response Category	N	Percentage
Physical Facilities for Student Personnel Services*	1	0	0.0
	2	1	2.2
	3	14	30.4
	4	19	41.3
	5	12	26.1
Total		46	100.0

*x^2=15.0; significant at p=.05

Of the 46 respondents who answered the question regarding physical facilities for student personnel services, none stated that these facilities had decreased considerably; 2.2 percent stated they had decreased slightly; 30.4 percent stated they had remained the same; 41.3 percent stated they had increased slightly; and 26.1 percent stated they had increased considerably. The calculated chi-square was significant for this item.

The responses concerning the size (FTE) of student personnel services professional staff are presented in Table 21.

Table 21   Respondents' Institutions Classified According to Size (FTE) of Student Personnel Services Professional Staff and Summary of Chi-Square Goodness-of-Fit Test

Factor	Likert Response Category	N	Percentage
Size (FTE) of Student Personnel Services	1	0	0.0
Professional Staff*	2	3	6.5
	3	16	34.8
	4	22	47.8
	5	5	10.9
Total		46	100.0

*x^2=21.3; significant at p=.05

The item regarding the size (FTE) of student personnel services professional staff was answered by all 46 respondents as well. Again, none of the respondents stated the size of professional staff had decreased considerably; 6.5 percent stated it had decreased slightly; 34.8 percent stated it had remained the same; 47.8 percent stated it had increased slightly; and 10.9 percent stated it had increased considerably. The calculated chi-square was significant for this item.

The responses concerning the size (FTE) of student personnel services support staff at the respondents' institutions are presented in Table 22.

Table 22   Respondents' Institutions Classified According to Size (FTE) of Student Personnel Services Support Staff and Summary of Chi-Square Goodness-of-Fit Test

Factor	Likert Response Category	N	Percentage
Size (FTE) of Student Personnel Services	1	0	0.0
Support Staff*	2	2	4.4
	3	27	60.0
	4	14	31.1
	5	2	4.4
Total		45	100.0

*x^2=37.9; significant at p=.05

Of the 45 individuals who responded to the question regarding the size (FTE) of student personnel services support staff at the respondents' institutions, none stated that the size of support staff had decreased considerably; 4.4 percent stated it had decreased slightly; 60 percent stated it had remained the same; 31.1 percent stated it had increased slightly; and 4.4 percent stated it had increased considerably. The calculated chi-square was significant for this item.

The responses regarding the percent of the total institutional budget allocated to student personnel services are presented in Table 23.

Table 23   Respondents' Institutions Classified According to Percent of Total Institutional Budget Allocated to Student Personnel Services and Summary of Chi-Square Goodness-of-Fit Test

Factor	Likert Response Category	N	Percentage
Percent of Total Institutional Budget	1	0	0.0
Allocated to Student Personnel	2	5	11.4
Services*	3	17	38.6
	4	19	43.2
	5	3	6.8
Total		44	100.0

*x^2=18.2; significant at p=.05

Of the 44 individuals who responded to the item regarding the percent of the total institutional budget allocated to student personnel services, none stated the percentage had decreased considerably; 11.4 percent stated it had decreased slightly; 38.6 percent stated it had remained the same; 43.2 percent stated it had increased slightly; and 6.8 percent stated that it had increased considerably. The calculated chi-square was significant for this item.

The responses regarding the percent of the student personnel services budget allocated to professional continuing educational activities are presented in Table 24.

Table 24   Respondents' Institutions Classified According to Percent of Student
                Personnel Services Budget Allocated to Professional Continuing
                Educational Activities and Summary of Chi-Square Goodness-of-Fit Test

Factor	Likert Response Category	N	Percentage
Percent of Student Personnel Services	1	1	2.2
Budget Allocated to Professional	2	3	6.7
Continuing Educational Activities*	3	31	68.9
	4	9	20.0
	5	1	2.2
Total		45	100.0

*x^2=72.0; significant at p=.05

Of the 45 respondents who answered the item regarding the percent of student

personnel services budget allocated to professional continuing educational activities, 2.2

percent stated this percentage had decreased considerably; 6.7 percent stated it had

decreased slightly; 68.9 percent stated it had remained the same; 20 percent stated it had

increased slightly; and 2.2 percent stated it had increased considerably. The calculated

chi-square was significant for this item.

The responses regarding the support student personnel services received from administrators are presented in Table 25.

Table 25   Respondents' Institutions Classified According to Support of Student Personnel Services from Administrators and Summary of Chi-Square Goodness-of-Fit Test

Factor	Likert Response Category	N	Percentage
Support of Student Personnel Services from Administrators*	1	1	2.2
	2	3	6.7
	3	19	42.2
	4	15	33.3
	5	7	15.6
Total		45	100.0

*x^2=26.7; significant at p=.05

Of the 45 respondents who answered the question regarding the support student personnel services received from administrators, 2.2 percent stated that administrative support had decreased considerably; 6.7 percent stated it had decreased slightly; 42.2 percent stated it had remained the same; 33.3 percent stated it had increased slightly; and 15.6 percent stated it had increased considerably. The calculated chi-square was significant for this item.

The responses pertaining to the support of student personnel services received from the teaching faculty are presented in Table 26.

Table 26   Respondents' Institutions Classified According to Support of Student Personnel Services from Teaching Faculty and Summary of Chi-Square Goodness-of-Fit Test

Factor	Likert Response Category	N	Percentage
Support of Student Personnel Services from Teaching Faculty*	1	1	2.2
	2	6	13.0
	3	22	47.8
	4	14	30.4
	5	3	6.5
Total		46	100.0

*x^2=32.9; significant at p=.05

Of the 46 respondents who answered the question regarding the support of student personnel services received from the teaching faculty, 2.2 percent stated that teaching faculty support had decreased considerably; 13.0 percent stated it had decreased slightly; 47.8 percent stated it had remained the same; 30.4 percent stated it had increased slightly; and 6.5 percent stated it had increased considerably. The calculated chi-square was significant for this item.

The responses pertaining to the number of student personnel services provided by the chief student affairs officers' institutions are presented in Table 27.

Table 27　　　Respondents' Institutions Classified According to Number of Student Personnel Services and Summary of Chi-Square Goodness-of-Fit Test

Factor	Likert Response Category	N	Percentage
Number of Student Personnel Services*	1	0	0.0
	2	4	8.9
	3	16	35.6
	4	20	44.4
	5	5	11.1
Total		45	100.0

*x^2=17.0; significant at p=.05

Of the 45 respondents who answered the question regarding the number of student personnel services provided by their institution, none stated these services had decreased considerably; 8.9 percent stated they had decreased slightly; 35.6 percent stated they had remained the same; 44.4 percent stated they had increased slightly; and 11.1 percent stated they had increased considerably. The calculated chi-square was significant for this item.

The responses regarding the overall extent of student personnel services offered at chief student affairs officers' institutions are presented in Table 28.

Table 28   Respondents' Institutions Classified According to Overall Extent of the Student Personnel Services Offered at Respondent's Institution and Summary of Chi-Square Goodness-of-Fit Test

Factor	Likert Response Category	N	Percentage
Overall Extent of the Student Personnel	1	0	0.0
Services Offered at Respondent's	2	1	2.2
Institution*	3	16	34.8
	4	24	52.2
	5	5	10.9
Total		46	100.0

*x^2=28.6; significant at p=.05

All 46 respondents answered the next item which concerned the overall extent of student personnel services offered at their institution. Of these respondents, none stated that the extent of these services had decreased considerably; 2.2 percent stated that the extent had decreased slightly; 34.8 stated the extent had remained the same; 52.2 percent

stated the extent had increased slightly; and 10.9 percent stated that the extent had

increased considerably. The calculated chi-square was significant for this item.

The responses regarding the overall quality of the student personnel services

offered at chief student affairs officers' institutions are presented in Table 29.

Table 29   Respondents' Institutions Classified According to Overall Quality of
               Student Personnel Services and Summary of Chi-Square Goodness-of-Fit
               Test

Factor	Likert Response Category	N	Percentage
Overall Quality of Student Personnel	1	0	0.0
Services*	2	3	6.5
	3	10	21.7
	4	20	43.5
	5	13	28.3
Total		46	100.0

*x^2=13.0; significant at p=.05

Similarly, all 46 individuals responded to the final item which pertained to the

overall quality of the student personnel services offered at their institution. Of these

respondents, none stated the quality of these services had decreased considerably; 6.5

percent stated that the quality had decreased slightly; 21.7 percent stated the quality had

remained the same; 43.5 percent stated that the quality had increased slightly; and 28.3

percent stated the quality had increased considerably. The calculated chi-square was

significant for this item.

Evaluation of Student Services Offered by AABC Schools

The second major section of the questionnaire sought to obtain information from

respondents on the types, extent, and quality of student personnel services provided by

their institutions. This section was divided into seven main student personnel services

functions: orientation functions; appraisal functions; consultation functions; participation

functions; regulation functions; service functions; and organizational functions.

Respondents were asked to state whether or not the particular student personnel service

was provided at their institutions. If the service was provided, they were to rate that

service on its extent and quality, using a Likert-type scale. The scale regarding the extent

of the service ranged from 1 ("Very Limited") to 5 ("Very Broad"). The scale regarding

the quality of the service ranged from 1 ("Very Poor") to 5 ("Very Good").

In Table 30, data are presented regarding the percentage of respondents who

answered "Yes" that certain student personnel services were provided at their institutions.

These services are categorized by function.

Table 30   Respondents Classified According to Percentage of Respondents Who
             Answered "Yes" that Certain Student Personnel Services Were Provided at
             their Institutions

Student Personnel Service (SPS)	SPS Function Category	Percentage of Schools Providing SPS
Pre-College Information	Orientation	52.3
Individual Student Orientation	Orientation	95.7

Group Orientation	Orientation	89.1	
Career Information	Orientation	63.0	
Personnel Records	Appraisal	58.7	
Educational Testing	Appraisal	37.0	
Applicant Appraisal	Appraisal	41.3	
Enrollment Management	Appraisal	42.2	
Student Counseling	Consultation	97.8	
Student Advisement	Consultation	39.1	
Applicant Consulting	Consultation	28.9	
Student Development	Consultation	97.8	
Co-Curricular Activities	Participation	91.3	
Student Self-Government	Participation	97.8	

Table 30 (continued)

Student Personnel Service (SPS)	SPS Function Category	Percentage of Schools Providing SPS	
Student Registration	Regulation	32.6	
Academic Regulation	Regulation	37.0	
Social Regulation	Regulation	100.0	
Financial Aid	Service		43.5
Graduate Placement	Service		43.5
Special Support Services	Service		67.4
Program Articulation	Organizational	30.4	
In-Service Education	Organizational	41.3	
Program Evaluation	Organizational	55.6	
Administrative Organization	Organizational	84.4	
College Mission	Organizational	93.5	
Educational Technology	Organizational	54.4	
Partnership Development	Organizational	56.5	
Student Outcome Assessment	Organizational	45.7	

From the data presented in Table 30, the categorization of student personnel services functions can be seen. Respondents' institutions tended to most often provide services which promoted interaction with students, such as student orientation, counseling, development, and co-curricular activities. Those services provided by the fewest institutions included those which did not promote student involvement, such as applicant appraisal, program articulation, and applicant consulting.

