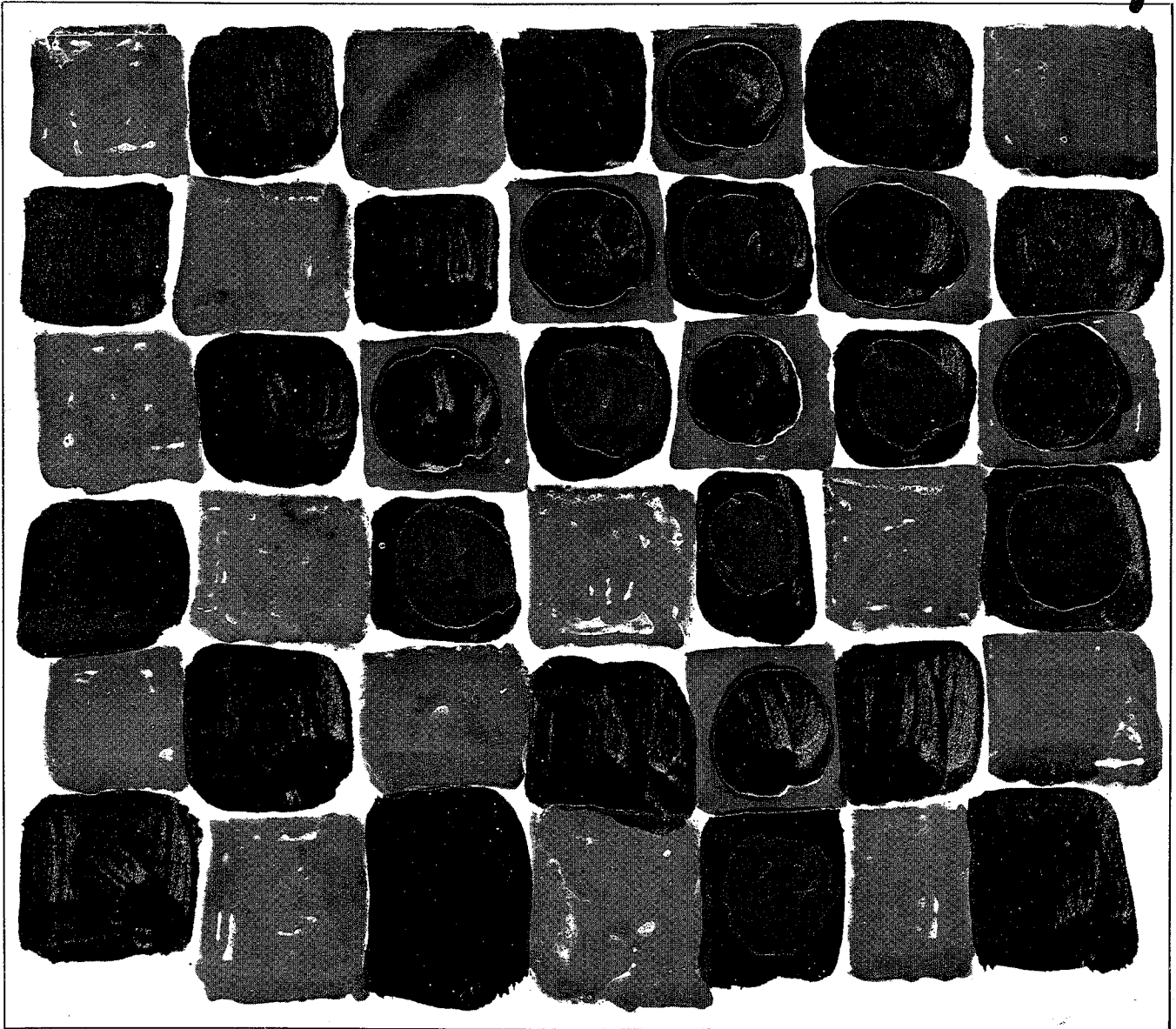


Student Development

in Tomorrow's Higher Education - A Return to the Academy



Student Personnel
Series No. 16

American College
Personnel Association

A Division of the
American Personnel and
Guidance Association

acpa

By Robert D. Brown

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FOREWORD

We are pleased to witness the publication of this monograph, particularly because it represents the culmination of the initial phase of a project to which we are all personally dedicated: the American College Personnel Association's (ACPA) Tomorrow's Higher Education Project. Since 1968 when ACPA President Donald Hoyt appointed a group to develop a strategy for examining the future of college student personnel work, ACPA has taken deliberate notice of the currents of change operating in higher education. Tomorrow's Higher Education (THE) Project, is ACPA's planned response to the prospects of great change in our profession.

The essence of THE Project is an attempt to reconceptualize college student personnel work in a way that will serve to provide a measure of creative input from our profession toward the shaping of the higher education of the future. By reconceptualization we mean the systematic reconstruction of our fundamental conceptions as to the specific roles, functions, methods, and procedures that will characterize our future professional practice. Ultimately, we hope to implement a number of model student personnel programs in which the products of our reconceptualization will be practically tested in a variety of environmental contexts.

Robert Brown was commissioned to write this monograph by an ACPA Task Force that included Paul Bloland, Russell Brown, W. Harold Grant, Donald Hoyt, Jane Matson, Albert Miles, and Philip Tripp.

The Task Force intended that the monograph provide a focus for the dialogue which will be a necessary part of the subsequent model-building and implementation phases of THE Project. To this end, the success of the monograph will not be measured in the degree of assent that it attracts, but in the nature and quality of the reaction and discussion that it evokes.

We recognize that the ambitious scope of THE Project dictates that its successful completion will require the cooperation and resources of many persons and organizations within and beyond the total higher education community. We are hopeful, however, that the noble objectives of the project will be realized, and that interest in the ultimate improvement of the educational experiences of college students will transcend any professional differences that the project might reveal.

WILLIAM R. BUTLER
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Reactions and suggestions from the Tomorrow's Higher Education Task Force were also especially helpful. Those included: Paul Bloland, Russell Brown, Don Hoyt, Don Kubit, Jane Matson, Al Miles, and Phil Tripp. All played a part, but only I can be responsible.

And special thanks to a patient secretary, Nancy Worrall.

Nobody can really predict the future, because it involves the weighing of too many vast imponderables. So I think the only productive way to deal with the future is to accept it as a commitment to reassess the values each of us puts into practice in our daily lives. Instead of dwelling on this abstraction called the future, each of us should try to get his head straight right now in the present. Each of us should begin asking himself what he can do to begin living it.

Theodore Rozak, author of *The Making of a Counter Culture*, as quoted in the *UCLA Monthly*, October 1971.

Hold Up the Mirror

Have you ever been in a fun house hall of mirrors? Do you remember the ambivalence you felt when you saw yourself reflected in the maze of images that were at once grotesque, funny, and sad? It was probably easier to laugh at someone else's foreshortened reflection or giraffe-like elongated image than at yourself. One could speculate as to the kind of psychic damage that would accrue if a person spent a long time in such a maze. Would he forget what he really looked like and who he really was? Or even worse, suppose all the mirrors of the world cast back similar weird images forcing everyone to live his entire life without ever knowing what he really looked like. This Kafkaesque world has existed in higher education for some time.

American society has expected higher education to play many different roles—a finishing school, a trainer for the military, a guardian of culture, a research arm of the nation, a force for democracy, and at times even a mother, father, and stepbrother to its students. Sometimes it has been slow to respond to the needs of society and the roles thrust upon it, and at other times it has reacted impulsively. In fact, higher education has changed its face many times, although it has never gained a reputation for being flexible. With each new epoch it has added new roles but seldom shedding the old ones, thus making it difficult to retain a clear perspective as to what its real intents and purposes are.

During the past decade, the debate over the basic purposes of higher education has intensified, even though many of the same issues have been discussed for centuries. Today, however, a broader public is examining them and asking these questions. Should the university reflect society or attempt to change it? Should the university be politically neutral or should it be a strong force for social action? Is higher education a right or a privilege? Should the curriculum be more practical or more theoretical? In the past, these issues were debated almost exclusively by philosophers or pedagogues, but today they are also the concern

of legislators and parents. What is disturbing about these dialogues is not that they have been heard before or that they are being discussed by an increasingly diverse group, but that there is little discussion or debate about what is to happen to students as a result of their exposure to higher education. Students are expected *to know* what they did not know before and, in many instances, are expected to be able *to do* what they were unable to do before. But, what are they expected *to be*?

Colleges have demonstrated that they are adequate proving grounds for scholars and are proud of their success in training people for careers. Annual reports enumerate the number of successful lawyers, doctors, scholarship winners, congressmen, and other distinguished personages who are among the ranks of the alumni. The amount of success that colleges have had in developing "humane" beings, however, is clouded. Maslow's (1962) self-actualizing man, Heath's (1964) reasonable adventurer, and Sanford's (1966) goal of individual development serve as pleasant rhetoric for college bulletin goal statements and as inspirational literature for small clusters of faculty members, but do they mean anything apart from goal statements? Do they have an impact on how a college plans for the future? Recently, there have been just enough reported instances of new programs for student development or reaffirmations of student development goals to keep the hearts of the young optimists beating. Maturer voices wait with skepticism, however, for evidence of widespread behavioral change among administrators and educators before they will attest to the fact that a new day has dawned.

Student Development as a Goal

One major assumption underlying the entire discussion here is that total student development has been and must remain one of the primary goals of higher education. For the present it is sufficient to define student development in terms of what college catalogs and goal statements often describe as the

"whole student" or the "liberally educated" person. Most college goal statements include intentions to promote in students independence of thought along with critical thinking, to make students better citizens as well as to make them more knowledgeable about their cultural heritage, and to help students understand themselves and relate better to others, as well as to prepare them for a profession. In simpler terms, higher education *has sought to make its students better persons*. This goal needs critical scrutiny. There have been many changes suggested for higher education and some have been implemented, but how many are congruent with the enhancement of student development?

Since the end of World War II, student personnel workers have identified themselves as the professional group on campus most concerned about the development of the total student (Williamson, 1949). This assumption, too, needs to be questioned. The college experience was viewed by the student personnel staff to be a total one with the out-of-class activities and experiences being an essential part of that total. Some student personnel workers have seen themselves as true educators, albeit ones without rank, tenure, or status. This concern for the "whole" student implied a needed emphasis and concern about personality and character development, e.g., social skills, good citizenship, and altruism. Specialities developed, such as the union manager, the student activities supervisor, the counselor, and the residence hall adviser. There are really two assumptions here that need to be questioned. First, is the student personnel worker the only person on campus concerned about student development? The answer is obvious, but it seldom results in asking the next question. Can student development really be fostered effectively without the support and influence of the academic dimensions of college life? These questions deserve some examination.

Purpose

The plethora of publications about the dilemma of higher education is matched only by the continual self-flagellation of college student personnel workers at conventions and in professional journals. Both sources declare that a crisis exists and propound the need for change. The purposes of this monograph are to: (a) look at the predictions and proposals being made for higher education in terms of their implications for student development, (b) examine student development research and key concepts to see if they suggest alternatives for the future of higher education, which merit more attention than they are currently being given, and (c) make recommendations for those planning the future of higher education and student personnel programs.

Do the myriad prognostications for the future of higher education mesh with student development

goals? What changes will they demand in how administrators, faculty, and student personnel workers think and behave, if colleges and universities are to have a positive impact on students in other ways than acquisition of skills and knowledge? What considerations are the futurists omitting? The results of these explorations should provoke some thought and reactions among all those concerned about student development, whether they are deans of faculties or deans of students, faculty members or residence hall directors, academic advisers or counselors.

The current plight of higher education and college student personnel work will be examined in this chapter, concluding with a brief rationale of the need for a statement about student development during the college years. This background picture of the present should help explain the worry and concern many have regarding the importance of student development in the future of higher education. Chapter 2 summarizes the many recommendations being made for higher education and the predictions about what the future holds, as well as their particular implications for student life and student development. The reader is asked to consider the implications these new directions have for student development. In a number of instances support of student development goals suggests needed supplementary or even alternate directions. Chapter 3 asks whether or not student development has ever been and is now a viable goal for colleges. A summary of the research literature serves to highlight what we do know about student development and presents some key concepts and their implications.

The reader who is very familiar with the recent literature about higher education might want to glance at Chapter 2 chiefly for the discussion of the implications future directions in higher education have for student development. On the other hand, the reader who is knowledgeable about student development research may wish to examine Chapter 3 as he thinks about the few basic concepts of student development that exist and the future research needs that are described.

Chapter 4 looks at some possible future roles for student personnel workers. A behavioral scientist role, which involves the student personnel person more directly in the academic arena, is suggested as one of the needed directions for at least a significant segment of the college student personnel profession. The monograph concludes with Chapter 5 recommending changes for higher education in general and college student personnel workers specifically.

The Current Picture

Where Is Higher Education Today? Since the advent of McLuhan's world tribalism via television, the

word *crisis* has been with us daily. Higher education was having its share of crises long before McLuhan or television. Clark Kerr (1971) was probably most apt when he suggested that higher education is in a period of "Climacteric II," the first climacteric occurring during the years 1820 to 1870 when the curriculum changed from the classical to the liberal-professional and the Morrill Act made public land grant institutions a thriving reality. This view is more optimistic, if not more realistic than the catastrophic consequences that crisis implies. Uncertainty abounds, conflict is omnipresent, and confusion is unsettling, but at the same time the potential for change and growth has never been much greater.

Jacques Barzun has referred to today's colleges and universities as baroque, while other critics have found them homogeneous, meaningless, and irrelevant. Robert Hutchins facetiously referred once to the central heating plant as the unifying part of the university; Clark Kerr thought that today it would have to be the parking lot. Tomorrow's pundit may suggest the TV transmitter tower. If one believed their worst critics, colleges and universities are not unlike library book shelves that offer their readers the same fare year after year. Some variations occur as new books are added or dusty books are rearranged, but the shelves themselves have no heart and are incapable of asking what impact they should or could have on the reader. When higher education was the interest of the few, it could accept criticism from the intelligentsia with a shrug of its shoulders and literally go on about its way. Today, the universities' public is broader, its critics closer to home, and sometimes its defenders more thin-skinned.

Regardless of how strong a case is marshalled for the responsiveness and flexibility of American higher education, and despite the fact that it may have changed more quickly and dramatically than many other bureaucratic institutions, it is apparent the critics are not satisfied. Many Americans have lost faith in higher education. Public indignation has been expressed in many ways—the most significant being the drastic cutbacks in funding that have taken place nationwide. This loss of confidence threatens freedom within the university as well as the budget. Many states have passed laws intended to curtail protest on their campuses and, in more than one instance, have come close to blackmailing their state institutions when appropriations were being considered.

This climacteric period is likely to last at least a decade according to the seers. Optimists have felt that the crest of dissension and unrest has already passed. Recent evidence, however, suggests that even though the most recent academic year, 1970-71, was less tumultuous than the previous year, the impression that it was dramatically quieter was due more to the diminishing interest of the mass media than to reality.

No Kent State's or Jackson State's occurred, but the level of protest was almost as high as 1968-69—the previous high water mark (Bayer & Astin, 1971). While violence is subsiding and protest marches are less frequent, tensions and conflict are not. Prognosticators are almost universal in their expectations of continued tension and unrest.

Through this gloom appears no miraculous rainbow or silver lining, but there are definite signs that higher education intends to respond. The host of studies and proposals coming forth from groups such as the Carnegie Commission suggest that higher education is not just tightening its belt but that it is taking a serious look at new directions. The Newman Report (1971) has prompted much discussion and a current Health, Education, and Welfare (HEW) Task Force promises to make specific suggestions for changing the face of higher education. The renewed interest in undergraduate education, the recent focus of student movements on educational reform, and the experimental college ventures clearly suggest that American higher education has the potential, if not the will, for self-renewal. With new programs and a new variety of students, higher education is going to be challenged in more fundamental ways than it has ever been. As these predicted and proposed changes are examined in more detail in the next chapter, it is important to ask whether or not the response of higher education is sufficient and in the right direction.

Where Is Student Personnel Work Today?

If higher education is in Climacteric II, student personnel work must be suffering through its own Climacteric I. It has been having an identity crisis for some time. It came through the most trying periods of student unrest unscathed but also without any laurels. Student personnel staff have ascended to institutional positions equivalent to vice-presidencies, but few are consulted for advice regarding the total institution. In the eyes of many faculty, student personnel workers are second-class citizens, and students see them as not being much different from other members of the establishment, although perhaps more paternalistic. Institutional presidencies remain in the hands of academicians turned administrators.

The recent interest in the use of paraprofessionals in student personnel positions is an omen that can be interpreted as either good or evil. One interpretation might be that this is a fine movement that adds to the diversity of backgrounds of student personnel staffs, provides the professional campus staff with more time for substantive concerns, and is generally indicative of the growth of the profession. However, another viewpoint interprets this movement as providing clear evidence that student personnel work is

not a profession and that almost anyone with certain personal qualifications can perform well with minimal on-the-job training.

Not too many years ago the then president of the American College Personnel Association (Berdie, 1966) asked whether or not there needed to be a redefinition of student personnel work and even wondered if there needed to be a professional entity known as "student personnel work." More recently other spokesmen have declared the profession stillborn (Penney, 1968) and compared it to the perennial bridesmaid. (In days when advocacy of zero population growth is popular, these fates may be virtuous, but still quite frustrating.) Such painful soul-searching is hardly the sign of a completely healthy, confident profession.

Some of the traditional functions of student personnel work, such as discipline and out-of-class control, are being given less attention as the *in loco parentis* role of universities wanes and students gain more voice in the governance of their lives. Students are the leading advocates of the need for a campus ombudsman as student personnel workers have often found themselves ineffective and powerless to change or influence administrative policies. Those who once served as go-betweens are now being bypassed.

However, just as there are some hopeful signs when the total higher education scene is examined, student personnel work may be undergoing progressive change also. Most promising omens include the increasing summons from within the profession for student personnel workers to view themselves as behavioral scientists and the growing volume of research and thought on what influences and promotes student development.

The Need for a Statement About Student Development

Reports, books, and periodicals issuing warnings, making suggestions, and summarizing the current status of higher education in America are coming off the presses as fast as news bulletins from a ticker tape machine. Major national associations and commissions are making pronouncements about where higher education could be or should be going in the future. Change is in the air like the hot sultry stillness before a tornado. Administrators on each college campus are looking closely for guidelines and seeking help as they face a troubled public and restricted budgets. The changes made now will affect the course of higher education for at least a decade and, ultimately, its impact on students. Now is the opportune time, maybe even the last, for those concerned about the priority given to student development to react constructively and creatively.

The emphasis of a number of the reports, such as *Less Time, More Options*, (Carnegie Commission, 1971a) is on time and money. If the recommendations are followed, students will spend less time in college, and degrees will be awarded at more frequent intervals. The implications such recommendations have for cost effectiveness is given much attention, but discussion of what students are to learn and become during the reduced time is limited. This is not to deny the value of fiscal concerns, nor even to place them second, but rather to suggest that questions about what happens to students be given equal attention. Few student protests have been lodged against how long it takes them to get a degree or how close their community college is to their hometown. No, students have instead been critical of the very educational experience they have in college.

Much has been written recently about open admissions and easy access to college. Expectations have been that simply opening the college doors wider will solve all racial problems and the ills of poverty. The motives cannot be questioned, but the effectiveness of programs planned to implement them can be. Several critics have raised the pertinent question, "Open admissions to what?" Students can be admitted and still be bored or still fail. These outcomes create more problems.

Other recent reports (Newman, 1971) have been viewed as attacks on higher education even as they pose thought-provoking questions and suggestions. These, in turn, have been criticized for being either too radical or too conservative, depending on the critic's orientation. With the exclusion of the Hazen Foundation Report (*The Student in Higher Education*, 1968) few reports on higher education have looked closely enough at student outcomes and the impact of their recommendations on student development.

During a period of financial restrictions and loss of trust, it is especially important that institutional goals be continuously reformulated and accomplishments reassessed. These are the times when fiscal and political pressure are heavily weighted as they enter the decision-making funnel. This is when it is important that ultimate goals remain clear, and hopefully administrators will live with the words of their own ultimate objectives on their lips, like a Jesus prayer refrain that could be chanted during all their waking moments.

For these reasons it is essential to alert the decision-makers to the impact their future judgments will have on students, to ask those in the student development movement who have ideas about facilitating student growth to step forward with program proposals, and to ask both groups to respond to the challenge of providing a more humane educational experience for students of the future.

Don Quixote was brought crushingly back to reality when he saw his real self reflected in a shield of mirrors. Now is the time for college administrators and college student personnel workers to hold up to each other mirrors that reflect not only what is, but

what could be. Hopefully, the result will not be fatal, as it was for the "knight of the woeful countenance." This monograph attempts to hold up one mirror with the intention of opening up an honest dialogue between the academy and student personnel.

Where Higher Education Might Be Going Tomorrow

Man has been trying to predict the future ever since one of his remote predecessors stepped out of a cave and saw what he thought was a distant rain cloud. Since that time he has been constantly trying to have an impact on that future, advancing from rain-dancing to cloud-seeding. Today, fortunetelling is not left to passing gypsies or to prophets coming forth from the desert. Nearly anyone who can write and who thinks he has diagnosed a trend is likely to start prognosticating. Studying graphs has replaced scrutiny of a bird's entrails, and prediction equations have replaced palm-reading. The computer prints out fortune cookie messages faster than the oven can bake the dough. And, most often, the warnings are ominous.

Predictions, Proposals, and Predicaments

It might be possible to sort out the predictions from the proposals being made for higher education in the future, but this will not be done in any systematic way for several reasons. First of all, predictions have a way of becoming wish-fulfilling prophesies, especially if they are made by a person or group having some control over the outcome. If a group of college presidents predict that less money will be spent on graduate programs in the future, they obviously have the power individually, if not collectively, to influence the eventuality of that prediction. Proposals, suggestions, and recommendations have their own way of becoming reality. This is especially true if they are made by authoritative sources, such as the federal government or major foundations. In some instances, recognized experts are making predictions that are identical or quite correlative to recommendations being put forward by others.

These considerations make it rather meaningless to sort out predictions from proposals. Whether a

statement is made as a prediction or a proposal probably has little relationship to its eventual fruition in reality. If one is concerned about outcomes, he must respond with equal passion to predictions, suggestions, recommendations, and proposals.

The predictions made in the following sections are *not* those of this author, but rather represent a consensus of more recent pronouncements made in the higher education arena. No doubt, however, personal biases affected the selection and compilation of the list. As the projections for the future are discussed, some of the possible implications for both higher education and student development will be illustrated.

The reader who has kept pace with the recent major publications in higher education will find that some sections of this chapter are chiefly a review. The potential impact the new directions hold for student life, however, warrant considerably more attention than they have been given. The interwoven discussions of the implications of the changes in society and student life, the nature and number of students, the variety of college options, the undergraduate programs, and the governance and financing of higher education is intended to serve as a catalyst for further thought.

Society and Student Life

One's view of history and providence will influence what kind of predictions one would make about what our society and our students will be like during the next decade. Will there be continued student dissent? Will society's moral values continue to change? A cyclical view would suggest a quiet era to follow the recent period of unrest with the general mood of the public being repressive. Student dissent would be limited and liberalism would be retarded if not repressed. Those who view history somewhat as a spiral would forecast a continued openness and increased pluralism to prevail through intermittent periods of repression. Others would predict an almost revolu-

tionary straight line ascent (or descent) with only temporary plateaus. Current forecasters seem to fall into each of the historical perspectives, but it appears that the most predominant theme is one which forecasts continual change, constant ferment, and uneasy confusion. New movements will come, gain a head of steam, but will not vanish.

Max Lerner (1971) sees revolution, not death, in the air. This revolution is based on consensus rather than violence. France's Jean-Francois Revel sees America as the most likely ground for great social transformations to take place (Revel, 1971). Changes that will take place are those supported initially by 40 percent to 45 percent of the populace and then by 50 percent to 55 percent; increased support of a relatively small percentage of people can lead to major social transformations. Although an apparent contradiction in terms, many predict that the future promises an "evolutionary revolution."

Listing all the possible and predicted changes in society and student life would fill pages, but examination of some of the major threads is a necessary preface to exploring equally profound expectations for higher education.

Society. The very fact of change itself, as well as the nature of the changes, can have a profound effect on higher education and student development. Perhaps it is best simply to predict change and let it go at that. Certainly Toffler (1970) is correct when he chronicles the rapidity of technological and sociological change in recent years. Regardless of whether or not one attributes change to specific events or to an evolutionary process, the proximity of events or the flow of the process has accelerated to the point that the stream of life is like a rock-strewn rapids and just as treacherous. For anyone over 30, the events of World War II seem almost as close, if not closer in time than the nostalgic events and personages chronicled on TV specials, such as the gyrations of Elvis Presley in 1957 and the clean-shaven Beatles of 1965. Such electronic reminiscences appear anachronistic in less than a decade.

The fate of future man rides the crest of whatever the current and popular doomsday prophet portends. In recent years it has been Huxley's *Brave New World*, Orwell's totalitarianism, or Skinner's *Walden II*. Man's destiny may be fatally affected by the hydrogen bomb, overpopulation, or an imbalance in the ecological system of the planet. Outside of destruction of man, we may now have the ultimate doomsdayism concern, Toffler's "Future Shock." Man of the near future will face a trauma potentially as powerful as that of a person finding himself in a completely different culture. Changes will occur so fast that he will have little or no time to adjust without severe stress. The generation gap may occur in 5-year differentials rather than 15 or 20.

Besides change itself, any one looking ahead has to consider the problems that man has now, as well as the projected ones. Those that come readily to mind include possible exhaustion of food and fuel supplies, pollution of the air we breathe, overpopulation of the planet, and the prospect of making the land over into a cement graveyard. Poverty, decline of liberty, artificiality of work and culture, absence of a sense of community, personal feelings of powerlessness, and a loss of self are all possible plights of future man. If this isn't gloomy enough, man can always smoke, drink, or "drug" himself to death. Of course, a nuclear holocaust is an omnipresent mushroom cloud. Perhaps the one sign of hope in all this is that society seems to be making efforts to cope with these problems, both as individuals and jointly as citizens. When politicians and TV commercials speak out against pollution, for example, the direction of concern seems appropriate, even if specific program solutions are few and far between.

One of the more positive possibilities for the future has been the breakdown of the myth that technological progress is inevitable and inevitably good. There are a few signs, such as the forestalling of the construction of the SST plane and the moratorium on the Alaskan oil pipeline which suggest that society is not always going to write blank checks for technological advances. It is doubtful that this tide can be held back long, but if a measure of caution is followed by accountability, another growing movement, the death of this planet seems less likely.

There also appears to be a growing concern, not only about keeping technology in tow, but an increasing interest in finding ways to truly put it to use in an effort to help men better manage their own lives. Research and theoretical knowledge might be programmed for the development of tools and techniques that will help man live a fuller life and not just make it easier for him to fry an egg or drive his car. A new emphasis on improving the quality of life and relationships would represent a significant shift in priorities.

The growing acceptance of the principle that each person has the right to develop himself to his fullest potential has implications for both man and education. A recent court case ("Rights for the Retarded," *Time*, 1971) established what may be a precedent when it ruled that even children classified as "uneducable and untrainable" are entitled to public education as it is applicable to their potential. While this is addressed to one end of the intellectual spectrum, it may well reflect a direction our society is going in its attitude toward and response to the needs of all of its citizens.

The importance of religion in the life of the individual in the future remains problematical. Trends have a tendency to peak and even reverse themselves.

Pope John XXIII was followed by the more conservative Pope Paul VI. Drug freaks are now joined by Jesus freaks. Paradoxically, our technologically advanced society harbors witchcraft movements and astrology advocates. However, if there is an underlying drift, it is in the direction of greater religious pluralism within our society.

Certainly the women's liberation movement, changes in attitudes toward marriage, and supposed changes in morality will all have an impact on the life styles of the future. Our ability to cope with racial problems and the plight of the poor will most certainly directly affect the amount of tension existing in the country. Economic changes that affect leisure time, the job market, and inflation will certainly play a major role in determining what the future will be like. Any one of these trends could be and have been pursued by others in detailing what the future holds. All that can be noted here is that some of the most basic dimensions of our society, e.g., family life, promise to be examined critically, especially by the young, and changed in very fundamental ways.

Student Life. Major changes in student life are certainly going to reflect those taking place in society at large. Most of us have read the statistics that reflect a continually receding median age, although this is subject to change through population control. Further, we have noted that the 18-year-old vote will make the voice of youth more important, if not more serious and intent. Among the predicted trends, perhaps the most important for higher education are:

1. *Fewer, in fact, perhaps no parietal rules governing student behavior.* According to many, the days of *in loco parentis* are numbered.

2. *A greater voice for students, in the governance of the university.* Some of this will be the result of actual participation on university committees and councils. Perhaps an even more powerful voice will be their role as consumers. The increased importance of tuition, government loans and perhaps eventually scholarships, and a greater variety of collegiate opportunities, may all serve to make students determiners of curriculum offerings simply by their opting for particular colleges and programs.

3. *A decrease in general unrest, although tensions are expected to prevail.* The new issues are likely to be those closest to the student's everyday life, such as parietal rules and educational reform. There will be continued interest in current issues and politics. Increased support may come from young new faculty members.

4. *The continuance of the counter culture.* But there is likely to be increased tension between extreme student groups, i.e., the vocational-collegiate subcultures and the nonconformists; those who see college as primarily a means of occupational and social mobility and those who see college as a means of gaining

self-insight and self-expression. Hopefully students will back away from continued confrontation and violence, but survival of the counter culture depends on youth addressing itself to the fears and needs of middle America. Many Americans over 30 have the same basic concerns about their life styles as do critical youth, but it is less open and less visible. If a concerted effort is made to foster a dialogue, this may portend the beginning of a "more compassionate and comprehensive movement that would extend far beyond youth and universities" (Keniston, 1971).