In Table 31, data are presented regarding the respondents' ratings of the extent of student personnel services provided at their institutions. The table includes the student personnel services provided, respondents' ratings of the extent of those services, and the calculated chi-square.

Table 31   Respondents Classified According to Extent of Student Personnel Services
               Provided and Summary of Chi-Square Goodness-of-Fit Tests

Number of Responses

Student Personnel Service (SPS)	Very Limited (1)	Limited (2)	Average (3)	Broad (4)	Very Broad (5)	Total	Chi-Square
Pre-College Information	0	6	9	6	2	**23**	4.3
Indiv. Stdt. Orientation	0	1	12	23	8	**44**	23.1*
Group Orientation	0	2	16	15	8	**41**	12.6*
Career Information	3	8	11	4	3	**29**	8.8
Personnel Records	1	4	14	7	1	**27**	21.7*
Educational Testing	1	5	4	5	2	**17**	3.9
Applicant Appraisal	0	2	9	6	2	**19**	7.3
Enrollment Mgmt.	0	5	6	5	3	**19**	1.0
Student Counseling	1	3	18	14	9	**45**	22.9*
Student Advisement	0	1	6	7	4	**18**	4.7
Applicant Consulting	0	3	3	6	1	**13**	3.9
Student Development	0	2	10	19	14	**45**	13.8*
Co-Curricular Activities	1	7	13	15	6	**42**	15.1*

Stdt. Self-Government	1	2	17	14	11	**45**	22.9*
Student Registration	0	2	4	5	4	**15**	1.3
Academic Regulation	1	1	8	6	1	**17**	13.3*
Social Regulation	0	1	6	25	14	**46**	28.6*
Financial Aid	0	1	4	6	8	**19**	5.6
Graduate Placement	1	2	10	6	1	**20**	15.5*
Spec. Support Svcs.	4	11	11	3	2	**31**	12.7*
Program Articulation	2	5	6	1	0	**14**	4.9
In-Svc. Education	5	4	5	5	0	**19**	0.16
Program Evaluation	2	8	11	3	1	**25**	14.8*
Admin. Organization	4	2	16	11	5	**38**	17.5*
College Mission	2	3	17	15	5	**42**	23.7*
Educ. Technology	4	3	9	8	1	**25**	9.2
Partnership Dvlp.	0	3	15	7	1	**26**	17.7*
Stdt. Outcome Assess.	2	7	4	5	3	**21**	3.5

*Significant at p=.05 level

Of the 23 respondents (52.3 percent of 44 total respondents) who stated that their institutions provided pre-college information to students, none rated the extent of these services as Very Limited; 26 percent stated the extent was Limited; 39 percent stated the extent was Average; 26 percent stated the extent was Broad; and 9 percent stated the extent was Very Broad. The calculated chi-square of 4.3 was not significant for these services.

Of the 44 respondents (95.7 percent of 46 total respondents) who stated that their institutions provided individual student orientation services, none rated the extent of these services as Very Limited; 2 percent stated the extent was Limited; 27 percent stated the extent was Average; 52 percent stated the extent was Broad; and 18 percent stated the extent was Very Broad. The calculated chi-square for the extent of these services was significant. The distribution of responses for the extent of these services departed

significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 41 respondents (89.1 percent of 46 total respondents) who stated that their institutions provided group orientation functions, none rated the extent of these services as Very Limited; 5 percent stated the extent was Limited; 39 percent stated the extent was Average; 37 percent stated the extent was Broad; and 20 percent stated the extent was Very Broad. The calculated chi-square for the extent of these services was 12.6, significant at the p=.05 level. The distribution of responses for the extent of these services departed significantly from the distribution of responses expected under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 29 respondents (63.0 percent of 46 total respondents) who stated that their institutions provided career information services, 10 percent rated the extent of these services as Very Limited; 28 percent stated the extent was Limited; 38 percent stated the extent was Average; 14 percent stated the extent was Broad; and 10 percent stated the extent was Very Broad. The calculated chi-square of 8.8 was not significant for these services.

Of the 27 respondents (58.7 percent of 46 total respondents) who stated that their institutions provided personnel records services, 4 percent rated the extent of these services as Very Limited; 15 percent stated the extent was Limited; 52 percent stated the extent was Average; 26 percent stated the extent was Broad; and 4 percent stated the extent was Very Broad. The calculated chi-square for the extent of personnel records services was significant. The distribution of responses for the extent of personnel records

services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 17 respondents (37.0 percent of 46 total respondents) who stated that their institutions provided educational testing services, 6 percent rated the extent of these services as Very Limited; 29 percent stated the extent was Limited; 24 percent stated the extent was Average; 29 percent stated the extent was Broad; and 12 percent stated the extent was Very Broad. The calculated chi-square of 3.9 was not significant for these services.

Of the 19 respondents (41.3 percent of 46 total respondents) who stated that their institutions provided applicant appraisal services, none rated the extent of these services as Very Limited; 11 percent stated the extent was Limited; 47 percent stated the extent was Average; 32 percent stated the extent was Broad; and 11 percent stated the extent was Very Broad. The calculated chi-square of 7.3 was not significant for these services.

Of the 19 respondents (42.2 percent of 45 total respondents) who stated that their institutions provided enrollment management services, none rated the extent of these services to be Very Limited; 26 percent stated the extent was Limited; 32 percent stated the extent was Average; 26 percent stated the extent was Broad; and 16 percent stated the extent was Very Broad. The calculated chi-square of 1.0 was not significant for these services.

Of the 45 respondents (97.8 percent of 46 total respondents) who stated that their institutions provided student counseling services, 2 percent rated the extent of these

services as Very Limited; 7 percent stated the extent was Limited; 40 percent stated the extent was Average; 31 percent stated the extent was Broad; and 20 percent stated the extent was Very Broad. The calculated chi-square for the extent of student counseling services was significant. The distribution of responses for the extent of student counseling services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 18 respondents (39.2 percent of 46 total respondents) who stated that their institutions provided student advisement services, none rated the extent of these services to be Very Limited; 6 percent stated the extent was Limited; 33 percent stated the extent was Average; 39 percent stated the extent was Broad; and 22 percent stated the extent was Very Broad. The calculated chi-square of 4.7 was not significant for these services.

Of the 13 respondents (28.9 percent of 45 total respondents) who stated that their institutions provided applicant consulting services, none rated the extent of these services as Very Limited; 23 percent stated the extent was Limited; 23 percent stated the extent was Average; 46 percent stated the extent was Broad; and 8 percent stated the extent was Very Broad. The calculated chi-square of 3.9 was not significant for these services.

Of the 45 respondents (97.8 percent of 46 total respondents) who stated that their institutions provided student development services, none rated the extent of these services as Very Limited; 4 percent stated the extent was Limited; 22 percent stated the extent was Average; 42 percent stated the extent was Broad; and 31 percent stated the extent was Very Broad. The calculated chi-square for the extent of student development services was

significant. The distribution of responses for the extent of student development services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 42 respondents (91.3 percent of 46 total respondents) who stated that their institutions provided co-curricular activities, 2 percent rated the extent of these services as Very Limited; 17 percent stated the extent was Limited; 31 percent stated the extent was Average; 36 percent stated the extent was Broad; and 14 percent stated the extent was Very Broad. The calculated chi-square for the extent of co-curricular activities was significant. The distribution of responses for the extent of co-curricular activities departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 45 respondents (97.8 percent of 46 total respondents) who stated that their institutions provided student self-government, 2 percent rated the extent of these services as Very Limited; 4 percent stated the extent was Limited; 38 percent stated the extent was Average; 31 percent stated the extent was Broad; and 24 percent stated the extent was Very Broad. The calculated chi-square for the extent of student self-government was significant. The distribution of responses for the extent of student self-government departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in number of responses per response category.

Of the 15 respondents (32.6 percent of 46 total respondents) who stated that their institutions provided student registration services, none rated the extent of these services as Very Limited; 13 percent stated the extent was Limited; 27 percent stated the extent

was Average; 33 percent stated the extent was Broad; and 27 percent stated the extent was Very Broad. The calculated chi-square of 1.3 was not significant for these services.

Of the 17 respondents (37.0 percent of 46 total respondents) who stated that their institutions provided academic regulation services, 6 percent rated the extent of these services as Very Limited; 6 percent stated the extent was Limited; 47 percent stated the extent was Average; 35 percent stated the extent was Broad; and 6 percent stated the extent was Very Broad. The calculated chi-square for the extent of academic regulation services was significant. The distribution of responses for the extent of academic regulation services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

All respondents (100 percent of 46 total respondents) stated that their institutions provided social regulation services. No respondents rated the extent of these services as Very Limited; 2 percent stated the extent was Limited; 13 percent stated the extent was Average; 54 percent stated the extent was Broad; and 30 percent stated the extent was Very Broad. The calculated chi-square for the extent of social regulation services was significant. The distribution of responses for the extent of social regulation services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in number of responses per response category.

Of the 19 respondents (43.5 percent of 46 total respondents) who stated that their institutions provided financial aid services, none rated the extent of these services as Very Limited; 5 percent stated the extent was Limited; 21 percent stated the extent was

Average; 32 percent stated the extent was Broad; and 42 percent stated the extent was Very Broad. The calculated chi-square of 5.6 was not significant for these services.

Of the 20 respondents (43.5 percent of 46 total respondents) who stated that their institutions provided graduate placement services, 5 percent rated the extent of these services as Very Limited; 10 percent stated the extent was Limited; 50 percent stated the extent was Average; 30 percent stated the extent was Broad; and 5 percent stated the extent was Very Broad. The calculated chi-square for the extent of graduate placement services was significant. The distribution of responses for the extent of graduate placement services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in number of responses per response category.

Of the 31 respondents (67.4 percent of 46 total respondents) who stated that their institutions provided special support services, 13 percent rated the extent of these services as Very Limited; 35.5 percent stated the extent was Limited; 35.5 percent stated the extent was Average; 10 percent stated the extent was Broad; and 6 percent stated the extent was Very Broad. The calculated chi-square for the extent of special support services was significant. The distribution of responses for the extent of special support services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 14 respondents (30.4 percent of 46 total respondents) who stated that their institutions provided program articulation services, 14 percent rated the extent of these

services as Very Limited; 36 percent stated the extent was Limited; 43 percent stated the extent was Average; 7 percent stated the extent was Broad; and no respondents stated the extent was Very Broad. The calculated chi-square of 4.9 was not significant for these services.