5. *The remaining of the perennial problems of youth.* The college freshman of today may be physically and psychologically more mature than his or her counterpart of 20 or even 10 years ago, but many of the same developmental problems and processes remain. The conflicts associated with separation from parents, establishment of a sense of identity, the development of a self as a social and sexual being, and ultimately choosing a vocation and life style, will still require resolution. Even though some of these questions may be faced earlier in a student's developmental history, it is doubtful that they will be resolved or, at least, not followed by other problems. For example, communal living presents a whole new host of potential developmental problems.

6. *The promise of more individualism among students.* If Charles Reich (1970) and others are right, many students will be more concerned about developing as persons rather than fulfilling a need for status or a need to have a clear occupational choice. "Doing your own thing" will be a more pervasive code for student life. Pluralism in society will be matched by pluralism of life styles among students.

7. *The coming of a whole new crop of students whose interests in post-secondary education will be quite specific and generally vocational.* The increased college enrollments during the next decade will be proportionately greater among technical and community colleges than among four-year institutions. These students have concerns and interests that are not identical with those pursuing the traditional liberal arts curriculum.

Implications. If higher education is going to respond adequately to the challenges that changes in society and student life represent, then it must respond differently than it has in the past. There are implications that should affect what is taught, how it is taught, and who teaches. In the past, when knowledge or job skills in a particular profession changed, for example, colleges have typically updated their present course offerings and added new courses. New content was squeezed into old containers and old content was passed down the line to freshmen courses or the secondary schools. These are temporary measures at best, and do not serve over the long haul; colleges must start taking the long view.

It is not overstating the case to say that we should concern ourselves with predicting what students will need to *survive* in the future. The key to this survival does not lie in anticipating the knowledge or the specific skills or values they should possess. The solution is much simpler. It involves giving attention to some rather basic skills now considered as by-products of content courses. One of the more fundamental skills, for example, is the ability to learn and solve problems. But how many real problems are students asked to solve in their sociology, psychology, political science, or even in many of their science courses? Problem-solving is left for graduates or for seniors, while freshmen suffer through vocabulary-like drill classes. The great percentage of students go through their college experience without being asked to tackle a problem of any consequence that has not been solved by others years ago—they are simply asked to remember who solved it and when. Yet, their college experience is expected to prepare them for resolving professional and personal problems. If college football coaches followed such a formula to prepare for Saturday's game, they would soon be forced to retire to the classroom.

Similar changes are necessary if students are expected to be prepared to live in a world in which values and attitudes are constantly subjected to challenge. It is questionable just how much impact current classroom experiences have on student values. This is sad. Though most would agree that professors should not proselytize, it is unfortunate that they cannot influence how students think about and decide on what values to hold. The student of tomorrow will need to examine his values during his college years and posit a reformulation of them to his own satisfaction, but he will also need to be capable of and open to doing so at repeated junctures during his life. This means he needs to understand his own values, to critically analyze his values when faced with conflicting views, to have an awareness of the forces affecting his value system, and to be able to act as well as react. Collegiate curriculums currently give the student a chance to examine the values of others and those of past societies and cultures. Seldom if ever is he asked to confront his own value system. Somehow this is expected to take place independently of formal course work. For example, ethics professors, too seldom, stimulate students to examine their own behavior in ethical terms.

To endure, in an uncertain future with shifting values and one that may mean changing jobs and even professions at critical times in one's life, requires a personal makeup that includes a rather clear self-concept and a positive attitude toward oneself and one's potential for future development. The student of the future will have to develop the capacity to be able to create a new self at the same time that he

has the passion to defend his current values. These characteristics are critical. Where in the curriculum are provisions made for this type of development? Are they to be continually entrusted to the out-of-class activities or ignored?

The signs of the changes expected in student life are already upon us, though it remains to be seen whether or not the trends are reversible. Parietal rules are diminishing, students are more involved in the governance of the university, and pluralistic student subcultures have been with us for some time. Expected changes represent, perhaps, changes in degree rather than in kind. The direction of these changes suggests a lessening need for student personnel workers, especially for those whose role has involved mostly good-guy policeman or paternalistic parental surrogate duties. College student personnel workers have typically responded to student's out-of-class needs, but in the future even this role may be limited. If student independence in deciding questions about their own living arrangements and organizing their own activities continues to increase, a sizeable number of the student personnel cadre may be unemployed unless role definitions are revised.

Nature and Number of Students

Although it is generally agreed that higher education will not face the population explosion it has in recent decades (when enrollment figures doubled every 14 years), more people will be involved in post-secondary educational experiences, and, more importantly, the variety of kinds of people will be expanded. One recent Carnegie Commission report predicts that there will be a period of steady enrollment increase during the current decade, followed by no increase between 1980-1990 and a one-third boost during the 1990-2000 decade (Carnegie Commission, 1971b). This growth will be a differentiated one with community colleges, technical colleges, and two-year programs gaining substantially more than the four-year universities. Most prophets suggest that the current average of about 50 percent of secondary school graduates matriculating at universities will continue for major universities, but that another 25 percent will be involved in some other form of post-secondary education.

More important than numbers is the variety of students expected to pursue some form of higher education. Blacks are still underrepresented in the college population; but, their numbers will increase. The gulf between the national population percentages for other minorities and their representation in the college population will also be reduced. A significant trend is the predicted expansion of adult enrollments. Some of this will be evidenced in adult education programs, and other continuing education programs, but adults are also expected to be on campus in regular collegiate

programs. Even though there is expected to be a continuing oversupply of PhD's (which by the way was not predicted by most seers of a decade ago), the MA, rather than the BA degree, is likely to become the new symbol of educational eliteness.

Open admissions policies, much debated, but in operation in some fashion at land grant colleges and junior colleges for some time, are going to add to the diversity of student bodies. Intended to provide equal opportunity for minority groups, full implementation will bring as many or more majority students on campus. There is fear in some quarters that open admissions will lead to a lowering of standards within current programs and will, in fact, result in a redefinition of what constitutes higher education.

Some predict less attrition, though there may be more transferring from college to college as new options become available and more accessible. The more optimistic foresee a reduction in the number of involuntary students, those in college because of the draft or because it is expected of them. However, major changes will have to occur in society's expectation that education serve as the step ladder for social mobility, if the involuntary student is going to fade away.

There is much debate about the merits of differential higher educational systems. Should some institutions be comprehensive while others focus on special groups or programs? There has even been some discussion of establishing upper division colleges. This debate will continue with resolution made at each state level. However, it is unlikely that comprehensive universities will ever be eliminated as one of the available options. This means that all institutions will eventually be faced with students who in the past would not have knocked at their doors.

Implications. Arguments are still being waged, but the prospect of universal higher education waits in the wings while proponents of open access and/or equal opportunity debate. Universal secondary education had its critics, but those who favored it held that a certain level of education for the populace was not only an ideal, but a necessity in a democracy. Universal secondary education is essentially with us, even though the attendance percentages vary for some selected portions of the population.

It is not necessary to justify universal post-secondary education or lifelong education on the grounds that it is necessary for democracy. A case can be made that socioeconomic equality demands at least equal opportunity to further education, but even this concern does not warrant such a provision for the entire population. A better case, one congruent with the direction our democracy seems to be taking us, ties post-secondary and lifelong education to the goal of individual self-fulfillment. Rather than starting with the viewpoint that everyone has the right to try to

get a college education, one starts with the belief that everyone has the right to develop himself to his fullest potential. This has to be the starting point—the philosophical basis—from which it is possible to talk about equal opportunity, open admissions, easy access, and the other pertinent admissions and access questions. It is the starting point too, because it forces one to think about ends and means, programs and policies.

One of the most serious questions facing the higher education establishment is how best to educate those who some are calling the "new student" (Cross, 1971b). These are students who will be going to college (mostly to community colleges) with records of past failure. In the minds of many, there remains the notion that somewhere there is an untapped reservoir of geniuses who have not yet thought of college. It is questionable whether this pool is very large. Bright students from all walks of life are now getting into college. The new students are going to be those from the lower one-third on scholastic measures and from the lower one-third of the socioeconomic scale. They will differ in some significant ways from the minority population who have tended to be pictured as bright, but not ready for college.

The higher education establishment has not asked itself straightforwardly whether or not a liberal education (one that aims for personal, social, and cultural development, as well as career preparation) is something that should benefit and, in fact, should be available to all students. Arguments pro and con have focused primarily on the relative merits of certain courses that are labeled vocational-technical or liberal arts. These labels are truly misnomers. Surely, vocational-technical courses can be taught in a way that promotes personal and cultural growth, while the so-called liberal arts curriculum is not necessarily "liberalizing," but is often "vocational."

Not enough attention has been given to the question of whether or not a liberalizing education is of some value to the student with lower Scholastic Aptitude Test (SAT) scores. Or can the same goals be accomplished with a different curriculum? The initial reaction has been to offer remedial courses, hoping that they will catch up, or to offer "relevant" courses taught in traditional ways. If liberal education has true value, independent of its specific content, then it might have value for students at all levels of the intellectual spectrum.

Open admission advocates have suggested that this implies much more than an open door. It involves education of the public, recruitment, and ultimately curriculum and program revisions. The question has been asked, "Open admissions to what?" An open door policy without significant changes in curriculum offerings is a sham, at best. It is kinder to bar the door than to subject students to almost certain boredom, frustration, and failure. Indeed, some view ad-

mission acceptance as a contract between the student and the institution. The institution is then pledged to provide the appropriate learning experiences for the student.

In the past, higher education has spent time and money developing programs designed to change these students in such a way that they would succeed in the college system as it exists. Special counseling programs, remedial courses, and financial aid packages have been put together in an attempt to bring these students up to par with the rest of the students. There is little evidence suggesting that this tactic has been very successful. Differential admissions within and among institutions and two-year associate degree programs are necessary, if colleges remain otherwise unchanged. Such programs are workable but are not the real solution.

Student personnel workers in many institutions have taken some measure of responsibility for special programs for the new students and in many instances have been quite eager to do so. The programs are usually viewed as outside the curricula, certainly peripheral to the academic world, and student personnel workers often appear as the logical persons to staff a program that is intended to help students. By acquiescing to requests for staff remedial programs, student personnel workers have indeed helped a good number of students, but in turn they have delayed the need for institutions to examine the tougher questions related to curriculum change.

If this pattern is to be broken, student personnel workers will have to join forces with others who request that equal time and money be spent on revising course offerings and improving instructional techniques. Local research needs to be done at each institution on the subsequent fate of students with different entering skills. Faculty and administrators are going to have to encourage students to set and meet their own standards, which at times may be below or above those of the institution. These are possible new or expanded roles for student personnel staff.

Variety of College Options

The recent Carnegie Commission Report, *Less Time, More Options*, promises to have a significant impact on higher education. Both it and the Newman Report have suggested a reexamination of higher education in terms of the length of the programs, the frequency of degrees, and the lock-step nature of current curriculums. The high school student of the future is certainly going to have many post-secondary options open to him. Indeed, ideally he will not be faced with a "go" or "no go" decision but also will have "go later" and "go now, stop, go later" options.

For the purposes of this discussion, a brief look will be given to several of the options receiving considerable national attention.

The Open University. These proposals and programs provide for the education and awarding of degrees to students who might never spend time on a college campus. Great Britain and Japan now have operational programs that are serving as models for U.S. planners. Television will be the primary medium, but tape cassettes, radio, films, and correspondence will also be employed. Students may have access to regional resource centers and libraries. The faculty is expected to include a variety of persons such as broadcasters, educators, and students. The curriculum will be "now" centered and courses will be more systematic treatments of topics, not unlike those now covered fleetingly by the Public Broadcasting Service. Dennis (1971) wonders whether such programs are the "other side of Sesame Street," and predicts that by 1976 there will be a University of North America offering external baccalaureate and graduate degrees for modest tuition for those from 15 to 60.

Open universities face problems in the future that could jeopardize their credibility and existence. Faculty are certainly going to raise questions about the equivalency of TV courses to on-campus courses. The range of student characteristics within any single course may be even broader than within many entire colleges. This will certainly present problems for assessment of student performance and grading.

Such programs will require their share of financial support, and, more importantly, they will need the type of creative leadership that will prevent them from becoming second-class citizens in the higher education arena. Much research will be needed on this option, and evaluations will have to be made at the same time as programs and experiences are being planned. Little is known yet about the characteristics and needs of students who would pursue this option. How different will they be from other students? What combination of multimedia experiences will be most effective? How much personal contact with teachers and resource persons will make a difference? These questions will have to be answered as this option moves ahead in an attempt to democratize higher education fully.

University Without Walls. Among the innovative ventures are programs referred to as "universities without walls." These plans abandon a number of the traditional notions of what constitutes higher education. Rather than a circumscribed campus area, these proposals aim to provide education for students wherever they may be—at work, at home, in independent study, or in field work. The classroom lecture or discussion is no longer the sole instrument of instruction, and the faculty may include people within and without the educational world. Its students also do not fit the typical age mold (18 to 22) but may range from 16 to 60. Its goal is lifelong learners, and it hopes to accomplish this at the same time as

it improves the educational experience, does a better job of accomplishing its goals, and does both more economically than current counterparts. Such a program is being planned in several locales including the consortium referred to as the "Union for Experimenting Colleges and Universities" (Zigerell, 1971).

These programs may overlap with the open university concept. One apparent distinction, however, is that the "university without walls" concept definitely implies the offering of unique educational experiences in off-campus settings for academic credit, whereas the open university could be limited solely to traditional courses shown on TV. Some of the same uncertainties and unknowns about TV colleges hold true as well for universities without walls.

Again this venture is not new to the educational scene. Field courses have been offered before, as well as independent study programs. Community personnel have also been used as resource persons. What is new is the energy, the enthusiasm, and the concerted effort with which these programs are now being supported.

They might very well serve not only to extend the boundaries of the college but also to extend the notion of what constitutes an educational experience. Faculty may well become coordinators of learning-practicum experiences rather than lecturers and exam-givers. New educational experiences will also demand new evaluation techniques.

Community Colleges. Like other phenomenon in higher education, community colleges are not new, but their recent and predicted expansion and their potential role in the future merit considerable attention by anyone looking at the future of American higher education. By 1980 the number of community colleges is expected to increase by half to 1,200, while enrollment is expected to triple to over 3 million students (Cosand, 1968). Some predict, while others hope, that such institutions will truly become comprehensive and that many students of the future will take their first two years of college in such a setting.

Looking at the current junior college scene provides a brief glimpse as to what the future has in store for community colleges. Junior college students in the past have been below average on scholastic measures when compared to their counterparts at four-year colleges, and have been from lower socioeconomic backgrounds. But these gross indicators mask the diversity of patterns found between and within particular colleges. Currently about two-thirds of the entering students plan to go on to four-year colleges, while only about a third actually do.

Of particular significance is the general pattern of uncertainty about the future that has been found to be prevalent among junior college students. Should these institutions become truly community colleges, the uncertainty and reexamination of goals might very well be even more pervasive among the students,

young and old. The chance for people of all ages to try a new course or area of study in a relatively low-risk situation in terms of both money and personal investment might be a stimulus for further exploration and growth. Success will undoubtedly lead many students to rethink their current level of aspirations.

In some ways the mission of these institutions is clearer than those of four-year schools. Teaching and community service are given special emphasis, while research and publication are underplayed. It remains to be seen, though, whether or not community colleges can maintain their distinctiveness without trying to emulate other institutions. Community colleges will not only have to resist the temptation to become like four-year institutions but will have to move progressively into new areas if they are to truly fulfill their mission. This may mean sponsoring storefront college centers, offering courses in bridge, dog obedience and yoga, and rewarding faculty members for good teaching rather than esoteric research. It may also mean finding new audiences for specific courses, as well as responding to community needs. Many community colleges have already launched successful ventures, such as these. Whether or not the entire establishment of higher education will reinforce these efforts or continue to snub its nose, remains to be seen.

As the job market remains tight, good faculty members should be readily available from the ranks of young, unemployed PhD's. However, special attention will have to be given to determine whether or not those available are truly committed to the community college mission.

There appears to be general agreement that community colleges, technical schools, and other nonfour-year, post-secondary schools will face the greatest influx of new students. Not everyone is optimistic that the challenge of maintaining a distinctive mission will be met. If it is, the manner in which it is may serve as an important model for all higher education. Many four-year institutions could profit by keeping an eye on the efforts of their no longer "junior" partners.

Less Time, Stop-Out, More Degrees. Among the predicted and suggested directions for higher education are changes in the length of degree programs, a breakdown of the lockstep pattern, and increased degree offerings, such as two-year associate degrees. These were among the major concerns of the Carnegie Commission Report (1971a). The general argument is that today's students know more when they enter college than did students in the past; therefore, some college programs are now stretched out too long. Some are asking why programs cannot be accelerated or pruned and result in three-year programs. They believe that at least such options should be available to students.

Implications. Among the projected changes in the

higher education scene, probably no others represent a more difficult challenge for those supporting student development goals. These changes could involve the reshaping of what college life—the typical collegiate environment, in any case—will be like for many persons being exposed to a college education. This is a challenge that is going to require more than a restructuring of student personnel roles and techniques; it is going to necessitate a reconceptualization of how student development occurs and how it can be enhanced in different environments and through different experiences than those in a traditional on-campus setting.

The demands are clear. If regional or nationwide TV colleges become a reality, it is possible that there will be thousands of citizens obtaining college credit and degrees who will never move away from home, never live in a residence hall, or never participate in student activities. Separation from the parental roost will be less likely and the peer group contacts and the contexts in which they occur will be radically different from those which take place on the typical campus. In fact, the range of ages and interests among the students should prompt some thinking about the appropriateness of the expression, *student development*. Yet students will still have a good many of the same decisions to make. They will still have to choose their majors, their vocational goals, their marriage partners, and their sets of values. These developmental decisions remain whether the student is in a lecture hall, in his room watching a remote terminal, or at home with a videotape cassette.

The reduction of the length of time required for degrees and the provision for stop-in, stop-out options may be economically beneficial to institutions and even to students, but not necessarily educationally salutary. Certainly the educational benefits are not intrinsically apparent. Course content can be pruned or covered more rapidly, but questions remain as to whether or not developmental changes will also accelerate and take place during a three-year period rather than a four-year period. There is little evidence at this point that limits significant developmental changes to four-year patterns, but the question needs asking, nevertheless.

The attention the recommendations for less time and more options are drawing now centers on the packaging of the product rather than the product itself. The process of streamlining education is appealing to the American mind but it could mask the need for more basic changes. It may also save money—which has even a stronger appeal. All are very viable arguments if one is thinking primarily in terms of course content or credit hours earned, but they are less critical if one is thinking in terms of student outcomes. In a sense these efforts are providing an answer to the wrong question. The question should

not be how we can accomplish the same goals more efficiently and economically, but should be whether or not we are successful in achieving our goals in the first place, or even whether or not these goals are the most appropriate.

Educationally, a more fruitful direction would be to examine the relevancy of moving in the direction of criterion performance rather than simply repackaging. Assuming first of all that the course or experience leads to acquiring an important competency, the concern of future educators should be on achievement of those competencies. If one individual can acquire and demonstrate these in half a semester, then he or she should be given credit at that point. Movement toward individualizing instruction in this manner, which may mean some students will complete requirements (arrive at certain competency levels) in three years, others in four or even five years, would be an educationally sounder rationale for tackling the content and time question than simply changing the wrapper on the package or offering an economy model.

Despite this apparent bleak portrait, there are some very positive implications and potentialities to these suggestions and directions. The potential democratization of higher education is almost a utopian aspiration, which if fulfilled in any effective fashion portends a people's renaissance that may make the American cultural scene something to behold. The danger of mediocrity remains, but as a risk and not as an inevitability. The same could be said for the development of a climate in which lifelong education flourishes. A good deal of research on attitude and value change among students indicates that change occurs during the college years but that there is a good deal of stability after graduation. Is this, too, inevitable? Would not continual input during a lifelong period provide the opportunity to promote continual development? Are the stages of human development so rigid that changes in attitudes and even in life styles cannot occur at age 40, 50, or 60?

As old and young share classroom and other learning experiences, the relative influence of the peer group and adult modeling is going to have to be reexamined. The very definition of peer group is going to have to be expanded and redefined. Are two students, who are taking the same freshman courses, to be considered peers even if one is 18 and the other is 50?

Students participating in these new educational options are going to have many of the same developmental concerns as students in more traditional settings. In fact, their need for some services may be greater. More options may lead to more anxiety and more uncertainty. This does not mean that student personnel functions and services as they exist now should simply be extended. Counselors at regional

centers or available by phone or closed-circuit TV may be necessary and helpful for students participating in various kinds of off-campus college credit experience. This would be, however, a limited response to the challenge and not representative of a really true professional development.

New developmental models will have to be conceived that focus on human development in relatively normal noncollege living environments. Research from the field of adult education will have to be reviewed and new efforts extended to compile the characteristics and needs of this population. If student development is to have any relevance to human development in the context of lifelong learning experiences, then the customary focus on peer groups, residence hall life, and student activities is going to have to be complemented with attention being given to parent-student relationships, marriage relationships, home life, and personality change among different age groups.

Undergraduate Programs

In no other aspect of higher education has there been as much consensus about the need for change and as much talk about change itself than there has been about the undergraduate curriculum and how students learn and are taught. Comparisons of course descriptions in today's catalogs and those of 10 years ago would undoubtedly lead to finding some notable changes. But stepping into a classroom today and hearing a lecture would not be a dramatically different experience than it was years ago. The words are different, but the instruments are the same, and sometimes even the melody.

Some of the same issues that were being debated 20 years ago are still alive, though in new guises. The relative values of and the appropriate balance between general and professional education is still being debated, as are the merits of survey and introductory courses, and specialized and interdisciplinary studies. Students complain about the lack of relevance, and faculty are accused at best of conservatism and at worst indifference. Protest has seldom taken the form of public demonstrations, but student organized educational reform groups are active on many campuses. Discontent is evident in the parallel structures that have been established. The free universities, experimental colleges, and other innovative programs represent indirect attacks on the system. The disenchantment with the whole educational venture is also evident in the free school movements and voucher plans, with Illich's deschooling notions having as many implications for college education as for elementary schools (Illich, 1971).

Suggested changes and predictions can be examined in terms of their impact directly on the curriculum, teaching methods, and on the environmental setting.

Curriculum. Predictions and suggestions for the curriculum per se are not earthshaking and yet, if taken together, they could represent a major change from the collegiate experience as it exists today. Some of the major changes can be classified under the following categories:

1. *Changes in required courses.* There are numerous suggestions that the survey course be abandoned and that introductory courses and prerequisites be reduced, if not eliminated. Some interest remains in demanding exposure to selected areas of knowledge such as science, humanities, math, and language. However, there is a bit more faith in a cafeteria approach with the student selecting the specific course to fulfill requirements within some broad guidelines.

2. *Course content more contemporary and less sequential.* In the past a student was never allowed to take Contemporary History or Contemporary Literature until an entire sequence of other courses had been completed. Now, it is not unique for a student to start out his freshmen year by being involved in the here-and-now. Interdisciplinary courses are receiving greater attention, though many are simply patchquills of old content rather than problem-oriented new efforts.

3. *Variations in course experiences.* College education in the past had been identified with courses and credits to the point that it meant simply that a three-hour course met three times a week, a two-hour course met twice a week, and to take a two-hour course for three hours credit meant writing an extra paper. Suggestions for the future include more work-study courses, more time away from the campus, more foreign study, and simply a greater variety of ways of earning credit.

4. *Competency not credit.* The movement away from identifying college with just courses and credits also holds the potential to have an impact on the total structure of the collegiate experience. Four-one-four calendars have helped promote the value of mini-courses, and it is possible that students will take fewer courses at one time in the future and the whole concept of prerequisites may be simplified. Concurrent with this movement is an increasing recognition of the value of nonresidential learning experiences. The idea that a person can gain college credit simply by taking an examination is gaining momentum and promises to open new doors and avenues for the older citizen as well as for the recent high school graduate.

Teaching and Learning. The renewed concern about the undergraduate program has prompted what some have called a new ethics of teaching. Different ways are being sought to reward good teachers, and there continues to be discussion of a doctorate of arts degree that would be intended for those pursuing college teaching as a career. However, one would have

to search far to find dramatic differences in how most undergraduates are being taught today. Attending lectures, taking notes, and reading the book is still the learning pattern for most college students enrolled in regular course programs. The signs of change are present, however. They are not only being discussed but in some institutions implemented. Among the hopeful possibilities are:

1. *The increasing number of campus centers devoted to the improvement of teaching and learning.* Although perhaps just a beginning, they represent a testimony of faith and serve as a resource for faculty members sincerely interested in improving their teaching. The anticipated continuing scrutiny of the concept of tenure promises the possibility that accountability notions may affect the higher educational scene.

2. *There appears to be a growing recognition of the fact that learning can take place in many different modes.* The changes alluded to in the discussion of the curriculum apply here as well and though not frequently used yet, there appears to be an increasing acceptance of credit by course examination or through such programs as the *College Level Examination Program* of the Educational Testing Service. The idea that students may gain valuable educational insights through work experiences with community resource persons and even from each other represent major changes from the traditional classroom-lecture-exam sequence.

3. *The marshalling of pro and con evidence about grading may promise a needed revolution in grading and evaluation.* Grades have been a source of irritation and a block to comfortable faculty-student relationships for years. Panned for unjustified as well as justified reasons, new efforts to implement Pass/Fail systems hold little promise unless they are accompanied by a clearer specification of criteria than has been true in the past. Movement from an A to F system to a High Pass to Fail system represents more tinkering with the system than a major change.

Still lurking in the background, but possibly gaining momentum, is an increasing interest in the criterion performance model with records indicating "complete" or "incomplete." This model clearly holds promise for skills courses, but still needs articulation for other areas. It is ironic that we have worried so much about assessing *what a student knows*, but so little about assessing *who he is becoming*.

4. *A rebirth of interest and appropriate use of TV, audio- and videotapes, and phone hookups is predicted.* The expected major impact is on the increased accessibility of college for those off-campus, but this renewed interest has implications for resident students as well. Individually paced instructional packages are being prepared for many college courses. As these gain some credibility it is possible that students will

be able to start and stop independently of traditional academic calendars. The next step—for students to be able to pipe into their rooms or home their geography lectures, library resource materials, and progress report examinations—is not that far distant.

5. *The project method will increase in popularity as will independent study.* Spoon-feeding students soon forgotten facts is becoming a less and less popular art, even among the most rigid of the pedants. The fact explosion has prompted at least some professors to agree that how one learns and his resulting attitude and style of approaching new learning or problem-solving is as important as knowing names, dates, and places.

6. *Self-motivation will be relied upon almost exclusively for course assignments and accomplishments, rather than compulsory assignments.* If competency rather than time spent becomes the real criterion, then students will have to demonstrate their competencies independently of assignments done, and education becomes a potentially, truly self-developing process.

Living-Learning Environments. The impersonalism of the large universities, the coldness of high-rise cell block living units, and perhaps the awareness that much of the socialization benefits of college are a result of the total environment has prompted the development of coed living units, living-learning residential colleges, and cluster colleges. Several prognosticators see these movements continuing in the next decade. Yet, others see the trend as having peaked.

During the past decade, so-called experimental colleges have flourished, clearly demonstrating the importance of the living dimension of the living-learning symbiotic relationship. Most have been quite successful in establishing a new sense of community and a sense of "specialness" that nurtures growth among a good number of their students. Justifications given for such enterprises have been based on the fact that experimental colleges serve politically in an attempt to establish a parallel system to the regular university. Hopefully, these colleges can be a place where faculty members can test out new ideas and improve their teaching methods. Such hothouse endeavors can then serve as illustrative models for the rest of the university to emulate. In general, these ventures have resulted in a less intellectual climate than many of their planners had anticipated and a sizeable number of students appear to be incapable of functioning in a free, nonstructured environment such as that fostered by experimental colleges. At this juncture these colleges have served as a place where faculty and students, who are already committed to trying something new, can gather with some sense of communality. They have not fallen on their faces as some faculty predicted, and they might claim that they have harmed no more students than the regular university curriculum. Yet, there is little evidence that

their innovations have really taken, and the self-selective composition of both the faculty and students makes their results hardly generalizable.

Those who have been intimately involved with either cluster colleges or experimental colleges are strong advocates for extending the concepts to the total collegiate system. Indeed, it is doubtful that any enlightened college official will be able to justify construction of new residence halls that do not have adequate provisions for classroom and learning spaces that could make a living unit a potential living-learning environment.

Implications. The new emphasis on teaching, examining how students learn rather than only what they learn, cannot help but improve the undergraduate experience and foster student development. Many of the suggested and predicted changes are intended to individualize the learning experience and to promote greater bonds between the student's classroom experiences and his day-to-day life. The direction of these changes and their eventual reality cannot but have an impact on the student's self-concept and self-confidence.

Those concerned about total student development must, however, raise a number of questions and suggest some directions and alternatives. First of all, there must be concern about the extent and breadth of the suggested changes. Few of the revisions can be considered bold, and few have permeated the entire collegiate program even at any one large institution. Most of the changes are made cautiously and often are applicable for only a small and self-selective group of students.

Major changes are often initiated for special programs with special students, often with special funding. Innovators hope that their success, though seldom validated to other faculty members' satisfaction, will soon lead to major changes in the rest of the university or in other colleges. Yet, such experiments often lose their novelty and fail to gain refunding, while the traditional ventures march on and on. Innovations such as experimental colleges hold promise, but they hold no guarantee of ultimately changing the system.