Of the 19 respondents (41.3 percent of 46 total respondents) who stated that their institutions provided in-service education services, 26 percent rated the extent of these services as Very Limited; 21 percent stated the extent was Limited; 26 percent stated the extent was Average; 26 percent stated the extent was Broad; and no respondents stated the extent was Very Broad. The calculated chi-square of 0.16 was not significant for these services.

Of the 25 respondents (55.6 percent of 45 total respondents) who stated that their institutions provided program evaluation services, 8 percent rated the extent of these services as Very Limited; 32 percent stated the extent was Limited; 44 percent stated the extent was Average; 12 percent stated the extent was Broad; and 4 percent stated the extent was Very Broad. The calculated chi-square for the extent of program evaluation services was significant. The distribution of responses for the extent of program evaluation departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 38 respondents (84.4 percent of 45 total respondents) who stated that their institutions provided administrative organization services, 11 percent rated the extent of these services as Very Limited; 5 percent stated the extent was Limited; 42 percent stated

the extent was Average; 29 percent stated the extent was Broad; and 13 percent stated the extent was Very Broad. The calculated chi-square for the extent of administrative organization services was significant. The distribution of responses for the extent of administrative organization services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 42 respondents (93.5 percent of 46 total respondents) who stated that their institutions provided opportunities to be involved in designing the college mission, 5 percent rated the extent of these services as Very Limited; 7 percent stated the extent was Limited; 40.5 percent stated the extent was Average; 36 percent stated the extent was Broad; and 12 percent stated the extent was Very Broad. The calculated chi-square for the extent of college mission participation services was significant. The distribution of responses for the extent of college mission opportunities departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 25 respondents (54.4 percent of 46 total respondents) who stated that their institutions provided educational technology services, 16 percent rated the extent of these services as Very Limited; 12 percent stated the extent was Limited; 36 percent stated the extent was Average; 32 percent stated the extent was Broad; and 4 percent stated the extent was Very Broad. The calculated chi-square of 9.2 was not significant for these services.

Of the 26 respondents (56.5 percent of 46 total respondents) who stated that their institutions provided partnership development services, none rated the extent of these services as Very Limited; 12 percent stated the extent was Limited; 58 percent stated the extent was Average; 27 percent stated the extent was Broad; and 4 percent stated the extent was Very Broad. The calculated chi-square for the extent of partnership development services was significant. The distribution of responses for the extent of partnership development services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Of the 21 respondents (45.7 percent of 46 total respondents) who stated that their institutions provided student outcome assessment services, 10 percent rated the extent of these services as Very Limited; 33 percent stated the extent was Limited; 19 percent stated the extent was Average; 24 percent stated the extent was Broad; and 14 percent stated the extent was Very Broad. The calculated chi-square of 3.5 was not significant for these services.

In Table 32, data are presented regarding the respondents' ratings of the quality of student personnel services provided at their institutions. The table includes the student personnel services provided, respondents' ratings of the quality of those services, and the calculated chi-square.

Table 32   Respondents Classified According to Quality of Student Personnel Services

Provided and Summary of Chi-Square Goodness-of-Fit Tests

Number of Responses

Student Personnel Service (SPS)	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Total	Chi-Square
Pre-College Information	0	2	7	13	1	**23**	15.8*
Indiv. Stdt. Orientation	0	0	13	27	4	**44**	18.3*
Group Orientation	0	2	12	21	6	**41**	20.0*
Career Information	0	11	12	5	1	**29**	11.1*
Personnel Records	1	4	9	12	1	**27**	18.0*
Educational Testing	0	1	7	5	4	**17**	4.4
Applicant Appraisal	0	2	4	9	4	**19**	5.6
Enrollment Mgmt.	0	4	9	4	2	**19**	5.6
Student Counseling	0	1	13	22	8	**44**	21.3*
Student Advisement	0	0	4	9	4	**17**	2.9
Applicant Consulting	0	1	5	6	1	**13**	6.4
Student Development	0	1	13	21	10	**45**	18.2*
Co-Curricular Activities	2	1	16	20	3	**42**	37.8*
Stdt. Self-Government	1	4	14	20	6	**45**	27.1*
Student Registration	0	1	5	4	5	**15**	2.9

Academic Regulation	0	0	4	12	1	**17**	11.4*
Social Regulation	0	2	7	28	9	**46**	33.8*
Financial Aid	0	1	3	9	6	**19**	7.7
Graduate Placement	1	3	6	9	1	**20**	12.0*
Spec. Support Svcs.	1	5	15	8	2	**31**	20.5*
Program Articulation	3	2	8	1	0	**14**	8.3*
In-Svc. Education	2	4	8	5	0	**19**	4.0
Program Evaluation	1	5	16	2	1	**25**	32.4*
Admin. Organization	0	3	17	16	2	**38**	20.7*
College Mission	1	5	11	21	4	**42**	29.9*
Educ. Technology	1	1	13	8	2	**25**	22.8*
Partnership Dvlp.	1	0	18	6	1	**26**	29.7*
Stdt. Outcome Assess.	1	6	4	7	3	**21**	5.4

*Significant at p=.05 level

No respondents rated the quality of pre-college information services as Very Poor; 9 percent stated the quality was Poor; 30 percent stated the quality was Fair; 57 percent stated the quality was Good; and 4 percent stated the quality was Very Good. The calculated chi-square for quality was significant. The distribution of responses for the quality of pre-college information services departed significantly from the expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

No respondents rated the quality of individual student orientation services as Very Poor or Poor; 30 percent stated the quality was Fair; 61 percent stated the quality was Good; and 9 percent stated the quality was Very Good. The quality of individual student orientation services was significant. The distribution of responses for the quality of individual student orientation services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

No respondents rated the quality of group orientation services as Very Poor; 5 percent stated the quality was Poor; 29 percent stated the quality was Fair; 51 percent stated the quality was Good; and 15 percent stated the quality was Very Good. The quality of group orientation services was significant. The distribution of responses for the quality of group orientation services departed significantly from the distribution of responses expected under the condition of the null hypothesis of no difference in the number of responses per response category.

No respondents rated the quality of career information services as Very Poor; 38 percent stated the quality was Poor; 41 percent stated the quality was Fair; 17 percent stated the quality was Good; and 3 percent stated the quality was Very Good. The quality of career information services was significant. The distribution of responses for the quality of career information services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

For personnel records services, 4 percent rated the quality of these services as Very Poor; 15 percent stated the quality was Poor; 33 percent stated the quality was Fair; 44 percent stated the quality was Good; and 4 percent stated the quality was Very Good. The quality of personnel records services was significant. The distribution of responses for the quality of personnel records services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

No respondents rated the quality of educational testing services as Very Poor; 6 percent stated the quality was Poor; 41 percent stated the quality was Fair; 29 percent stated the quality was Good; and 24 percent stated the quality was Very Good. The quality of educational testing services was not significant.

No respondents rated the quality of applicant appraisal services as Very Poor; 11 percent stated the quality was Poor; 21 percent stated the quality was Fair; 47 percent stated the quality was Good; and 21 percent stated the quality was Very Good. The quality of applicant appraisal services was not significant.

No respondents rated the quality of enrollment management services to be Very Poor; 21 percent stated the quality was Poor; 47 percent stated the quality was Fair; 21 percent stated the quality was Good; and 11 percent stated the quality was Very Good. The quality of enrollment management services was not significant.

No respondents rated the quality of student counseling services as Very Poor; 2 percent stated the quality was Poor; 30 percent stated the quality was Fair; 50 percent stated the quality was Good; and 18 percent stated the quality was Very Good. The quality of student counseling services was significant. The distribution of responses for student counseling services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

No respondents rated the quality of student advisement services as Very Poor or Poor; 24 percent stated the quality was Fair; 53 percent stated the quality was Good; and

24 percent stated the quality was Very Good. The quality of student advisement services was not significant.

No respondents rated the quality of applicant consulting services as Very Poor; 8 percent stated the quality was Poor; 39 percent stated the quality was Fair; 46 percent stated the quality was Good; and 8 percent stated the quality was Very Good. The quality of applicant consulting services was not significant.

No respondents rated the quality of student development services as Very Poor; 2 percent stated the quality was Poor; 29 percent stated the quality was Fair; 47 percent stated the quality was Good; and 22 percent stated the quality was Very Good. The quality of student development services was significant. The distribution of responses for the quality of student development services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

For co-curricular activities, 5 percent rated the quality of these services as Very Poor; 2 percent stated the quality was Poor; 38 percent stated the quality was Fair; 48 percent stated the quality was Good; and 7 percent stated the quality was Very Good. The quality of co-curricular activities was significant. The distribution of responses for the quality of co-curricular activities departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

For student self-government, 2 percent rated the quality of these services as Very Poor; 9 percent stated the quality was Poor; 31 percent stated the quality was Fair; 44

percent stated the quality was Good; and 13 percent stated the quality was Very Good. The quality of student self-government was significant. The distribution of responses for the quality of student self-government departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in number of responses per response category.

No respondents rated the quality of student registration services as Very Poor; 7 percent stated the quality was Poor; 33 percent stated the quality was Fair; 27 percent stated the quality was Good; and 33 percent stated the quality was Very Good. The quality of student registration services was not significant.

No respondents rated the quality of academic regulation services as Very Poor or Poor; 24 percent stated the quality was Fair; 71 percent stated the quality was Good; and 6 percent stated the quality was Very Good. The quality of academic regulation services was significant. The distribution of responses for the quality of academic regulation services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

No respondents rated the quality of social regulation services as Very Poor; 4 percent stated the quality was Poor; 15 percent stated the quality was Fair; 61 percent stated the quality was Good; and 20 percent stated the quality was Very Good. The quality of social regulation services was significant. The distribution of responses for the quality of social regulation services departed significantly from the distribution of

expected responses under the condition of the null hypothesis of no difference in number of responses per response category.

No respondents rated the quality of financial aid services as Very Poor; 5 percent stated the quality was Poor; 16 percent stated the quality was Fair; 47 percent stated the quality was Good; and 32 percent stated the quality was Very Good. The quality of financial aid services was not significant.

For graduate placement services, 5 percent rated the quality of these services as Very Poor; 15 percent stated the quality was Poor; 30 percent stated the quality was Fair; 45 percent stated the quality was Good; and 5 percent stated the quality was Very Good. The quality of graduate placement services was significant. The distribution of responses for the quality of graduate placement services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in number of responses per response category.