Any one of the suggested changes in the undergraduate program could revolutionize higher education, if it was carried out to the fullest. The history of curricular reform in American higher education would not, however, be congruent with major or dramatic changes in the future. One group or the other of the triumvirate of students, faculty, and administrators has often been more conservative than the other, and change has been forestalled or slowed down. To bring about major change in the undergraduate program is going to necessitate commitment on the part of college academic departments that has not been evidenced in the past. Indeed, some

suggest that major changes will not occur until the departmental structure as it now exists has been reconstituted.

On the surface this seems to be a radical solution, and, perhaps, an impossible one. The answer may lie, however, in maintaining the departmental structure as a viable alternative for some students some of the time, but at the same time creating another framework such as a general college made up of faculty committed to undergraduates and to working with students on projects, interdisciplinary enterprises, and other combinations that do not fit into a departmental mold.

Critical to the success of any effort to revitalize undergraduate teaching efforts is a change in the reward system for faculty members. When faculty promotions and raises are based primarily on scholarly publications, only the rarest few can serve two masters: the students and the journal editors. Some graduate colleges are offering a teaching doctorate called the doctor of arts degree. This is a fruitless effort unless the reward system is also changed. In this case a direct approach would seem more viable than creating an alternative degree. Improvement of the current graduate programs could be accomplished by including teaching experience and supervision as a major requirement for a PhD who plans to teach. This may be too much to expect.

A neglected avenue of change is working directly with current faculty. Teaching-learning centers manned by staff who have some expertise in the psychology of instruction and learning offer that alternative. They might work with the interested faculty members first and hope that the good word will spread. Again, we clearly have a self-selective factor operating, but this time the participants are not isolated from their colleagues in some special venture nor are they working with a special clientele. Helping a math instructor figure out ways of reducing poor students' anxiety about math may well be something that he can share with his math colleagues and certainly something he can try out with typical students—those in his class. The instructor may even come back for more.

Such centers are probably less glamorous than experimental colleges and interdisciplinary courses, but the federal government and foundations should continue to fund such ventures. If institutions of higher learning are to give testimony to their renewed interest in the undergraduate, they must explore ways of rewarding good teaching and attempts to improve teachers. When promotion and tenure committees do look beyond research publications for criteria, they should consider participation in efforts to improve teaching as a rewardable behavior.

The suggestion and prediction that the curriculum of the future will deal more with the here-and-now

is a step in the right direction in terms of student development, but it is not necessarily a full step. It is possible that a course in contemporary literature may be more interesting than reading *Beowulf* for many students, and it is also likely that an interdisciplinary approach to population problems may provide more opportunity for dealing with headline topics; however, being contemporary is not identical with being relevant. The key to relevancy is the individual student. Does it have meaning for him here and now, can he fit it into his past, does he see where it may lead him? These insights can be gained from Dostoevski as well as Tom Wolfe, or from studying the amoeba as well as population problems. The instructional process is as important in determining relevancy as is the content.

When professors seek help to improve their courses, they should be encouraged. Efforts to improve teaching and foster innovations should be applauded. However, it is noteworthy to examine the kinds of questions they ask.

Many professors, who are interested in change, are concerned about improving their teaching in order to accomplish the same goals they have always had without looking closely at those goals. They are concerned about technique rather than ends. They wonder how they can improve their examinations or whether or not using an overhead projector gets the idea across better. The goals and the criteria to assess them remain the same. The ethics professor wonders whether or not students know the rules of logic, not whether or not they make logical personal decisions. The psychology professor wants his students to have sufficient knowledge of terminology and an awareness of psychology as a behavioral science, but does not assess whether they have any better understanding of themselves or others. At the same time, a teacher of a skills course, who can more readily obtain objective evidence of his effectiveness than can some of his colleagues in other disciplines, frequently fails to determine whether or not his students have developed any new sense of competency or any new incentive to sharpen their skills or learn new ones. Teaching and curriculum innovators, whether they be audacious or faint-hearted, are doing an excellent job of asking if students are learning as well as they did under the old systems, but too few are asking whether or not that goal is sufficient.

It is disappointing to find so very few references among the suggestions for curriculum and program innovation that allude to the question of whether or not the affective life of students should be a formal concern. Curriculum planners tend to continue renovating rather than innovating. Switching from lectures to discussions or from textbooks to individualized packages represents major changes and needed ones; but, too often, they essentially represent ways of better

achieving the academic goals of the university. To the extent that these efforts personalize and humanize the higher education experience for many undergraduates, they should in turn foster student development, but they still view student growth as one-dimensional.

The involvement of student personnel staff in the academic dimensions of campus life is limited in most college settings. When new programs develop or teaching innovations are explored, the academicians consult with those they respect and those they believe can help them. This is not generally a member of the student affairs staff. If a professor wants someone to help him decipher the dynamics of his classroom doldrums, he is most likely to seek out a colleague in his own department or someone else in another academic discipline. If he does seek out someone in student affairs, it will be because he has respect for that individual and because that person has demonstrated knowledge and skills that will be useful to him.

One of the major tenets of this monograph is that in the future the academic arena is going to become more important in promoting student development. If this is true, student personnel staff are going to have to become more involved with this dimension of a student's life. Their kind of input is needed when both goals and techniques are discussed. But the staff is going to have to possess the competencies and skills that command the respect of the academician. They may, in fact, have to become academicians themselves.

Kenneth E. Eble recently admitted to extreme pessimism regarding curricular innovation when he wrote: "The curriculum will always be an expedient to make the formal training of large aggregations of individuals manageable. If it can be kept from getting too much in the way of teaching and learning; that may be as much as can be hoped" (Eble, 1971). This attitude, while not entirely unrealistic, is hardly one to inspire change. To the extent that the curriculum is viewed as independent of teacher and learner, it is correct; but this fragmentation is impossible in the real world, if not in the abstract world.

Governance and Finance

It is extremely difficult to sort through the many guesses and recommendations regarding the future organizational structure of higher education and arrive at a true consensus. Some prognosticators have changed their minds from year to year and the resulting picture is contradictory. Some predict less leadership from university presidents while others expect a resurgence of visible presidential authority. A good number see faculties continuing to unionize, whereas others foresee a more shared governance as part of the future. These differences in opinion may be attributable to whether the forecaster is a realist or a dreamer. Never before have there been as many

people and as diverse a group of people having a voice in university governance, yet at the same time there has probably never been a time when so many different people were so disgruntled or felt so powerless.

There is general consensus, however, that the future will see more state control of public institutions and more influence of the federal government on all institutions. State boards and state commissioners are an increasingly visible entity in many states, as the movement toward state planning and coordinating bodies continues.

Although students have been more involved lately in university governance than they have been in the recent past, it remains to be seen whether or not this will be a transitory phase or a lasting change. In a recent survey of student participation on university committees (Magrath, 1970), it was found that less than 3 percent of the colleges surveyed had students as voting members of a board of trustees and just over 3 percent had students voting on faculty selection, promotion, and tenure committees. Only a third had students as voting members of student life committees.

Accountability and cost efficiency promise to have major influences on the future of higher education. Student credit-hour-per-dollar will continue to be a critical index of a program's worth—at least in the minds of budget administrators. This means that very few innovative programs are going to be initiated unless they are financially self-sustaining or supported by outside funding. Kerr (1971) has recommended that one of the functions of a National Foundation of Higher Education would be to support innovative programs, and this may well be necessary if the tight budgeting continues.

Tuition increases can also be expected to continue, and students and their parents will be asked to share more and more of the educational costs, as will the federal government. As the job market demands fewer college graduates, the pendulum has swung from society at large bearing the major portion of the costs to it being a joint responsibility between society, students, and parents (Bowen, 1971).

Implications. Major restructuring of the organizational framework of higher education in the past has been rare and probably will continue to be so. For the most part there has been more concern about the structure and not enough concern about the process. Unfortunately that imbalance is likely to continue. Ideally, faculty, staff, and students should be equal members of a community, but the trend more recently has been for all parties to be adversaries. Unionization of faculties and collective bargaining could very likely result in the removal of the faculty as a powerful force in university decision-making. They would simply be employees. This could quite easily leave the major decisions up to the administrators and the students, who might become adversaries of the faculty.

A major student criticism of the 60's was directed at the impersonalization of the larger universities. The solution does not appear to be to tear down the buildings and disperse the students to countryside hamlets. Such decentralization is economically unsound and perhaps even educationally unwise. A more positive answer is one that would permit the student to be more involved in the decision-making that affects his personal life. Thus, if a student can personally work out how he meets certain degree requirements on his own or with the advice of someone else and not have to rely on a prescribed pattern of courses, his freedom is limited only by the number of courses offered. If the student can decorate his own room as he chooses or help determine the specific rules within his residence unit, the university is going to seem like a more personal place than it would be were all such decisions handed down from above.

Some type of financial and academic accountability cannot help but make the colleges and universities more responsive to the students and the public. Probably in no other financial transaction does a consumer have less opportunity to ask for his money back than a student does when he pays his tuition and obtains no benefits. The student is in effect not even buying knowledge, he is buying course credit and with no guarantee. Whether the student will benefit from more freedom, more accountability, and more consumer power, however, remains problematical. His interests will be met, but will his needs? The critical question is whether or not students will take personal risks if financial and academic risks are limited. Will he or she take courses that will necessitate an exploration of self, a challenge to cherished values, or a course that has no immediate payoff?

Major Trends and the Challenges

Several significant themes recur throughout the many reports making recommendations for higher education and among the predictions made by the seers. Each represents a challenge, and the responses made to these challenges will determine the shape of the future and could quite dramatically influence the extent to which colleges and universities will foster student development. Some of these have already been alluded to in the earlier discussion, but the major trends are important enough to sort out and look at independently.

1. *Continual and rapid change in society's values and mores.* Two conflicting movements have been characteristic of American society for some time—movement toward homogenization and movement toward pluralism. These concurrent trends almost define *America*. To survive in such a milieu, both the individual and society need a strong sense of identity.

To grow, both require an openness that is rare. To survive *and* to grow, the individual student is going to have to be in an environment that is supportive and one that does not leave development up to chance.

Colleges and universities have hoped that students would be forced to confront their own value system by learning more about the values of others in different cultures. Relatively few systematic efforts are made, however, to guarantee that such self-examination takes place, and seldom are students asked to demonstrate an awareness of the origins or nature of their own value systems and what influences them. Students are more likely to be challenged by the values of their peer group than they are by their academic experience. If higher education is to provide the student of the future with the opportunity to gain insight into his own value formation, some definite focus will have to center on the student himself. He is going to have to become his own lab as he tests out his attitudes, reactions, and responses. A goal for higher education should be to provide the lab manual and guide.

This will necessitate, first of all, a commitment to the task, assignment of high priority in any reorganization, or rethinking about the curriculum and instructional methods. It also means making such experiences—reexamination of attitudes and values—a part of the formal curriculum, not simply part of the extracurricular.

2. *Universal higher education.* The trauma that secondary education went through with the movement toward universal high school education is now being faced anew by colleges and universities. Some type of post-secondary educational experience is now the rule rather than the exception for high school graduates, and some educators are advocating that all persons have two years of post-secondary education "in the bank."

The response of higher education thus far has been to provide a variety of options from which the student can choose. Community colleges, technical colleges, two-year programs, residential colleges, open universities, and regional universities all represent alternatives available to many high school graduates. These options are necessary, but they are insufficient in themselves and present new problems and risks. How, for example, are students to choose among the options available? It is one step toward democratization to open all the doors and permit entry, but how does the student decide what door is most appropriate for him? Ready access accompanied by easy exit encourages mobility, but it does not necessarily reduce wear and tear in the process.

In the past, secondary schools coped with universal education by using a track system based on abilities. In many instances this resulted in students of lower

ability taking not only different level courses but taking courses with different content. Bright students took the college preparatory courses, while the less bright took vocational courses. Such differentiation has already taken place in higher education among and within institutions as distinct patterns (with some notable exceptions) of ability level, thereby distinguishing vocational-technical college students from community college students and both from four-year college students. Within universities there is very often a well-known "dumping ground" major or department and speedy exit for the unsuccessful.

Operationally, colleges have been saying that only certain kinds of students can be educated; the rest have to be trained. Meeting student needs has been translated into developing parallel systems with different content. The challenge of the future is not how to cope with large numbers of students, although that remains a formidable task. The real challenge lies in trying to accomplish the same kind of goals with different kinds of students. This may mean teaching the same content differently to different students in order to accomplish the same goals, or it may mean teaching different content in a way that accomplishes the same goals. This has seldom, if ever, been faced head-on by curriculum planners.

3. *The consumer revolution.* It remains to be seen yet whether or not the student role in university affairs will be more vocal or if there will be continuing interest on the part of students in actively participating in college governance. Whether interest wanes or not, the franchise has been given, and it is doubtful that it can ever again be ignored. The renewed interest in undergraduate education, curriculum revisions, examination of tenure policies, and the growing movement toward accountability have certainly been influenced if not actually brought about by student input. Gradual, but drastic reduction in parietal rules, which continues to occur, certainly serves to make the student an independent, free-choice consumer of the educational offerings. Even if this general movement abates, the variety of educational opportunities available will put the student in the position of effecting change with his pocketbook—if not his vote. During a time of restricted budgets, class registrations may have more of an impact on the curriculum than faculty vote. In some circles it is being predicted that the student and the federal government will be paying a greater share of the educational expenses in tuition, special funding, and loans. This too will serve to make students concerned consumers.

Colleges will be sorely pressed to resist trying to repackage their product in more attractive ways without changing the product. Instead, they should consider the challenge of revising the contract they now make with students. Instead of offering credits and degrees for time and money spent, they might offer

skills and competencies. Suppose a standard tuition fee was charged that would bind the university to the student until the latter was able to exhibit skills and competencies to the satisfaction of the student, not the university? Such accountability would indeed support a consumer revolution.

4. *The changing locale and nature of the college experience.* There will probably always be students taking classes on campus, and "going away to college" will still be an annual fall event. It appears very likely, however, that eventually the resident student will be in the minority. If open universities, universities without walls, and regional colleges take hold as they are predicted to, many students will gain their college degree by commuting, working with local resource people, or studying in hometown libraries. It is not at all out of the realm of possibility that a student of the future may have access to the college degree without leaving his home.

Choices made at this juncture may well influence the course of these external degree programs and field experiences for some time to come. One very real possibility is that colleges and universities of the future will focus almost exclusively on skill development and the intellectual growth of students. Little or no attention will be given to providing an environment for social and personal development. Despite the efforts at establishing residential and cluster colleges and other living-learning environments, it is quite possible that because of fiscal considerations and political pressures, colleges and universities will wash their hands of other dimensions of student growth and attempt to become solely houses of intellect.

The challenge then is twofold. First, can and will the universities continue to attempt to integrate the living-learning experiences of on-campus students? Secondly, will some effort be made to accomplish student development goals in noncampus environments?