For special support services, 3 percent rated the quality of these services as Very Poor; 16 percent stated the quality was Poor; 48 percent stated the quality was Fair; 26 percent stated the quality was Good; and 6 percent stated the quality was Very Good. The quality of special support services was significant. The distribution of responses for the quality of special support services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

For program articulation, 21 percent rated the quality of these services as Very Poor; 14 percent stated the quality was Poor; 57 percent stated the quality was Fair; 7

percent stated the quality was Good; and no respondents stated the quality was Very Good. The quality of program articulation services was significant. The distribution of responses for the quality of program articulation services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

For in-service education services, 11 percent rated the quality of these services as Very Poor; 21 percent stated the quality was Poor; 42 percent stated the quality was Fair; 26 percent stated the quality was Good; and no respondents stated the quality was Very Good. The quality of in-service education services was not significant.

For program evaluation services, 4 percent rated the quality of these services as Very Poor; 20 percent stated the quality was Poor; 64 percent stated the quality was Fair; 8 percent stated the quality was Good; and 4 percent stated the quality was Very Good. The quality of program evaluation services was significant. The distribution of responses for the quality of program evaluation departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

No respondents rated the quality of administrative organization services as Very Poor; 8 percent stated the quality was Poor; 45 percent stated the quality was Fair; 42 percent stated the quality was Good; and 5 percent stated the quality was Very Good. The quality of administrative organization services was significant. The distribution of responses for the quality of administrative organization services departed significantly

from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

For college mission participation opportunities, 2 percent rated the quality of these services as Very Poor; 12 percent stated the quality was Poor; 26 percent stated the quality was Fair; 50 percent stated the quality was Good; and 10 percent stated the quality was Very Good. The quality of college mission participation services was significant. The distribution of responses for the quality of college mission participation opportunities departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

For educational technology services, 4 percent rated the quality of these services as Very Poor and Poor; 52 percent stated the quality was Fair; 32 percent stated the quality was Good; and 8 percent stated the quality was Very Good. The quality of educational technology services was significant. The distribution of responses for the quality of educational technology services departed significantly from the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

For partnership development, 4 percent rated the quality of these services as Very Poor; no respondents stated the quality was Poor; 69 percent stated the quality was Fair; 23 percent stated the quality was Good; and 4 percent stated the quality was Very Good. The quality of partnership development services was significant. The distribution of responses for the quality of partnership development services departed significantly from

the distribution of expected responses under the condition of the null hypothesis of no difference in the number of responses per response category.

Finally, for student outcome assessment services, 5 percent rated the quality of these services as Very Poor; 29 percent stated the quality was Poor; 19 percent stated the quality was Fair; 33 percent stated the quality was Good; and 14 percent stated the quality was Very Good. The quality of student outcome assessment was not significant.

<center>Additional Comments</center>

The last section of the questionnaire included space for respondents to list any specific student personnel services, if any, that their institutions offered that were not mentioned in the survey. In Table 33, the respondents' unedited comments are presented.

Table 33   Responses of Survey Participants to Comments Section: What specific student personnel services, if any, does your institution offer that are NOT mentioned in this survey?

"Tutoring/mentoring outreach to local school district students."

"Extensive Christian service/ministry requirements and support."

Table 33 (continued)

"Chapel is a major portion of student services here – arranging music & speakers, etc. It meets 3 times/week for about 1 hour."

"Supervised work in various ministry positions and within the college community."

"Spiritual emphasis – college pastor."

"Conduct 3 blood drives for Red Cross each year."

"Mission Trips."

"Food collection for local food bank."

"Collect funds to feed 3 kids in India."

"Christian Service Records."

"Student Housing."

"Student Development: residence life, wellness services, campus ministries, commuter services, Christian service. Our student development program has gone through many changes in the past five years. We are growing and have made great strides in student services. I look forward to continued changes and improvements. We have a good, hard-working staff."

"Ministry/outreach/community service/missions work – are all organized under our field education department."

"Community day camps, foreign and domestic missionary trips, formal discipleship/mentor program, athletic camps (outreach), professional development seminars."

"Ministry to 3rd culture students – those raised in a missions field, but not necessarily an international student; ministry to wives of students; missions ministry; ministry of Christian service (volunteer); ministry to/of student ministers."

"Christian service requirements (monthly reports and documentation), Chapel requirements (although, in part, this is social/spiritual)."

Table 33 (continued)

"We have an area called Student Ministries – this area helps direct community cleanup efforts, mission trips – both U.S. and foreign – additionally provides oversight to groups of students who go out to schools, churches, prisons, etc. and minister."

"Each student is required to do a Christian service each semester. Each semester student service orchestrates a community service day. We spend the day assisting the community in various ways. The school plans a missions trip each year that students can participate in. Also as a part of the student's academic requirements they need to complete an approved internship program that corresponds with their major."

"Christian Service Program – requiring each student to be active in ministry and community service – a graduation requirement; Missions Outreach Program – encourages student support of, and participation in, Christian Missions throughout the world."

"We have also developed a very aggressive Developmental Learning Center to assist students in their transition to college. All students are required to take this study skills course."

"Athletics – Intercollegiate and Intramural – NCAA III; Safety and security; Residence Halls and off-campus housing."

"Supervise student ministry program; In process: development of small group program for freshmen and sophomores."

"Chapel (required on campus – worship services twice a week); Christian service (community service required); Discipleship program; Residence services (including tutoring in halls); Intercollegiate athletics)."

"Field services – 'Christian Volunteer Services' to churches and community; Music outreach; Drama Outreach; Public Relations; Fund Raising; Intramurals."

"Athletics; health; transportation; security/safety; married student life."

Table 33 (continued)

"Student ministries is a program where each student is required to choose a church/organization to become involved. They have a supervisor who oversees them as they perform work with children, tutor, or whatever their ministry may consist of. The purpose of being involved in a ministry is for

the students to be exposed to various needs where they may end up serving for the rest of their lives."

"Coordinate short term missions trips; organize bible study/accountability groups; establish and carry out Christian Service Program."

"Christian service opportunities (required); community service; missions trips;

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internships for every major."

"Intercultural experiences – we arrange short-term missions trips for students, faculty, and staff; Christian service – local community and church activities for students."

"National and international ministry and outreach (music, preaching/teaching, service); student community service (required for graduation); short-term missions groups."

An additional comments section was included in the questionnaire for respondents to list any other comments they wished to add to the survey. In Table 34 are their unedited comments.

Table 34   Responses of Survey Participants to Comments Section: Please feel free to Include any additional comments you wish to make in this space.

"Administratively, we place a lot of the enrollment management concerns and activities under academics, not student personnel services."

"Sorry for the delay. I would enjoy seeing your results."

"Please send a copy of the results of this survey to me."

Table 34 (continued)

"Due to our size at this point everyone in student personnel services is part-time and has other responsibilities as well. Some of the questions on this survey I don't have full information to answer fully. I did, however, answer to the best of my ability with the information that I do have."

"Southeastern is a school in transition from a Bible college to a Christian liberal arts college."

"Please send me a copy of your report."

"I feel unqualified to complete this survey. I am a counselor, a tester, and a teacher, not an administrator."

Summary of Findings

Demographic information was collected in order to present a profile of chief student affairs officer in Bible colleges and universities accredited by the AABC. Tables 5 through 13 depict the demographic characteristics of the respondents.

The ages of the chief student affairs officers at Bible colleges and universities ranged from 23 to 66, the average age equaling 43.5. Twenty-three respondents (50 percent) were between the ages of 40 and 49.

A majority (84.8 percent) of chief student affairs officers at these institutions were male, 15.2 percent were female.

Of the total respondents, 2.2 percent were African American and 97.8 percent were Caucasian or White American. No respondents were Asian American, Native American, or Hispanic.

Most respondents (43.5 percent) had majored in theology or religious studies while earning their highest degree; 23.9 percent had majored in a related area; 15.2 percent had majored in counseling; 10.9 percent had majored in a non-related area; 6.5 percent had majored in student personnel; and no respondents had majored in psychology.

A majority of respondents (60.9 percent) had doctorates as their highest degree earned; 23.9 percent had master's degrees and 15.2 percent had bachelor's degrees.

The number of years of professional experience in a Christian or Bible college for chief student affairs officers ranged from 1 to 33 years, with 10.3 years as the average.

Similarly, the number of years of professional experience in student personnel services ranged from 1 to 33 years. The average was 8.3 years.

The modal type of the chief student affairs officer at AABC schools can be described as a Caucasian male, approximately 43 years of age, who had majored in theology or religious studies and had doctoral degree. He had spent about 10 years of his professional experience in a Christian/Bible college, 8 of which had been in student personnel services.

Demographic information was also collected in order to present a profile of the respondents' institutions. Tables 14 through 19 depict the characteristics of the AABC colleges and universities included in the study.

The student enrollment headcount of these institutions ranged from 35 to 1,622 students. The average headcount was 423.7.

The number of full-time professional staff members assigned to student personnel services at these institutions ranged from 0 to 15. The majority (64.3 percent) of schools had between 1 and 3, with 2.4 percent having none.

The number of full-time support staff members assigned to student personnel services ranged from 0 to 10. A majority (63.6 percent) of institutions had between 1 and 3, with 11.4 percent having none.

The approximate percentage of the total institutional budget allocated to student personnel services ranged from 1 percent to 17 percent. Almost half (48.7 percent) of these institutions allocated between 3 and 6 percent of the total budget to student personnel services.

The approximate percentage of the student personnel services budget allocated to continuing educational activities for professional staff ranged from 0 percent to 10 percent. Just as many schools (36.6 percent) allocated between 1 and 2 percent of the student personnel services budget as did those who allocated none.

The estimated number of off-campus professional continuing educational activities attended by professional staff assigned to student personnel services during the last 12 months ranged from 0 to 30. Just as many (28.3 percent) had attended between 1 and 2 activities as had those who attended none.

The typical AABC institution had a student headcount of approximately 424. Between 0 and 3 full-time professional and support staff members had been assigned to student personnel services. These institutions had allocated between 3 and 6 percent of the total institutional budget to student personnel services and approximately 1 percent of the budget for student personnel services had been set aside for continuing educational activities. Finally, professional staff who had attended off-campus continuing educational activities had limited opportunities to do so.

The final demographic section sought to solicit information regarding several factors related to the student personnel services provided at the respondent's institution. Tables 20 through 29 present the respondents' ratings of selected institutional factors.

The ratings for physical facilities ranged from 2 to 5. The average rating was 3.9.

The ratings for the size (FTE) of professional staff assigned to student personnel services ranged from 2 to 5. The average rating was 3.6.

The ratings for the size (FTE) of support staff assigned to student personnel services ranged from 2 to 5. The average rating was 3.4.

The ratings for the percent of the total institutional budget allocated to student personnel services ranged from 2 to 5. The average rating was 3.5.

The ratings for the percent of the student personnel services budget allocated to professional continuing educational activities ranged from 1 to 5. The average rating was 3.1.

The ratings for administrative support of student personnel services ranged from 1 to 5. The average rating was 3.5.

The ratings for teaching faculty support of student personnel services ranged from 1 to 5. The average rating was 3.3.

The ratings for the number of student personnel services ranged from 2 to 5. The average rating was 3.6.

The ratings for the overall extent of the student personnel services offered at the respondent's institution ranged from 2 to 5. The average rating was 3.7.

The ratings for the overall quality of the student personnel services offered at the respondent's institution ranged from 2 to 5. The average rating was 3.9.

Physical facilities and the quality of student personnel services rated highest. The average rating was 4. All other factors (professional and support staff assigned to student personnel services, the percent of the total institutional budget allocated to student personnel services, the percent of the student personnel services budget allocated to professional continuing educational activities, amount of administrative and teaching

faculty support for student personnel services, the number of student personnel services, and the extent of these services) rated average. The typical rating was 3 to 3.5.

The first research question in this study asked what types of student services were provided at American colleges and universities accredited by the AABC. Section two of the questionnaire sought to collect information in order to answer this question. In Table 30, data are presented on the student personnel services included in this study and their categorization by function.

Over 90 percent of respondents had provided the following student personnel services: individual student orientation; student counseling; student development; co-curricular activities; student self-government; social regulation; and opportunities to be involved in designing and/or revising the college mission. Between 70 and 90 percent had provided group orientation and administrative organization. Between 50 and 70 percent had provided: pre-college information; career information; personnel records; special support services; program evaluation; educational technology; and partnership development. Between 30 and 50 percent had provided: educational testing; applicant appraisal; enrollment management; student advising; student registration; academic regulation; financial aid; graduate placement; program articulation; in-service education; and student outcome assessment. Fewer than 30 percent had provided applicant consulting services.

The second research question asked about the extent of student services at American colleges and universities accredited by the AABC. Section two of the questionnaire also provided respondents an opportunity to rate their institutions' student

personnel services in this area. Participants were asked to rate the extent these services on a Likert-type scale from 1 ("Very Limited") to 5 ("Very Broad"). In Table 31, data are presented on respondents' ratings of the extent of student personnel services provided at their institutions.

Included in the category of orientation functions were: pre-college information; individual student orientation; group orientation; and career information. Of the respondents whose institutions had provided pre-college information, most (39 percent) thought the extent of these services was average, 26 percent thought it was limited, and just as many thought it was broad. Of the respondents whose institutions had provided individual student orientation, 52 percent rated these services as broad, while only 27 percent thought the extent was average. Of those institutions which had provided group orientation, 39 percent thought the extent of these services was average. Almost as many (37 percent) rated it as broad. Of those whose institutions had provided career information, 38 percent thought the extent of these services was average, while 28 percent thought it was limited.

Included in the category of appraisal functions were: personnel records; educational testing; applicant appraisal; and enrollment management. Of the respondents whose institutions provided personnel records, a majority (52 percent) rated the extent of these services as average. Of those whose institutions provided educational testing, just as many (29 percent) thought the extent of these services was limited as did those who thought it was broad. Only 24 percent thought the extent of these services was average. Of the respondents whose institutions provided applicant appraisal, 47 percent rated the

extent of these services as average, thirty-two percent rated it as broad. Of those whose institutions provided enrollment management, 32 percent rated the extent of these services as average; just as many (26 percent) thought it was limited as did those who thought it was broad.

Included in the category of consultation functions were: student counseling; student advisement; applicant consulting; and student development. Of the respondents whose institutions provided student counseling, 40 percent rated the extent of these services as average, while 31 percent thought it was broad. Of those whose institutions provided student advisement, 39 percent rated the extent of these services as broad, while 33 percent thought it was average. Of those whose institutions provided applicant consulting, most (46 percent) rated the extent of these services as broad; 23 percent thought it was either limited or average. Of the respondents whose institutions provided student development, 42 percent thought the extent of these services was broad; 31 percent thought it was very broad.

Included in the category of participation functions were: co-curricular activities and student self-government. Of the respondents whose institutions provided co-curricular activities, 36 percent rated the extent of these services as broad, while 31 percent thought it was just average. Of those whose institutions provided student self-government, 38 percent thought the extent of these services was average, but 31 percent thought it was broad.

Included in the category of regulation functions were: student registration; academic regulation; and social regulation. Of the respondents whose institutions

provided student registration, 33 percent thought the extent of these services was broad; just as many (27 percent) thought it was average as thought it was very broad. Of those whose institutions provided academic regulation, almost half (47 percent) thought the extent of these services was average. Of those whose institutions provided social regulation, 54 percent thought the extent of these services was broad, whereas a significant number (30 percent) thought it was very broad.

Included in the category of service functions were: financial aid; graduate placement; and special support services. Of the respondents whose institutions provided financial aid, 42 percent rated the extent of these services as very broad, while 32 percent thought it was broad. Of those whose institutions provided graduate placement, 50 percent rated the extent of these services as average. Of those whose institutions provided special support services, just as many (35.5 percent) rated the extent of these services as limited as those who thought it was average.

Included in the category of organizational functions were: program articulation; in-service education; program evaluation; administrative organization; college mission; educational technology; partnership development; and student outcome assessment. Of the respondents whose institutions provided program articulation, 43 percent rated the extent of these services as average, while 36 percent thought it was limited. Of those whose institutions provided in-service education, the reactions were mixed. Twenty-six percent each thought the extent of these services was very limited, average, and broad. Of those whose institutions provided program evaluation, almost half (44 percent) thought the extent of these services were average, while 32 percent thought it was limited. Of

those whose institutions provided administrative organization, 42 percent thought the extent of these services was average, while 29 percent thought it was broad. Of those whose institutions provided opportunities to participate in reviewing and redefining the college mission, 40.5 percent thought the extent of these services was average, while 36 percent thought it was broad. Of those whose institutions provided educational technology, almost as many (36 percent) thought the extent of these services was average as thought it was broad (32 percent). Of those whose institutions provided partnership development, most (58 percent) thought the extent of these services was average. Finally, of those whose institutions provided student outcome assessment services, 33 percent thought the extent of these services was limited, while 24 percent thought it was broad.

The third research question asked about the quality of student services at institutions of higher education accredited by the AABC as perceived by student services administrators. Again, section two of the questionnaire sought to solicit information from respondents in order to answer this question. Participants who stated that their institutions provided specific student personnel services were to rate that service from 1 ("Very Poor") to 5 ("Very Good"). In Table 32, data are presented regarding respondents' ratings of the quality of student personnel services provided at their institutions.

Under the orientation functions category, those whose institutions provided pre-college information rated the quality of these services as follows: a majority thought that the quality was good, while 30 percent thought it was only fair. Of those whose institutions provided individual student orientation, 61 percent thought the quality of these services was good, while 30 percent thought it was fair. Of those whose institutions

provided group orientation, 51 percent thought the quality of these services was good, where 29 percent thought it was fair. Of those whose institutions provided career information, 41 percent thought the quality of these services was fair, while 38 percent thought it was poor.

Under the appraisal functions category, those whose institutions provided personnel records rated the quality of these services as follows: 44 percent thought it was good, while 33 percent thought it was only fair. Of those whose institutions provided educational testing, 41 percent thought the quality of these services was fair, while 29 percent thought it was good. Of those whose institutions provided applicant appraisal, almost half of respondents (47 percent) thought the quality of these services was good. Of those whose institutions provided enrollment management, almost half of respondents (47 percent) thought the quality of these services was fair.

Under the consultation functions category, those whose institutions provided student counseling rated the quality of these services as follows: 50 percent thought it was good, while 30 percent thought it was only fair. Of those whose institutions provided student advisement, a majority (53 percent) thought the quality of these services was good. Of those whose institutions provided applicant consulting, 46 percent thought the quality of these services was good, while 38.5 percent thought it was fair. Of those whose institutions provided student development, almost half of respondents (47 percent) thought the quality of these services was good, versus 29 percent who thought it was only fair.

Under the participation functions category, those whose institutions provided co-curricular activities rated the quality of these services as follows: 48 percent thought it was good, while 38 percent rated it as fair. Of those whose institutions provided student self-government, 44 percent thought the quality of these services was good, while 31 percent thought it was fair.

Under the regulation functions category, those whose institutions provided student registration rated the quality of these services as follows: just as many (33 percent) thought it was fair as thought it was good. Of those whose institutions provided academic regulation, a vast majority (71 percent) thought the quality of these services was good. Of those whose institutions provided social regulation, a majority (61 percent) thought the quality of these services was good.

Under the service functions category, those whose institutions provided financial aid rated the quality of these services as follows: 47 percent thought it was good, while 32 percent thought it was very good. Of those whose institutions provided graduate placement, 45 percent thought the quality of these services was good, while 30 percent thought it was only fair. Of those whose institutions provided special support services, almost half of respondents (48 percent) thought the quality of these services was fair.

Under the organizational functions category, those whose institutions provided program articulation rated the quality of these services as follows: 57 percent thought it was only fair, while 21 percent thought it was very poor. Of those whose institutions provided in-service education, 42 percent thought the quality of these services was fair, while 26 percent thought it was good. Of those whose institutions provided program

evaluation, a majority (64 percent) thought the quality of these services was fair. Of those whose institutions provided administrative organization, almost as many (42 percent) thought the quality of these services was good as did those who rated it as fair (45 percent). Of those whose institutions provided opportunities to review and redesign their college mission, 50 percent thought the quality of these services was good. Of those whose institutions provided educational technology, 52 percent thought the quality of these services was only fair. Of those whose institutions provided partnership development, a majority (69 percent) thought the quality of these services was fair. Of those whose institutions provided student outcome assessment, 33 percent thought the quality of these services was good, versus 29 percent who thought it was poor.

Under the comments section of the survey, respondents noted that services provided at their institutions that were not included in the questionnaire involved areas such as: community outreach; missionary and ministry opportunities (locally and abroad); international outreach and sponsorship programs; student housing; athletics (intercollegiate and intramural); and chapel requirements for students. In addition, some respondents expressed a feeling of inadequacy in regard to their answering the questions. Staff shortages and multiple responsibilities were offered as a possible explanation for their feeling unqualified to complete the surveys.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this study was to determine the types, extent, and quality of student personnel services provided at American institutions accredited by the Accrediting Association of Bible Colleges (AABC). This chapter discusses the findings, draws conclusions, and offers recommendations for future research on student personnel services in Christian colleges and universities.