5. *Lifelong education and full development of all citizens.* Neither of these trends are new to American education. Adult education has been a growing phenomenon for decades, and full development of all citizens is simply an extension of earlier democratic commitments. However, until now the will and technology to bring these to fruition have not existed concurrently. A few short years ago the story of a grandmother going to college was unique and intriguing enough to provide the theme for a movie comedy. Housewives who were awarded bachelors degrees after 10 years of night school had their picture in the paper alongside another picture of a married couple receiving their doctorates at the same time. Today, the creation of an Emeritus University for those between the ages of 55 and 69 (Camper, 1971) seems like a natural extension and development, as does the offering of college courses on Long Island commuter trains.

The appropriate response to these phenomena will have to consist of more than reshuffling the course requirements and admissions standards. It will mean more than just having a diversity of institutions such as comprehensive colleges, community colleges, and technical colleges. What will be needed is a new operational definition of what higher education is about. Education for professional development remains a major goal, as does education for skill development, and education for enrichment. All make up parts of education for full development; none can stand alone. Education for full development means the opportunity to discover new talents and interests, the chance to acquire new competencies and new skills, and the freedom to risk oneself in a new venture with minimal psychic cost. If these new trends are to lead to more than Wednesday evening chit-chats to pass the time, higher education and those concerned with human development will be challenged to conceptualize and program a higher education system that fosters continual growth and development, not just retooling or enrichment.

The Predicament and the Promise

Confucius says that "He who makes predictions and has no power to bring them into being will end his days eating abandoned birds' nests." No doubt the fate of one who tries to summarize the seers' words is even more distasteful. Certainly one who attempts this task for the higher education establishment takes on no less a challenge and may end up with no worse a fate than being a professor emeritus of higher education with a programmed response every five years of, "I was almost right." As has been pointed out repeatedly, the fate of higher education is integrally tied up with so many variables such as the nation's economy, the feelings towards technological progress, and the draft that is impossible to predict exactly how central higher education will be in the life of the nation in the future.

Given even the will of the nation, one must consider the bureaucracy that is higher education. A sizeable number of the recommendations call for or demand significant changes on the part of faculty members. One needs to ask whether or not the faculty can really be expected to change. After all, it is their behavior that is central if higher education is to be different. All kinds of transformations may take place around them and in them; but if they do not behave differently, all else is in vain.

Given these provisos, one must still conclude that change is in the air and the wind is blowing in generally the right direction. The renewed interest in undergraduate education and the growing consumer (student) interest and power promise change

in the system. The next decade holds the promise of being rich in thoughtful innovation. Even if such optimism regarding change on a large scale proves to be groundless, those involved in the higher education venture might do well to at least try to bring

about change within their own sphere by starting with their own classes, departments, or staff. Robert F. Kennedy's words are appropriate and certainly present a viable motto: "Some look at what is, and ask why. I look at what could be and ask, why not."

The Goal of Student Development: Is It a Myth?

The major focus of many of the recent and significant reports on higher education has been on numbers, years, degrees, access, options, organization, and finances. With the exception of the Hazen Foundation Report (Committee on the Student in Higher Education, 1968), little direct attention has been given the impact that the suggested changes will have on students, except for perhaps getting them in and out of college easier and more often. Some attention to new programs and procedures has been promised by both a new HEW Task Force and an upcoming Carnegie Commission Report. Hopefully, these efforts will give significant attention to students and less to logistics. Attention to numbers, procedures, and finances is important, but it should be preceded by a clear statement of goals and accompanied by an analysis of the relationship between projected changes and student outcomes. Concern for the pocketbook may ultimately lead to worthwhile program changes, but it would be nice if this occurred by design rather than by accident.

The preceding chapter attempted to illustrate some of the kinds of thinking that need to be done as the many recommendations and suggestions are considered for the future, but several important questions remain. Has student development ever been a real goal of higher education or is it a myth? Is it a viable goal for the future? If the starting place is the student, what does higher education want to achieve? Unless these questions are faced squarely, discussions about the future will continue to focus on budgetary concerns and innovations solely for the sake of innovation.

One other key question remains. What does the research and the conceptualization about student development have to say that might point to alternative directions for higher education? Much has been implied in earlier sections. In this chapter these will be given particular attention.

An Evolving History

A comprehensive review of the goals of higher education since the first days of the University of Paris and the Sorbonne would reveal that throughout history, almost without exception, the expressed or clearly implicit goals of colleges and universities have been to have an impact on students in ways more extensive than passing on facts, specific skills, or intellectual capacities. Universities have been characterized as seekers and preservers of truth, critics of society, havens for freedom, and nests for new ideas. When, however, their instructional role is examined closely and when one looks at what was intended to happen to the student, the goals almost universally include changing the student; in effect, making him a better person, a more humane being.

There have been some who look to the past for a philosophical or historical basis for diminishing the relative importance of individual personal development among students as a prime goal of college. They take historical solace in an appeal to the "knowledge for its own sake" argument. This is a losing argument, however, as the real debate was never between the intrinsic value of knowledge and personal growth; rather it was between the merits of practical, utilitarian, vocational training and those of a liberal education. Personal growth was explicit or implicit in all arguments. Cardinal Newman, for example, has often been quoted as supporting the pursuit of knowledge for its own sake as the proper stance for universities, but a closer reading finds him equally supportive of education for development:

. . . [university] education is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how

to influence them, how to come to an understanding with them, how to bear with them [Newman, 1941, p. 196].

The debate regarding the value of a liberal education has lingered on but through the years personal development has remained a constant refrain in any series of goal statements. Those examining the aims of college during the current century of expansion have been equally constant in their support. Indeed, the student development movement might well regard Alfred North Whitehead as much a founding father as Nevitt Sanford. Whitehead spoke of an inter-relationship between culture, intellect, and self-development:

Culture is activity of thought, and receptiveness to beauty and humane feeling. Scraps of information have nothing to do with it. What we should aim at producing is men who possess both culture and expert knowledge in some special direction. We have to remember that the valuable intellectual development is self development . . . [Whitehead, 1959, p. 13].

In the past the threads of intellectual and personal development ran parallel, but in more recent years the theorists have suggested that they should be intertwined. Today there is much more of an inclination to see cognitive and affective growth as intimately related, and to view them as independent is inadequate and inaccurate. So when we look at the aims of higher education as expressed by Nevitt Sanford, we find a statement similar to those of Newman, Whitehead, and others, but one that moves a significant step beyond:

It is frequently said that the proper concern of higher education is with the intellect only. But the notion that the intellect is somehow disembodied or separated from the rest of the personality, is not only unintelligent, in that it favors no legitimate educational aim, it is actually perverse in its implications, in that it encourages the assumption that if one takes it upon himself to be a student he cannot at the same time be a human being [Sanford, 1970].

Is student development as a goal alive and well today? The final answer to this question must be "maybe," as the evidence is mixed depending on where you look and who you ask. Examination of college catalogs reveals personal growth, as expressed in terms of "increased self-awareness." Peterson (1971) reports that if you ask college administrators or students to rank or rate possible goals, humanistic goals remain quite high. The tie between the intellectual and personal dimensions has received no clearer support than a recent declaration by Paul Dressel:

The objectives in the cognitive and affective domains are not separable. Educated behavior always involves both affective and cognitive elements. Institutions of higher education involve, at every point in their operation, value commitments and value conflicts which have been largely unrecognized or ignored . . . Value-free intellectual change is an ideal unachievable by man, and probably undesirable in any case [Dressel, 1971, pp. 400-405].

With all this positive support, why the "maybe"? Primarily because very few discussions about the future of higher education consider the affective domain as they suggest changes and initiate new programs. Also because personal growth is expected to be a by-product of an educational venture or to be accomplished by extracurricular activities. Finally, there is very little effort to evaluate the personal growth of individual students during their college years. Transcripts may say something about how much content was learned, and administrators may be concerned about contentment among the student body, but no one assesses the personal growth of each student as he passes through the portals of academe.

Perhaps it would be more realistic to say that student development as a major educational goal now stands in jeopardy. In the past, it has often been relegated to out-of-class activities. In the future, it may be ignored. As we search for future directions, it is appropriate to glance at the results of research that has been done on student development.

Student Development Research— What Does It Say?

Serious psychological interest and systematic research in the developmental processes of college students do not predate by many years Nevitt Sanford's *The American College* in 1962. About that same time Pace and Stern (1958) were developing environmental assessment measures designed specifically for the college scene, and people were still reacting to Jacob's (1957) conclusion that very few colleges were having an impact on the values and attitudes of college students. Prior to that time many were aware of the need for research, and some individual researchers were spinning out studies and weaving theories, but not in any fashion that would significantly influence the training or behavior of student personnel workers. Since that time, what can be called student development research has grown, and major compilations of research findings have been published (Feldman & Newcomb, 1969; Katz, 1968; Korn, 1970; Trent & Medsker, 1967). These efforts cannot be summarized in a few paragraphs, but it is appropriate to examine briefly (a) some general findings, and following Astin's (1970) model to look at, (b) student input characteristics, (c) the important environmental influences and their impact, and (d) the implications. Those interested in documentation of the summary can refer to the sources already listed or those given in the Suggested Reading List under "Student Development."

General Findings

A number of general conclusions can be drawn

from the research conducted thus far on student development. It has been shown, for example, that colleges have a differential impact on student values and goals. Some are more potent than others and some college environments have a greater effect on some types of students than others.

As institutions vary, so do students; they have their own individual developmental rates and periods. Though all may enter with a high school diploma, similarities stop there in terms of their potential and readiness for change. The evidence suggests that personality changes are more likely to occur than changes in intellectual disposition. How the student views himself and others is more likely to be influenced during his college years than how he reasons and solves problems. Students most likely to exhibit greater changes in intellectual orientation are likely to be the bright and already intellectually inclined.

Generally, the changes are in directions consistent with the humanistic goals of education. Students become less authoritarian, dogmatic, and ethnocentric. The pattern of change tends to be in the direction of differentiation of self from others and integration of self into a whole—what is commonly referred to as developing a sense of identity.

Most freshmen start out the year with idealistic goals and are open and receptive to change. What changes do occur, especially those related to socialization, take place quite early—often during the first year of college. Many freshmen end the year unhappy and disenchanting. They are now committed to academic game-playing and grade-getting rather than scholarly learning.

Student Characteristics

The most predictive index of what students will be like when they finish college is what they were like when they entered. Eager and high-achieving graduates were more than likely bright, eager, and high-achieving freshmen. The shortcut to having good graduates is to have good freshmen. Some colleges and some programs appear to have more of an impact than others, but the effects are never completely independent of what the students were like initially. If one is going to fully understand student development during the college years, he must be aware of what students are like when they enter, and how this interrelates with the impact the college experience may or may not have on them.

The current generation of students is generally recognized as being more physically and psychologically mature than those students of 20 years ago. There is clear evidence that they are taller and on the average have reached pubescence at an earlier age. Although they may be less naive and more knowledgeable about the world around them, they are not any more sure of themselves or independent and, in fact,

may be more anxious than students of a decade ago. A sizeable number are concerned about larger issues than those surrounding their own personal lives. They react negatively to depersonalized treatment, to a lack of authenticity in interpersonal relationships, and to complacency. Further, they tend to be skeptical of tradition. Over half rate their college courses as irrelevant even before they start college.

Certain identifiable subcultures exist on most campuses. Though membership may overlap extensively, students within the subcultures can be predicted to behave in certain fashions and to be affected differentially by their college experience. Students in different curriculums, for example, have different personality characteristics, as well as interests. The pattern of research results suggests that initial differences are accentuated as students continue to pursue their majors, and, within particular disciplines, they become more homogeneous.

Several other classifications of students, such as commuters, residence hall students, and protestors, yield distinct personality and need profiles. These input characteristics interact with the environment, resulting in a differential impact of the collegiate experience. Depending upon certain personality characteristics and socioeconomic backgrounds, for example, students vary systematically in their receptivity to change and their responsiveness to various teaching styles. Changes in authoritarianism are influenced by the student's receptivity. Student preferences for lectures and discussions, teacher-dominated, and student-centered teaching procedures will vary significantly with their need for order, variety, and structure.

Personality variables will also effect the extent to which they are influenced by their peer groups. Certainly a student who is quite open to revealing himself to others is apt to be changed more than one who is close-mouthed about himself.

Environmental Factors Influencing Change

During the past 15 years a major focus of research on student development has been on assessing the impact of various collegiate environments on students. Environmental pressures differ depending on whether or not the college is coed, public, private, a four-year or a two-year institution. Even within a particular college there may be many different environments, this being especially true for large universities. The amount of personal freedom present may well be a factor of the size and selectivity of the institution and even the socioeconomic background of students. Different professional groups on campus will perceive the same campus environment differently. The individual student's perception of the environment may well be influenced as much by who he is as by where he is. His own personal needs will affect how he interprets his surroundings and, in turn, the kind of impact

they will have on him. His perceptions, of course, are open to change, e.g., seniors often see their college differently than freshmen.

One of the most potent environmental influences on student development in college is the peer group. While the faculty may play some role in the development of intellectual attitudes and perhaps in vocational choice, the dominant and single most important force remains the peer group. Its influence is most prominent in changing social attitudes and personality. Socialization, as much as information, is likely to have an impact on attitudes toward grades, future aspirations, and life goals. When entering freshmen are asked what they think will be the dominant influence on their future life, they suggest the academic side of campus life. When asked four years later, as seniors, what was the most significant event, they will describe a personality change that was influenced by an interpersonal relationship.

There is clearly an interaction between a student's characteristics and propensities when he enters college, the curriculum he chooses, and where he lives. Students start out with certain expectations about what a curriculum is like and what roles career professionals play. They are more likely to shift curricula than roles as they search for a best fit between their interests, their personalities, and the role of a person in a particular major or profession. Some curriculum and course experiences appear to have more of an impact than others. As might be expected, humanities and social sciences appear to have a greater impact on student development than do the sciences. Faculty influence on student attitudes and values is relatively limited when compared to the power of the peer group.

Challenge and sometimes even conflict appear to facilitate or accelerate change in students. Much is unknown about the particulars of this phenomenon, but some evidence suggests that congruence between environmental press and initial student characteristics leads to accentuation of any initial differences; whereas lack of congruence leads to changes in the student or the student's environment.

An undeniably important dimension of every student's environment is where he lives. The location and the physical makeup of the living environment are important as determiners of the amount and kind of interactions that take place with other students. Architectural designs, rules, and regulations certainly have an impact, mostly in providing an atmosphere that may reflect warmth and community or coldness and sterility.

Studies done specifically on residence hall life suggest again that the input variable is a factor. Different types of students chose residence halls than those who either chose apartment living or those who remain at home. Though socioeconomic background is a

factor, it is not the sole determinant. Personality variables also play a role in choice of living environment. Students who chose to commute to college rather than live on campus have different interests and competencies than residents even before the school year begins. Available evidence suggests that they are also affected differently by their college experience. Their initial characteristics are different, their environment is different, and, as a result, the outcomes are also distinct. New ventures in residential college living-learning experiments also attract a particular clientele. Bright students with interests focusing on the humanities and from upper middle class backgrounds are the most likely applicants for such ventures.