Existing research on the evaluation of student personnel services in Bible colleges and universities is hard to find. Most studies are dissertations which focus on Bible colleges in general (Brereton, 1981b; Easley, 1987; Janzen, 1979; Kallgren, 1988; Moncher, 1987; Warner, 1967); Bible college quality (Brown, 1982; Enlow, 1988; Morgan, 1992; Wilks, 1995); Bible college accreditation (Cocking, 1982); and evaluating student personnel services (Berkey, 1976; Doyle, 1963; Gannett, 1981; Spence, 1968). Those relating to the evaluation of student personnel services address specific Christian institutions (Berkey, 1976), student perceptions of student personnel services (Doyle, 1963), college presidents' attitudes toward student personnel services (Spence, 1968), and a combination of student, faculty, and administrators' perceptions of student personnel services in AABC schools with enrollments of less than 500 students (Gannett, 1981).

From the literature review, several conclusions were reached regarding the evaluation of student personnel services in Bible colleges and universities. First, few studies exist that attempt to evaluate student personnel services in Christian higher education, and specifically, in Bible institutions. Second, the studies that have been done are not recent, the most current one having been conducted in 1981. Finally, of the studies that gauge administrators' perceptions of student personnel services, one was at a specific college (Berkey, 1976); one polled only presidents of Bible institutions (Spence, 1968), not student personnel services administrators (who could provide "inside" information); and one surveyed administrators at institutions with enrollments under 500 students (Gannett, 1981). Therefore, there are no recent or current studies that specifically attempt to present data related to student personnel administrators' evaluation of these services at a wide range of Bible colleges and universities.

This study was conducted to supplement the literature in Christian higher education regarding the evaluation of student personnel services in Bible colleges and universities. The goal was not only to determine what student personnel services existed in AABC schools, but also to find out how chief student affairs officers at these institutions rated their own services in regard to extent and quality.

Data for the study were collected by administering a mailed questionnaire, the Basic Services Questionnaire, an adaptation of Mattox's 1994 study of student personnel services in community colleges. The survey was sent to chief student affairs administrators at American colleges and universities accredited by the AABC. These professionals were asked to evaluate their institution's student personnel services in

regard to the types, extent, and quality offered. Nonparametric statistics were conducted to determine a profile of chief student affairs officers and the respondents' institutions; categorize student personnel services; and to determine if significant differences existed between student personnel services functions provided by AABC schools in extent and quality. The results of the study included a sample of 46 chief student affairs officers who were employed by institutions accredited by the AABC.

The data in this study presented a profile of the chief student affairs officer at AABC schools as most probably a Caucasian male, approximately 43 years of age, who majored in Theology or Religious Studies and has a doctoral degree. He has also spent about 10 years of his professional experience in a Christian/Bible college, 8 of which have been in student personnel services.

In addition, the typical AABC institution has a student headcount of approximately 424, with between 0 and 3 full-time professional and support staff members assigned to student personnel services. These institutions allocate between 3 and 6 percent of the total institutional budget to student personnel services, and approximately 1 percent of the budget for student personnel services is set aside for continuing educational activities. Finally, professional staff who attend off-campus continuing educational activities have limited opportunities to do so.

The first research question in this study asked what types of student services are provided at American colleges and universities accredited by the AABC. Over 90 percent of respondents provided the following student personnel services: individual student orientation; student counseling; student development; co-curricular activities; student

self-government; social regulation; and opportunities to be involved in designing and/or revising the college mission. Between 70 and 90 percent provided group orientation and administrative organization. Between 50 and 70 percent provided: pre-college information; career information; personnel records; special support services; program evaluation; educational technology; and partnership development. Between 30 and 50 percent provided: educational testing; applicant appraisal; enrollment management; student advising; student registration; academic regulation; financial aid; graduate placement; program articulation; in-service education; and student outcome assessment. Fewer than 30 percent provided applicant consulting services.

The second research question asked about the extent of student services at American colleges and universities accredited by the AABC. Most of the student personnel services included in the Basic Services Questionnaire were rated by respondents as average to broad. Student development services and financial aid services, when provided, were rated as very broad, while career information, special support services, and outcome assessment services were rated as limited.

The third research question asked about the quality of student services at institutions of higher education accredited by the AABC as perceived by student services administrators. Most student personnel services included in the questionnaire were rated by respondents as fair to good. Financial aid, student development, and student activities were rated as good to very good. However, career information, program articulation, and outcome assessment services were rated as poor.

Discussion

The Southern Association of Colleges and Schools (SACS) lists seven basic

programs and services that colleges and universities should provide within a student

services division: 1) counseling and career development; 2) student government, student

activities, and publications; 3) student behavior; 4) residence halls; 5) student financial

aid; 6) health services; and 7) intramural athletics (SACS, 1999b). The data in this study

suggest that most (if not all) of these services are provided by the AABC schools

surveyed. This closely matches what Mattox (1994) found in his study of large and small

community colleges which utilized the Basic Services Questionnaire. He states that all of

the basic student personnel functions identified in the 1965 Carnegie study were provided

by large and small community colleges in 1994 (Mattox, 1994, p. 60). In this study, over

90 percent of respondents provided student counseling, student development, co-

curricular activities, student self-government, and social regulation services. Between 50

and 70 percent provided career information and special support services. Between 30 and

50 percent provided student advising, academic regulation, financial aid, graduate

placement, and student outcome assessment. Fewer than 30 percent provided applicant

consulting services. Therefore, it appears that most Bible colleges and universities

accredited by the AABC recognize the importance of providing at least a minimum of

student personnel services. However, fewer schools are offering services such as career

information and placement, financial aid, and student advising, services that Baylis

(1994) feels are perhaps the most important. In fact, in his study of college satisfaction at

CCCU (Council for Christian Colleges and Universities) accredited institutions, he found

that job placement, career, and advising services were rated lowest by students (p. 1). This might suggest that parents and students interested in AABC institutions should examine closely what services are provided so that the school choice is made knowledgeably and according to the students' needs.

Interestingly, many of the statistical tests performed on data regarding student programs and services mentioned by SACS were found to be statistically significant. Statistical tests performed on student counseling, student development, co-curricular activities, student self-government, academic and social regulation, graduate placement, and special support services were found to be significant in regard to extent. In addition, tests on career information, student counseling, student development, co-curricular activities, student self-government, academic and social regulation, graduate placement, and special support services were found to be significant in regard to quality.

Statistical tests were performed on some data pertaining to student personnel services that were not found to be significant in this study. However, these services were mentioned by SACS as important in any student services division, including residence halls, student financial aid, and intramural athletics. The data suggest that AABC schools simply do not provide many of these services. In addition, if these services do exist, they are either not extensive, or not of very high quality.

The demographic information paints an interesting picture of chief student affairs officers at AABC schools. Apparently, there is marked homogeneity among these administrators. They are mostly Caucasian, middle-aged men who were trained in theological studies and have spent the better part of their careers in student services,

predominantly in Christian or Bible colleges. In addition, AABC institutions are mostly small (with an average of 424 students), with very few staff members dedicated to student personnel services. A small percentage of the institutional budget is allocated for these services, and only a portion of the student services budget is set aside for continuing educational activities for staff. What does this mean for the students, parents, and employees of AABC colleges and universities? It is possible that because of limited resources, expansive change to the student personnel services at these institutions will be difficult and slow, at best. However, it may also mean that administrators will have to be more creative in their approach to improving and adapting these services to students' needs. Again, it is important information for prospective parents and students to consider in making a decision on where to spend their college career.

The data on the extent of student personnel services provided by AABC colleges and universities revealed that only a few student services were rated as broad or very broad: individual student orientation, applicant consulting; student development; social regulation; and financial aid. Most services provided by these institutions were rated as having an average extent on campus. It is interesting to note, however, that applicant consulting and financial aid were only provided by twenty-eight and forty-one percent of respondents, respectively. This indicates that, when offered, these services are rated highly; however, few schools provide the services that may be the most important to some students and their parents. It is possible that because of limited resources (regarding staff and budget) it is difficult to provide these services. However, it may cost these schools more in the end to limit such crucial services for their students.

The quality of student personnel services were rated most often by respondents as fair to good. Those services that were rated as "good" included: individual student and group orientation; applicant appraisal; student counseling and advisement; applicant consulting; student development; co-curricular activities; student self-government; academic and social regulation; and graduate placement. These results are similar to those found by Doyle (1963) in his study of students' opinions of the scope of student personnel services in Bible colleges. He found that orientation, health services, counseling services, and student activities were rated moderately adequate. Student personnel services identified in this study that were rated as "fair" included: program articulation; program evaluation; educational technology; and partnership development. The fact that program evaluation was rated as only fair might be an indication to administrators that more effort should be directed towards assessing the quality of all student personnel services offered at their institutions. In addition, "fair" ratings for services such as educational technology and partnership development could suggest an opportunity for improvement in order to improve students' technical skills and job placement potential.

The findings in this study reveal that most respondents evaluated their institution's student personnel services as average to broad in extent and fair to good in quality. This might suggest to chief student affairs officers at AABC schools that there is an opportunity for improvement regarding the provision and quality of these services for their students. Kallgren concluded in his 1988 study that "executives and trustees of Bible colleges must lead their institutions in in-depth self-study and assessment, with a view

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toward being prepared to serve the constituents in the future market place." With this in mind, it should be obvious to chief student affairs officers that conducting self-assessment is not an end in itself, but only a means to an end. In order to better prepare their students for a global job market, these administrators would do well to take the information learned from such evaluations and use them to improve the student personnel services they provide in order to better meet student needs.

Conclusions

Because this study limited the sample to only those chief student affairs officers employed at American institutions accredited by the AABC, any conclusions regarding non-AABC Bible colleges and universities in general is not possible. In addition, any generalizations to Christian higher education as a whole would be suspect. Therefore, generalizations cannot be drawn in regard to Christian institutions in general. It is even questionable whether conclusions can be drawn in regard to Bible colleges and universities in general, since some of these institutions are accredited by agencies other than the AABC. The tentative conclusions reached in this study are applicable only to Bible colleges and universities accredited by the AABC. The following conclusions about the sample in this study are as follows:

1. The types of student personnel services provided by American Bible colleges and universities accredited by the AABC closely match those offered by SACS (1999b) as essential to student services divisions within colleges or universities. The areas where these institutions are lacking are residence halls, student financial aid, and intramural athletics. The data indicate that the Bible colleges and universities included in this study

may provide these services, but not extensively and, in some cases, they are not perceived to be of a high quality. Over 90 percent of respondents indicated that their institutions provided student counseling, student development, co-curricular activities, student self-government, and social regulation services. Therefore, AABC schools are similar to other higher education institutions in regard to the provision of essential student personnel services for their students. However, because nearly half of these institutions do not provide such crucial services as financial aid, one must question their level of commitment to their students. At the very least, AABC schools who do not offer these services appear out of touch with the financial needs of their students.

2. The data in this study suggest that the extent of the student personnel services provided by American Bible colleges and universities accredited by the AABC are average to broad (a rating of 3 to 4 on the Likert-type scale provided in the questionnaire). Although there were certain student services which tended to be rated more often as broad to very broad (student development and financial aid), others were more often rated as limited (career information, special support services, and in-service education). This information suggests to administrators that the student personnel services provided by their institutions is adequate; however, it could also indicate that there is much work to be done, especially in those areas where the ratings suggested a limited extent of services. Because services such as career information are touted as important by accrediting agencies such as SACS, student services administrators should see a low rating as an opportunity for their institutions to expand what services they do provide to their students in regard to jobs after graduation.

3. Respondents in this survey indicated that the quality of student personnel services at their institutions was fair to good (a rating of 3 to 4 on the Likert-type scale provided in the questionnaire). These results closely mirror respondents' ratings of the extent of these services. There were some services that were rated as very poor to poor (career information, program articulation, and outcome assessment), although financial aid services were rated as very good. When the data on quality are compared with the data on extent, one can see that career information services are in need of attention in these Bible schools. Not only are these services not very extensive, but what is provided is not perceived to be of a high quality. In addition, it is interesting that outcome assessment services are rated as poor. Students who attend these schools are not provided with career information while they are there and aren't followed once they leave. This might suggest to administrators areas where their institutions can improve the delivery of services to their students. The data also suggest that there is room for improvement in regard to the quality of services provided to students at AABC schools. Because the ratings tended to group around the middle (fair), administrators have an opportunity to look at ways of improving the ratings of these services toward the good to very good range.

4. The chief student affairs officers at American Bible colleges and universities accredited by the AABC seem to be homogeneous in regard to gender, ethnicity, and education. The data suggest that a preponderance of administrators are Caucasian, male, and have studied theology or a related field during their degree programs. One might expect this to be the case in such conservative institutions; however, it leaves open the opportunity for diversifying the position of the chief student affairs officer in the future.

Recommendations

This study attempted to add to the existing literature in Christian higher education research by soliciting the perceptions of Bible college and university administrators regarding the types, extent, and quality of the student personnel services provided at their institutions. Although similar studies exist that discuss various aspects of student personnel services in Bible colleges (Berkey, 1976; Doyle, 1963; Gannett, 1981; Spence, 1968), no recent studies have offered any additional information regarding administrators' (specifically, chief student affairs officers) evaluation of specific student personnel services offered at these institutions. Therefore, this study has provided important contemporary information that can be valuable to administrators who seek to update services, add services, or improve services that already exist in their particular institution. However, caution should be exercised due to the nature of the sample. Generalizability to populations other than Bible colleges and universities (especially those accredited by agencies other than the AABC) is restricted.

Based on the findings of this study, the following recommendations are offered:

1. Additional research should be conducted to solicit the perceptions of students and faculty regarding the types, extent, and quality of student personnel services provided at Bible colleges and universities. Administrators provide valuable information on the evaluation of these services, but as Gannett (1981) and others (Abbott, 1976; Berkey, 1976; Mahler, 1955; Michelich, 1977) point out, it is important to obtain the perceptions of all three groups, since student personnel services are crucial to all three groups.

2. Further research should be conducted on the perceptions of chief student affairs officers at institutions accredited by agencies in addition to the AABC. Since the AABC is not the only accrediting body for Bible colleges and universities, it is logical that a study such as this should be extended to include the spectrum of these institutions to determine if similar results occur.

3. The results of this study can provide assistance to administrators at Bible colleges and universities in the extension, improvement, or adjustment of student personnel services offered at specific institutions. This study provides administrators with the opportunity for institutional and departmental self-examination.

4. As mentioned previously, there are no existing journals in Christian education literature dedicated exclusively to the discussion or evaluation of student personnel services, although there are several in secular higher education (i.e., *College Student Affairs Journal*, *Journal of College Student Development*, *Journal of Developmental Education*, *Journal of College Admissions*). The results of this study suggest a need to establish such a journal where professionals in Christian higher education can publish contemporary research on topics in student personnel services. Having a forum for discussing current issues and developments in student services is essential to the improvement and advancement of Christian colleges and universities.

5. AABC college and university administrators should disclose any available information regarding the provision and evaluation of the student personnel services at their particular institution to prospective and current students and their parents. This information would be useful to those who need to know if specific services are available

(i.e., financial aid), or just want to make an informed decision regarding which institution is the best choice for the student. It would also provide current students with valuable information on what services are available to them on campus.

6. Prospective students and their parents should research and use information on the provision and evaluation of student personnel services at Bible colleges and universities in order to make the best decision possible regarding the choice of institution. Because a college education is more than just learning that occurs inside the classroom, students need to know what is available to them outside of it as well.

APPENDIX A

BASIC SERVICES QUESTIONNAIRE (REVISED)

A NATIONAL SURVEY OF
STUDENT SERVICES
AT SELECTED COLLEGES AND
UNIVERSITIES

BASIC SERVICES QUESTIONNAIRE

SECTION I. DEMOGRAPHIC INFORMATION

INSTRUCTIONS: Please respond to each of the following:

PERSONAL

1. Age: _____

2. Gender:
   _____ Female

   _____ Male

3. Race:
   _____ Asian-American or Pacific Islander

   _____ American Indian or Alaskan Native

   _____ African-American

   _____ Hispanic-American

   _____ Caucasian/White American (non-Hispanic)

4. Indicate the major in which you received your highest earned degree:

   _____ Student Personnel

   _____ Counseling

   _____ Psychology

   _____ Theology/Religious Studies

   _____ Other related major (Please specify) _____

   _____ Other (Please specify) _____

5. Indicate the highest degree earned (i.e., Bachelor's, Master's, Doctorate): _____

6. Number of years professional experience in a Christian/Bible College: _____

7. Number of years professional experience in student personnel services: _____

INSTITUTIONAL

8. What is your institution's student headcount enrollment? _____

9. Number of full-time equivalent (FTE) professional staff assigned to student personnel services: _____
   (Full-time equivalent staff members are typically those who work an average of 40 hours a week.
   Two part-time staff members would equal one full-time equivalent.)

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

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

(1)

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12. Approximate percentage of student personnel services budget allocated to professional continuing educational activities for professional staff (related to student services): _____ %

13. Estimated number of off-campus professional continuing educational activities (courses, workshops, seminars related to student services) attended by professional staff assigned to student personnel services during the last 12 months (Please indicate the total number of different activity offerings attended, not the number of people that attended these activities): _____

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

SCALE: 1=DECREASED CONSIDERABLY,   2=DECREASED SLIGHTLY,   3=REMAINED THE SAME,
            4=INCREASED SLIGHTLY,   5=INCREASED CONSIDERABLY

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

(2)

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SECTION II.

INSTRUCTIONS: Listed below are a series of basic service functions and some examples of related tasks. Please **CIRCLE** the appropriate number (1=NO, 2=YES) in the column labeled "FUNCTION PROVIDED AS A STUDENT PERSONNEL SERVICE." If the function is <u>not</u> provided as a student personnel service at your institution, please go to the next item. If the function is provided as a student personnel service at your institution, please indicate the scope and quality of the service.

DEFINITIONS:

Scope: The range of operation or the extent of the service provided at your institution.

Quality: The concentrated expenditure of involvement, concern, or commitment to the service provided at your institution.

Basic Student Personnel Service: A cluster of related tasks designed to support the instructional program, respond to student needs, and foster institutional development.

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

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

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

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

(3)

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

C. CONSULTATION FUNCTIONS

	NO	YES	SCOPE	QUALITY
9. Student Counseling: (professional service to students in clarifying basic values, attitudes, interests and abilities, assisting with decision making, identifying and resolving problems interfering with plans and progress)	1	2	1 2 3 4 5	1 2 3 4 5
10. Student Advisement: (giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, academic progress)	1	2	1 2 3 4 5	1 2 3 4 5
11. Applicant Consulting: (giving of information pertinent to interpretation of tests and other data, and offering educational and occupational service to applicants prior to formal admission)	1	2	1 2 3 4 5	1 2 3 4 5
12. Student Development: (promoting student learning, as well as spiritual, social, and personal development through both in- and out-of-class activities)	1	2	1 2 3 4 5	1 2 3 4 5

D. PARTICIPATION FUNCTIONS

	NO	YES	SCOPE	QUALITY
13. Co-Curricular Activities: (arranging for cultural activities, sponsoring of clubs and organizations, advising student publications)	1	2	1 2 3 4 5	1 2 3 4 5

(4)

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

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

	FUNCTION PROVIDED AS A STUDENT PERSONNEL SERVICE		SCOPE	QUALITY
	NO	YES		
14. Student Self-Government: (advising student government, conducting leadership programs, supervising student elections)	1	2	1 2 3 4 5	1 2 3 4 5

E. REGULATION FUNCTIONS

15. Student Registration: (designing forms and procedures, processing class changes, withdrawals, recording grades, providing transcripts)	1	2	1 2 3 4 5	1 2 3 4 5
16. Academic Regulation: (implementing academic policies, evaluating graduation eligibility, reviewing suspension appeals)	1	2	1 2 3 4 5	1 2 3 4 5
17. Social Regulation: (implementing social policies, maintaining social calendar, handling cases of social misconduct)	1	2	1 2 3 4 5	1 2 3 4 5

F. SERVICE FUNCTIONS

18. Financial Aid: (administering student loans, handling part-time employment, seeking funds for grants-in-aid, analyzing financial needs of students)	1	2	1 2 3 4 5	1 2 3 4 5
19. Graduate Placement: (maintaining liaison with employment agencies, consulting with prospective employers, arranging placement interviews, conducting follow-up studies)	1	2	1 2 3 4 5	1 2 3 4 5
20. Special Support Services: (promote and provide services such as child care, health care, and transportation as necessary, provide access and other services for the handicapped and learning disabled)	1	2	1 2 3 4 5	1 2 3 4 5

G. ORGANIZATIONAL FUNCTIONS

21. Program Articulation: (arranging for staff to serve on faculty committees, arranging joint meetings of staff with high school counselors)	1	2	1 2 3 4 5	1 2 3 4 5

(5)

SCOPE: 1=VERY LIMITED, 2=LIMITED, 3=AVERAGE, 4=BROAD, 5=VERY BROAD
QUALITY: 1=VERY POOR, 2=POOR, 3=FAIR, 4=GOOD, 5=VERY GOOD

FUNCTION PROVIDED AS A
STUDENT PERSONNEL SERVICE SCOPE   QUALITY
         NO   **YES**

22. In-Service Education   1   2   1 2 3 4 5   1 2 3 4 5
(providing for counselor and staff supervision,
arranging for faculty advisor training, arrang-
ing for staff participation in professional
meetings, work-shops and seminars)

23. Program Evaluation: 1   2   1 2 3 4 5   1 2 3 4 5
(interpreting studies of student characteristics
and needs, arranging follow-up studies of
drop-outs, graduates, and transfers, student
evaluation of services)

24. Administrative Organization: 1   2   1 2 3 4 5   1 2 3 4 5
(identifying and interpreting staffing needs,
preparing program budgetary requests,
preparing job descriptions and organizational
patterns)

25. College Mission: 1   2   1 2 3 4 5   1 2 3 4 5
(participate in reviewing and redefining the
mission statement, to include student develop-
ment concepts and resource allocation to reflect
mission statement)

26. Educational Technology: 1   2   1 2 3 4 5   1 2 3 4 5
(use of technological methods in the delivery of
services to students such as career exploration,
course selection, job placement, transfer
articulation, registration, and financial aid)

27. Partnership Development: 1   2   1 2 3 4 5   1 2 3 4 5
(develop effective working relationships with
internal administrative units, identify, develop,
and maintain linkages with external agencies
that serve the needs of the institution and students)

28. Student Outcome Assessment: 1   2   1 2 3 4 5   1 2 3 4 5
(documenting student outcomes in terms of
their stated goals)

(6)

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COMMENTS

What specific student personnel services, if any, does your institution offer that are NOT mentioned in this survey? (These may include certain ministry or outreach programs, community service, or missionary work.)