Residence hall staff have seen their role expectation change from disciplinarian to counselor to educational programmer. At various times and in various institutions they serve all three capacities. Efforts to make residence halls living-learning environments have proved to be successful in terms of having a modest impact on the intellectual orientation of students and fostering modest attitudinal changes. They have been most successful in personalizing the educational experience and creating a sense of community. Success of such ventures in promoting academic growth, however, has not been fully documented or assessed.

More recent trends appear to favor giving students more voice in the design and regulation of their residence halls. Coed living units hold the potential for further development of clear conceptions of sex roles and, at least, initial research findings are supportive; little, however, is being reported about any special programming being done.

However cautious the researcher may wish to be, the weight of the evidence suggests that some colleges do have a significant effect on their students' values, attitudes, and eventual life styles. The self-confidence and self-concepts of students are enhanced resulting in a general decline in authoritarianism, dogmatism, and ethnocentrism. After four years they are more open, less conservative, somewhat less orthodox in their religious views, and more ready to express impulses. Though the changes are seldom profound, seniors are occasionally found to be more interested in intellectual concerns.

Implications. A systematic review of the research literature related to student development cannot but leave at least two impressions. First, such research has come a long way. Sometimes the sophistication of the questions asked are not matched by a similarly sophisticated research design and instrumentation, and, at other times, an overly complex technique confuses an otherwise simple-minded question. On the whole, however, researchers are asking more complicated questions with more appropriate techniques than they

did just a few short years ago. Secondly, one is more conscious of the long way research has to go to truly have an impact on college programs and curricula. Much more research needs to be done that examines the interaction of the environment, collegiate programs, and student characteristics. What combinations maximize change and growth? To answer the multitude of related questions will involve more program evaluation studies and more manipulation of program-student combinations than has been done to date.

Some have raised legitimate questions about the actual impact of the college experience itself as compared to that of original propensities and normal maturation. When these are sorted out the remaining changes attributable to the college experience may be disappointing, but still present. Some pessimists conclude that once initial student characteristics are controlled, however, few colleges have an impact that could not be ascribed chiefly to normal maturation. Even if this were to be entirely the case, the question remains as to whether or not colleges should persist in having student development as an objective. Lack of success should not necessarily deter renewed efforts. Failure should, in fact, lead to change, innovation, and continued evaluation. The eager receptivity of entering freshmen, often soon dampened, highlights the need for immediate changes in the freshman year. These changes must occur in both the curriculum and in living arrangements if they are to have a maximum impact. They must be designed to make use of the powerful influence of the peer group. It is extremely difficult to change student attitudes toward grades and professors once they have been through a year of college. Very little research or programming has been done yet to maximize the effect of the peer group, to foster student-faculty friendships, or to give credit for living-learning experiences that promote personal-social growth. Esthetic growth, for example, is often relegated to art and music appreciation courses that often seek academic respectability by requiring memorization.

One of the major goals of college in the minds of many—development of an intellectual orientation—receives very little support as actually occurring. As yet, this discouraging outcome has not caused many faculty to stand up, reply, or change. Efforts to improve undergraduate teaching, however, are being given increasing amounts of attention, and these attempts should be encouraged. Hopefully, the focus will be broader than just getting the content across, although more humanistic ways of accomplishing this limited goal deserve attention. Undoubtedly, like the evidence for attitude change in general, there are colleges and programs that are changing students' orientations to problem-solving, increasing rational thinking, and developing student interests in the arts;

but, evidence suggesting that this is the general case is lacking.

More research is needed on the effect of differing degrees of congruence between initial student characteristics and the environment. Even from as little as we know about this, it would appear that collegiate course offerings, teaching styles, and living arrangements should present enough alternatives so appropriate matches can be made. A critical question remains as to whether or not students should be permitted to seek out their own match. The cafeteria style of programming—letting students pick out experiences for themselves—may lead them to choose experiences at which they will be quite successful, but it does not guarantee maximum growth or experimentation.

The significance of the importance of the peer group and the living unit cannot be underestimated and should not be ignored. Some of the findings do little more than validate common sense, but it still is amazing how often both college administrators and student personnel workers fail to make decisions or design appropriate programs. High-rise residence halls with cell-like rooms are a good case in point. One has to ask whether or not student development research really tells us that much more about how the living environment affects behavior than was known at least intuitively before some of the existing monstrosities were constructed. The only conclusion to draw is that such decisions were based mostly on physical and budgetary considerations. Research that is available now at least makes such decisions less justifiable and the decision-makers more culpable.

While the research findings have some definite implications for many collegiate settings, they do not have equal application and relevance for the variety of higher education institutions in this country. Close scrutiny of the findings reveals the narrowness of what we know about student development. Most of what we know is about the typical post-adolescent, white, middle class student enrolled in a four-year residential college. What about the older student enrolled in a two-year institution? We know, for example, that comparable developmental changes are less likely to occur among commuter students but also we know very little about what kinds of programs would enhance change for nonresidential students. We have attended quite closely to the academic progress of minority students, but we have paid less attention to their developmental status. We know that students with certain socioeconomic backgrounds are more receptive to new ideas than are other students, but we know little about making students more receptive in general. We know much about the modeling influence of the peer group, but very little about the potential similar influence of faculty models.

These limitations are significant. Unless those conducting research in student development expand

their efforts to include new students in new settings and look at what kinds of environments facilitate growth among students, their efforts will make interesting journal publications, but will have little impact on what college education will be like in the future.

Sanford (1968) predicts that in the future the student personnel staff will be doing more research on student development. If this is a legitimate goal, it has definite implications for the training of student personnel workers and how they spend their time. Certainly more research is needed but also consideration has to be given to how the research findings are translated into program changes.

The research results on the impact of the college experience on students leads to very few safe generalizations. Given the many possible permutations of institutional and individual characteristics, and being aware of the methodological limitations, one can be quite guarded in making conclusive comments, as were Feldman and Newcomb (1969), or fairly optimistic about the impact of colleges, as was Withey (1971) in a recent Carnegie Report.

Whether the findings are interpreted conservatively or liberally, one would still be remiss in not looking at some of the resulting key student development concepts and their implications.

Key Student Development Concepts

Implications. There are a few basic student development concepts that provide a framework within which it is possible to summarize what is known and to assess the needs of the future. Gradually, research evidence is adding cross supports to that frame. As yet, however, these concepts are seldom given due consideration as colleges and universities, individually and collectively, make plans for the future. It is important to note these concepts and to illustrate some of the alternative directions they suggest for higher education.

1. *Student characteristics when they enter college have a significant impact on how students are affected by their college experience.* Each student's personal history, his successes and failures, his interests and aptitudes, his family and peer group relationships, and his goals and aspirations add up to make a pattern of predispositions that effect how much he will be influenced by his courses, activities, and the people with whom he interacts. When and how are these assessed? What college takes these input characteristics into consideration when they help a student plan his program or when he wants to explore the appropriateness of various campus life styles? They are more likely to be the community colleges than four-year residential institutions.

The likelihood of change and growth among students is certainly related to the challenges residing in

their new environment. If the student is thrust into a completely new environment in which peers and others adhere to drastically different views, the student might well become isolated or begin seeking a more compatible setting. If the environment is generally supportive with little challenge, his current views are likely to be extended. There appears to be a middle ground that is most conducive to change. Should the college leave the choice completely up to the student? Could the college outline the alternatives and relate them to student goals and expectations and, then, leave it up to them? Or should the college program the environment just as it does the registration process and require courses? What programming occurs now is more accidental than intentional. The rule, for example, that freshmen must live in residence halls is typically based on the assumption that this will make adjustment to college life easier, as well as fill up rooms.

Much more could be done to individualize college education based on the entry characteristics of students. Should students be encouraged to seek a best fit between where they are now and the collegiate program, or should they be encouraged to tackle new challenges that a less than best fit student environment might pose? Seldom are even these options presented to the student.

2. *The collegiate years are the period for many individual students when significant developmental changes occur.* This is a time in the life of many students when they are gaining independence from their parents, searching for some sense of autonomy, and forming concepts about themselves as separate individuals. At the same time, they are putting together a pattern of interpersonal behavior, a career orientation, a value system, and a life style that may shape their future for some time.

From a developmental viewpoint the college years, especially the first year, represent critical stages in the developmental process. The move from home to the residence hall represents for most the first long stay away from home. Independence and autonomy are thrust upon them—sometimes reluctantly, sometimes with glee. They now have decisions to make—big and small. Whether it is deciding what to eat, when to sleep, or what courses to take, they are often on their own. The experience may be a long sought one, but not without its fears and queasy moments.

The independence gained is not just in superficial decision-making but the basic values of a student are now tested as he attempts to work through his ethical, religious, and moral values. At the same time that he separates himself from the ties of home and differentiates himself from the family as an independent decision-maker who controls his own existence, he must find some meaning in a new identity. The student tries to define who he is in terms of his

major, his new associates, and his many aspirations.

3. *There are opportunities within the collegiate program for it to have a significant impact on student development.* On the whole, colleges and universities do little to see that these developmental processes occur when and how they should. It is true that persons not attending college go through the same developmental processes with little or no special attention, but individual growth in the dimensions mentioned are congruent with the goals of higher education and deserve attention. The need to provide for opportunities to explore and reassess values has already been discussed in another context, but a brief look at a few other developmental goals should be illustrative.

The choice of major and career is a good example. For many students this is essentially a trial and error process with the errors resulting in a sizeable number of students being scarred. Many colleges provide vocational counseling and placement services, but for the most part these are remedial and terminal rather than developmental. Academic restrictions regarding withdrawing from courses in many institutions make it impossible for students to test out their interests and capabilities without fear of failure and loss of time, if not credits. The only career models available on most campuses are other students and college professors. These models provide the student with the chance to match his current self with others, but do not enable him to find out how he can grow in new and realistic experiences. His exposure is almost entirely vicarious. Prestige and monetary expectations are key factors in the decision-making process for many students who seldom have the opportunity to test out the depth of their intrinsic interest.

Simulation games in some courses do provide students with opportunities to role play and learn about the decision-making process. Such efforts could be extended fruitfully to more courses and expanded to include other kinds of experiences. Most college students are vocationally concerned as they enter and leave college; this will be even more true for the new students. Provisions should be made for students to be able to explore more freely what various courses are like and the implications their reactions and capabilities have for career decisions.

Another area of personal development left even more to chance is social skill development. Somehow because students are bunched together in residence halls, because dances and movies are scheduled in the unions, and because spring comes once a year, social development is expected to occur as a matter of course. The flocking of students to campus gurus who sponsor sensitivity sessions, encounter groups, and the like is indicative of the profound need among students for closer interpersonal ties. Statistics on the dating patterns of college students suggest that many

are lonely, lack confidence in their interpersonal relationships, and if fortunate, they grow more as a result of chance encounters than planned social activities. Like other patterns, students most active socially on campus were those who were most active during their high school years.

Sexual development is, of course, concurrent with other developmental processes occurring during the college years. Yet, this too is ignored as far as the formal college and university program is concerned. Some colleges offer marriage counseling and sex counseling, but for the most part these too are remedial efforts. Marriage and the family courses are most often taught as content courses. It is ironic that there is probably more formal sex education in fifth grade classes in America than in all the four-year offerings in the college curriculum. Development of interpersonal skills and concerns for sexual development are left to the extracurricular. This is a curriculum that is very real and very powerful, but its syllabus is not on file in the academic dean's office.

Creativity is seen by the current educational system as essentially a characteristic that makes itself evident and is basically an inherited trait rather than a developed one. In very few places in the curriculum, except perhaps in elementary schools, are provisions made to help the student develop the playfulness and the confidence necessary to tackle new forms. This is certainly true of the college environment. Clubs are available, sometimes even photography equipment is accessible. Although the opportunities are there, they are relegated to the extracurricular. Some colleges are too busy educating to think about making development of creativity among students a recognized part of the curriculum. Is enough known about creativity to offer a course in creativity? Probably not, but then it has not been tried much either.

4. *The environmental factors that hold the most promise for affecting student developmental patterns include the peer group, the living unit, the faculty, and the classroom experience.* These environmental presses interact with initial student characteristics.

As has been indicated before, the peer group is a potent force for change among student groups. Two questions need to be asked. How can the peer group power be utilized by colleges to maximize personal development among students? This is one question that student development research has focused on to the extent that it has looked at the impact of various living arrangements, roommate patterns, and other groupings. Seldom, however, is the second question asked—how is it possible to increase the potency of other environmental features? What about the faculty, for example?

There is evidence that students still need and, in fact, want adult influence. Yet, the models available on campus are limited. As *in loco parentis* diminishes,

exposure to adult models, even in a paternalistic, disciplinarian role will be limited. The typical student spends some 15 to 20 hours a week in the presence of an adult faculty member, but much of this time is devoted to being talked *to* rather than *with*. Over the course of a semester the student may get to know something about the professor's personal life, but rarely does he get to know the professor. This is not to suggest that professors should bare their souls in the lecture hall or the seminar room. Self-revelation related to the subject matter could, however, serve to have a double-edged impact on students, affecting their personal and cognitive styles. What if, for example, a professor revealed how he confronted new problems by doing so in class? What if he revealed how he faced intellectual dilemmas, and what experiences shaped his value system—at least as it related to his discipline? For the most part, such revelations are accidental and anecdotal. The point is, that the professor does not have to have every student to his home for dinner nor does he even have to know every student by name in order to have this kind of impact; however, it may mean a considerable change in his classroom style and some sacrificing of content coverage.

Though the academic life seems to have little impact on student development and even how they think, it is not barren of potential. Typical faculty reactions to a call for educational reform is to respond with changes in course content. This may well be needed, but in view of the *fact explosion* (as contrasted to what has been labeled a *knowledge explosion*) it appears to be more important to concentrate on how students learn, what competencies they do develop, and their potential for learning in the future. In the past it was quite easy to dichotomize college life into the classroom and the curricular experiences that were intellectual and the out-of-class and extra-curricular experiences that were social. Research has clearly proved that in many instances this dichotomy is incorrect, though this is a hard pill for many to swallow. The academic, i.e., classroom activities, studying, grades, and exams is not necessarily intellectual at all, if by the latter is meant developing critical thinking and a rational approach to problem-solving. Much of the student's academic activity involves the aggressive ingesting of content material rather than reflective thought. If colleges really propose to have an impact on how students solve problems, then this means more attention is going to have to be given to cognitive development of students rather than content coverage.