For identification purposes only, please provide the following information, which will be treated with complete confidentiality:

NAME OF PERSON COMPLETING SURVEY: _____

NAME OF INSTITUTION: _____

(7)

Please feel free to include any additional comments you wish to make in this space.

ENCLOSE YOUR COMPLETED SURVEY IN THE PRE-ADDRESSED, POSTAGE-PAID ENVELOPE AND DROP IT INTO THE MAIL.

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

(8)

APPENDIX B

PERMISSION LETTER FROM INSTITUTIONAL REVIEW BOARD

University of North Texas
Research Services

March 23, 1999

Kathi Rogers
801 Chapel Drive
Denton, TX 76205

RE: Human Subjects Application No. 99-070

Dear Ms. Rogers:

Your proposal entitled "Scope and Quality of Student Services Functions in Institutions of Higher Education Accredited by AABC," has been approved by the Institutional Review Board and is exempt from further review under 45 CFR 46.101.

The UNT IRB must re-review this project prior to any modifications you make in the approved project. Please contact me if you wish to make such changes or need additional information.

Sincerely,

Sandra L. Terrell, Chair
Institutional Review Board

ST:sb

APPENDIX C

COVER LETTER ACCOMPANYING INITIAL BSQ SENT TO AABC SCHOOLS

University of North Texas
College of Education
Department of Counseling, Development
*   and Higher Education*
Program in Higher Education

April 9, 1999

Name
Position
Institution
Address
City, State Zip Code

Dear Name (Chief Student Affairs Officer):

Here at the University of North Texas we currently have underway a study of student services available at private, religious, postsecondary institutions around the country. And your school is among those randomly selected to participate in our research. We hope you will be agreeable to assisting us with the study we are conducting.

Enclosed is a questionnaire we are asking you and others in religious higher education around the country to complete and return to us. We can assure you that the information you provide us will be treated in aggregate form and with complete confidentiality.

We ask that you complete the enclosed questionnaire and return it to us by May 3, 1999. For your convenience we are enclosing a self-addressed and postage-paid envelope. In the meantime, please know that we greatly appreciate your assistance. Without the cooperation of respected Christian educators such as you, the important research we are doing would not be possible. Please let us know if you would like to receive a copy of the report of our study when it becomes available.
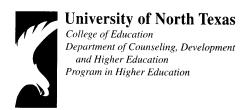
Sincerely,

D. Barry Lumsden
Professor of Higher Education
lumsden@coefs.coe.unt.edu

enclosure

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APPENDIX D

COVER LETTER ACCOMPANYING SECOND BSQ SENT TO AABC SCHOOLS

University of North Texas
College of Education
Department of Counseling, Development
*   and Higher Education*
Program in Higher Education

May 3, 1999

Name
Position
Institution
Address
City, State Zip Code

Dear Name (Chief Student Affairs Officer),

April 9, 1999 we sent you a questionnaire which solicited information about student
services available on your campus. We can understand that your busy schedule
prevented you from completing the questionnaire and returning it to us. So today we are
again asking you if you will assist us with the national research study we have underway.
Enclosed is another copy of the questionnaire along with a postage-paid return envelope.
Please know that we will greatly appreciate it if you will take a few minutes out of your
busy schedule to complete it and return it to us by **Friday, May 14th**.

As we indicated earlier, the information you provide us will be treated confidentially.
The research we are doing has to do with student services available at American colleges
and universities which are accredited by the Accrediting Association of Bible Colleges.
A report of our findings will be sent to everyone who completes and returns to us a
completed questionnaire. However, all information per institution will remain
confidential.

A very special note of thanks for your cooperation and assistance. We do ask that you
return the enclosed questionnaire when completed to us by **Friday, May 14th**.

Sincerely,

D. Barry Lumsden
Professor of Higher Education

enclosures: 2

P.O. Box 311337 • Denton, Texas 76203-1337
(940) 565-2045 • Metro (817) 267-3731 • Fax (940) 565-2905 • TDD (800) 735-2989

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APPENDIX E

COVER LETTER ACCOMPANYING FINAL BSQ SENT TO AABC SCHOOLS

University of North Texas
College of Education
Department of Counseling, Development
  and Higher Education
Program in Higher Education

May 18, 1999

Name
Position
Institution
Address
City, State Zip Code

Dear Name (Chief Student Affairs Officer):

April 9, 1999 we sent you a questionnaire regarding student services available at your
school. Along with the questionnaire was a self-addressed and postage-paid envelope.
Because we didn't receive a completed questionnaire from you, we sent another one on
May 3, 1999. The second questionnaire, too, was accompanied by a postage-paid, self-
addressed envelope.

Today we are sending you a third questionnaire with the earnest request that you
complete it and return it to us in the enclosed self-addressed, postage-paid envelope. As
we have indicated all along, the information you provide will be treated with the utmost
confidence and anonymity. The objective of our study is simply to determine what
student services are available at AABC colleges and universities. We have sent the same
questionnaire to other AABC schools which have completed and returned them.

All we are asking you today is that you **do unto us as you would want us to do unto
you** if you were conducting the study and needed our cooperation. Thank you.

Sincerely,

D. Barry Lumsden
Professor of Higher Education

enclosures

CC: President of Institution

P.O. Box 311337 • Denton, Texas 76203-1337
(940) 565-2045 • Metro (817) 267-3731 • Fax (940) 565-2905 • TDD (800) 735-2989

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APPENDIX F

LIST OF DATABASES AND JOURNALS

List of Databases and Journals Used in this Study

Databases & Indexes

Dissertation Abstracts International   *Higher Education Abstracts*
Dissertation Abstracts Ondisc   *PsycLit*
Education Abstracts via *FirstSearch*   *Resources in Education*
Education Index   *Social Sciences Index*
ERIC (Educational Resource Information Center)

Journals

ATEA Journal   *Journal of Psychology and Theology*
Christian Education Journal   *Journal of Research on Christian Education*
Christianity Today   *Journal of Student Financial Aid*
Christian Scholars Review   *Lutheran Educator*
College Student Affairs Journal   *NASPA Journal*
Education and Psychological Measurement   *New Directions for Higher Education*
Faculty Dialogue   *New Directions for Student Services*
First Things   *NIRSA Journal*
Higher Education   *Record Supplement*
Issues in Christian Education   *Religious Education*
Journal for Christian Theological Research   *Research in Higher Education*
Journal of American College Health   *Research on Christian Higher Education*
Journal of Biblical Literature   *Review of Educational Research*
Journal of College Admissions   *Review of Higher Education*
Journal of College Student Development   *Review of Religious Research*
Journal of College Student Personnel Development *The Chronicle of Higher Education*
Journal of Counseling & Development   *The Real Issue*
Journal of Developmental Education   *The Religious Education Journal of Australia*
Journal of Education and Christian Belief   *Theological Education*
Journal of the Freshman Year Experience
  and Students in Transition
Journal of Higher Education

APPENDIX G

AMERICAN AABC ACCREDITED INSTITUTIONS

AABC Institutions (U.S. only)

Alaska Bible College
American Baptist College
Appalachian Bible College
Arlington Baptist College
Baptist Bible College
Baptist Bible College of Pennsylvania
Barclay College
Boise Bible College
Calvary Bible College
Central Bible College
Central Christian College of the Bible
Cincinnati Bible College
College
Circleville Bible College
Clear Creek Baptist Bible College
Columbia International University
Crown College
Dallas Christian College
College
East Coast Bible College
Emmaus Bible College
Eugene Bible College
Faith Baptist Bible College
Florida Christian College
Free Will Baptist Bible College
God's Bible School and College
Grace Bible College
Grace University
Great Lakes Christian College
Hobe Sound Bible College
International Bible College
John Wesley College
Johnson Bible College
Kentucky Christian College
Kentucky Mountain Bible College
Lancaster Bible College
LIFE Bible College
Lincoln Christian College
Magnolia Bible College
Manhattan Christian College
Mid-America Bible College
Minnesota Bible College

Moody Bible Institute
Multnomah Bible College
Nazarene Bible College
Emmanuel Bible College
Nazarene Indian Bible College
Nebraska Christian College
Oak Hills Christian College
Ozark Christian College
Philadelphia College of Bible
Piedmont Baptist College
Practical Bible College
Puget Sound Christian

Reformed Bible College
Roanoke Bible College
Saint Louis Christian College
San Jose Christian College
Southeastern Baptist

Southeastern Bible College
Southeastern College of the
  Assemblies of God
Southwestern Assemblies of
  God University
Southwestern College
Tennessee Temple University
Toccoa Falls College
Trinity Bible College
Trinity College of Florida
Valley Forge Christian College
Vennard College
Washington Bible College
Wesley College

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the AABC closely match those offered by the Southern Association of Colleges and Schools (SACS) as essential to student services divisions within colleges or universities.

Second, the extent of the student personnel services provided by American Bible colleges and universities accredited by the AABC was average to broad. Student services such as student development and financial aid were rated as broad to very broad.

Third, quality of student personnel services at AABC institutions was fair to good. Financial aid services and student activities were rated as very good.

Fourth, the chief student affairs officers at American Bible colleges and universities accredited by the AABC were homogeneous in regard to gender, ethnicity, and education.