Discussions about increasing the options available to those thinking about college should also focus on whether or not there are options within specific institutions. Evidence suggests, for example, that there is an interaction between teacher style and student characteristics that effect student outcomes. Some

students thrive in a highly structured classroom setting while others suffer. Some do well when given the chance to move ahead without a professor on individualized programmed material, whereas others need personal contact. Too often students have these options from across colleges or departments but not from within. If they are available, the proper matching of teacher and student styles are left to chance. As indicated earlier, the concern should be with student outcomes and adapting the teaching methods and procedures that provide the best means for arriving at these outcomes.

5. *Developmental changes in students are the result of the interaction of initial characteristics and the press of the environment.* Changes in students do not occur in a vacuum, nor do they necessarily occur automatically or in a positive direction. The concept of readiness has some relevance for those looking at student development, e.g., most students are very receptive at the beginning of their freshman year. Normal maturation may lead to developmental changes irrespective of the environment, but not independent of it. It is important to be cognizant that not only can growth be inhibited but that some changes can be regressive. For example, the self-concept of an 18-year-old can be drastically altered and his self-confidence dramatically diminished by academic failure.

The major weakness of higher education in the United States has been its unwillingness to establish programs and curriculum and to modify its instructional procedures in order to utilize its full potential for helping students develop. A significant case in point is the freshman year. Despite the accumulation of evidence that suggests the critical importance of the first year, the receptiveness of the new student, and its eventual shaping of his attitude throughout the rest of his college years, little has been done to change the current program. A change in the freshman year is so novel that whenever any university or college does make alterations, such as offering a freshman seminar, it is worthy of headlines or special mention in higher education journals. Major professors still teach graduate students and teaching assistants, who for the most part teach as they were taught. Some professors lecture to the large undergraduate sections.

Several educators have recently suggested that students teach students. Of course this already takes place, although the content is different from that of the classroom. Snyder (1971) has referred to this as the hidden curriculum. It is the process by which students learn what is actually expected, as compared to what is formally required. Through it they develop the stratagems and ploys necessary to learn the real syllabus and jump the real hurdles. Perhaps student to student teaching should be legitimized. If the

movement toward competency attainment vs. credit accumulation gains grounds, students may well seek out each other for help. This could help foster comradeship rather than competition.

These examples simply suggest that to promote positive developmental changes in students requires conscious manipulation of the environment even if that means a conscious decision not to change the environment.

The brief summary of research findings on student development and the outlining of the five basic concepts represents no new knowledge or even reformulation. Almost anyone who has been involved with college students and is at all enlightened would arrive at the same conclusions and assumptions without having had to survey the research literature or attended to the words of major theorists. It must be granted as well that many of the particulars of student development remain unknown. A whole new set of concepts might be needed for older students, commuters, or minority students. Nevertheless, a candid observer of the educational scene would have to admit that recognition of the few known concepts goes largely unnoticed as colleges plan programs and as major pronouncements about the future of higher education are being made.

The majority of suggestions for the future have looked at the means by which higher education can continue to accomplish the same ends. Questions have been asked as to how the traditional goals of higher education can be accomplished more quickly, more efficiently, and more creatively. These questions are undeniably important, but there is a real danger that one of the most important goals will be obscured in the process, perhaps even obliterated. Student development has historically been a major goal of higher education since its inception, and the research evidence suggests that college can and does have an impact on student development and that, indeed, cognitive and affective development are irrevocably interrelated.

These key concepts provide the foundation necessary for the processes needed to facilitate student development in a college setting. Grant and others

(1971) while working with the Council of Student Personnel Associations, developed a series of 10 statements summarizing possible purposes and functions of "student development educators." This is a needed step if the behavior patterns and roles of student personnel staff are to change. Here, in abbreviated form, are the statements:

1. Assessing behaviors the student has already developed.
2. Formulating the student's behavioral objectives.
3. Selecting college programs that build on existing behaviors to accomplish the student's objectives.
4. Fostering student growth within the context of his own cultural background and encouraging his appreciation of the cultural backgrounds of the educational institution and of other students.
5. Developing physical environments, human groups, institutional organizations, and financial resources most conducive to the student's growth.
6. Integrating concurrent experiences outside the institution with the student's educational program as an aid in achieving the student's objectives.
7. Modifying existing behaviors that block the further growth of the student.
8. Giving visibility to a value system that enables the student to judge the worth of behavior patterns.
9. Recording the student's progress as a means of facilitating his growth.
10. Identifying appropriate environments for continued development before and after the student leaves his present educational setting.

The student personnel profession has to guard carefully against three major dangers as it considers its future. First, it must not proceed as if these functions are the exclusive task of just the student personnel staff on a campus. Second, it must not fail to make these purposes and functions meaningful and operational in a variety of settings, with a variety of students, and to all students on a particular campus. And last, it must not miss the opportunity to integrate these purposes with those of the academic instructor. Student personnel staffs and academic staffs should no longer exist side-by-side as separate but (un)equal.

Student Development and the Student Personnel Worker Tomorrow: Some Alternative Roles

If the student personnel profession wishes to have significant input and influence on student development patterns of the future, its individual members are going to have to revise their own self-perceptions and the perceptions that others have of them. In the past, others have seen student personnel workers as essentially housekeepers, advisers of student activities, and counselors. While student personnel workers have professed themselves to be educators and to be interested in the whole student, they have served higher education essentially as housekeepers, activities advisers, counselors, and have even been viewed by many in the higher education arena as petty administrators. With the demise of the *in loco parentis* functions and reduction in parietal rules, the housekeeping role is a less viable one. Student activities advisers often work with the same small core of activist-leader type students who probably do mature and develop, at minimum, some leadership skills. Certainly the ultimate objective of staffs to improve the quality of life on campus is often achieved, but it is questionable that many students are affected in a developmental way. The future plight of organized student activities remains in doubt, as the appropriate and inappropriate use of student fees for campus newspapers, student conferences, and other such services is being questioned on many campuses.

Need for a New Role

This leaves the counselor role as the last touchstone and it, too, is being questioned in terms of its effectiveness with individual students and its impact on student life in terms of sheer numbers. Curricular offerings in counseling have traditionally served as the core of many student personnel professional programs. Counseling centers have often been the proving ground for many student personnel administrators, and the counseling role has been perceived by many as central to the definition of what a student personnel worker is. One has to ask whether this has

been the case because of the particular skills that counselors have possessed or whether it is because counselors were the kinds of persons who were able to listen patiently and show sincere interest in students. Although they may well be interrelated, patience and sincerity have probably been more evident than technique.

Even the best staffed counseling centers see only a very limited percentage of students on campus and, in most instances, students go to counseling centers with academic problems and minor crises rather than personal-emotional problems. Undoubtedly the counseling, whether it occurs in the residence hall between a staff member and a resident or in a counseling center between a counseling psychologist and a student, does help some students during a developmental crisis. However, what about the more typical student who never sees a counselor, who never creates a disturbance in the residence hall, or who is never a campus leader? His contact with the student personnel staff is limited and his life style is affected very indirectly, if at all, by student personnel services or policies.

The most profound reason for the new emphasis on student development from student personnel workers is that they seek more fulfillment of their espoused goal of developing the whole student. With historical hindsight it is possible to say that higher education took the wrong fork in the road when it thrust personnel maintenance upon staff with specialized duties. Size also played a part, as our society has in the past held bigness in high esteem. But bigness necessitated specialization. Deans, rectors, and others were equally to blame when they accepted the responsibilities, although their culpability is limited because in many instances the tasks were accepted in good faith and/or by default. Since then student personnel workers have been on a constant ego trip of trying to professionalize their responsibilities. The more successful these efforts have been, the further compartmentalized and specialized have become their own

functions. Efforts to supposedly personalize the educational experience for students have sometimes even been counter-productive. Who turned the student into a number on an IBM card? It was not the classroom instructor, although he may have been guilty of other sins, principally those of omission.

To laud student personnel workers because they were interested in the whole student may have been necessary, as historically faculty members became less and less interested in the student's out-of-class activities. Someone had to take up this responsibility. Didn't they? Monitoring residence hall life, handling discipline, dealing with vocational indecision, keeping track of academic records, and supervising activities became full-time positions and exclusive tasks. Implicit, though perhaps not intended, in a statement of philosophy espousing concern for the whole student is that no other university group is interested. Whether the traditional student personnel functions were pushed out of the academy, handed over innocently, or picked up by default makes little difference at this point in time. Operationally, student personnel workers have taken up the responsibilities, become specialists, and have been bitterly demanding equal recognition in the academic world ever since.

It is time for student personnel workers to recognize that they too have been dealing with only a part of the student, and it is no more valid for them to expect effectiveness in dealing with the student's development, independent of his academic life, than it is for the professor to think a student's personal self does not affect his academic growth. To have an impact on student development means being aware of and involved in the total environment of the student—not just where he lives or what organization he belongs to. A significant part of that environment is the classroom and the study desk, at least in terms of what that dimension of the environment is designed to accomplish. How can we as student personnel workers call ourselves educators when we do not know who is being affected by our educating. The truth is that we do not know whether or not true education is taking place as a result of our efforts. Further, the student has very little awareness that he is being educated, no idea of what he is to learn, and little or no feedback on whether he has learned anything?

In their present capacities student personnel workers are clearly providing services, needed ones perhaps, but whether or not they are educators or even student development specialists is another question. Such a broad use of the term might also encompass the book store salesman, the cafeteria waitress, and even the bicycle shop repairman. No, calling ourselves educators is perhaps satisfying to the ego and helps justify some mundane tasks to ourselves, but it is inaccurate.

If the student personnel worker needs a new role and if housekeeper, adviser, and good-guy models are no longer appropriate, what are some possible alternative roles?

Alternative Roles

Diagnostician. This is a role currently being filled in a limited manner for a limited number of students. There are several junctures during a student's college life when a bit of diagnostic work takes place. When his application is filed a determination is made as to whether or not he is potentially a successful student. This decision is made on the basis of high school rank and his admission test scores. Another diagnostic decision is sometimes made when the student chooses a particular major. A higher cutoff score or grade point average is the usual criteria for entrance into some of the tougher academic fields. Sometimes students with low test scores are required to take a remedial course. For the overwhelming majority of students this is the extent and level of the diagnostic effort. A very small percentage may seek vocational counseling during which some diagnostic work may occur. In almost all instances the focus of the efforts is on the academic or the aptitude dimensions. Can a student succeed in this college? Can he pass calculus? Can he draw a straight line? Rarely is an examination made of the student's total developmental history and potentialities. When is his receptivity to new ideas put to a test? When is he asked how he feels about the adequacy of his social skills? Does anyone suggest that he might think about developing a broader range of interests in the arts? Who helps him decide whether or not he is ready to benefit from living off-campus? The answer to these questions is "No" or "No one"—at least no one on the college scene outside of his peer group.

If higher education moves in the direction predicted and suggested, that is, more options, more students will have more decisions to make. Accessibility to the options may give future students more opportunity to explore by trial and error where he or she fits best, but floundering can be frustrating and self-defeating if it is entirely aimless. Older students, and students stopping out and stopping in, are going to be seeking counsel as to what options are best for them. If history repeats itself, the extension of student personnel services to these groups will be made, but only to their academic needs in terms of their competencies. Much more attention should be given to assessing the developmental status of the student on other dimensions and outlining, if not prescribing, alternative courses of action. This could very well be an ongoing role rather than one fulfilled only at entrance or terminal junctures. The diagnostician becomes next the prescriber and perhaps in turn the evaluator.

Consultant. Everyone on a college campus probably serves as a consultant at one time or another. Student personnel workers have been advisers more often than they have been consultants. The difference may at first appear to be fine and too subtle, but it can be significant. Thus, we have registration advisers, student activities advisers, fraternity advisers, and residence hall staff advisers. The adviser role, at least as it is operationally defined in many of these settings, is one that connotes being responsible and being a watchdog, as well as someone who may or may not have some expertise in the area. Student personnel workers have hoped to be friendly advisers—to keep the students out of trouble—at the same time as their input may actually promote positive changes and programming. Too often, although not always because of their own fault, advisers become too closely identified with the student or project on which they are advising. Success or failure of the enterprise reflects as much on the adviser as it does on the students—maybe even more so.

The consultant role presents on the surface only a slight shade of a difference from that of the adviser, but one that might well change the behavior of consultant and consultee, as well as their perceptions of the role. The consultant is first of all an expert; he has some wisdom, technology, or knowledge that makes his comments meaningful and worthwhile to the consultee. A major difference is that he is sought out by the consultee rather than being appointed, and, of course, he has no final say in the decision-making that may take place. He is a free agent, though he may be responsible to those who seek out his wisdom. He is more likely to be sought out in the initial stages of a venture than at the final step before action is taken, which is true in many adviser roles.

Many advisers ideally visualize themselves as consultants. However, seldom are all the ingredients present: being an expert, being sought out, not having final say in decision-making, and not being held responsible for the action taken.

An important consideration for this role is the administrative structure within which the role is fulfilled. In most instances, student personnel workers who do serve as true consultants do so in a subsidiary way, only indirectly related to their main function, or as one of their many responsibilities. Few are viewed to have consulting as their main responsibility. So it is that someone with some special knowledge about town resources is consulted about a related student activity, a residence hall staff member is asked what type of social function went well last year, or a dean is asked by a faculty group how he thinks students will react to a particular policy. Being consulted is not accidental or even peripheral, but it is more casual than systematic.

One possible role model for student personnel workers in the future is that of consultant. A consulting type agency might be established on campus that is staffed by experts in research, group behavior, student development, management, and counseling. They would be available to students, faculty, administration, or for work with groups and individuals. Some student development centers and growth centers employ the consultant model. Certainly there would be nothing to inhibit the consultants from actively planning their own programs for change as well, but their main role would be as consultants to consumers.

Programmer. This role might be implemented in a number of ways and in both individual and group settings. It might be the natural follow-through of the diagnostician role with the programmer outlining various courses of action the student might take to accomplish certain objectives. If the student is mathematically proficient but has a weak vocabulary, courses, books, and skill programs could be outlined as alternative actions. If the student has had little exposure to the arts, he might be given a schedule of campus and community cultural events for the year. If the student lacks social skills, a sequential pattern of activities might be programmed for the student. All of this is based on the assumption that some type of assessment has taken place, that some feedback has been given to the student, and that the programmer and the student have mutually agreed on some realistic goals. Follow-up and evaluation would be critical.

The programmer might also be involved with groups in different settings. This role might entail helping a residence hall floor establish a floor government, assisting an experimental college plan its small group activities, or working with the student union committee to determine space needs. In this context the programmer is an expert in student environment programming. In some ways programming can also be viewed as a community-making function, at least in a residential setting.

Cross (1971b) has suggested that part of a new curriculum might be projects that involve students in making contacts with members of the community and in utilizing a variety of resources. She suggests that student personnel staff might very well serve as one member of a team that would help the student plan his project, find out about the available resources, and report and evaluate his experiences. The programmer in this capacity might have various sub-roles that could include supervising the student's off-campus experiences or being a process evaluator.

The programmer role is somewhat similar to the consultant role, but the relationships in the programmer role are more likely to be structured and to be somewhat more prescriptive than those of a consultant.

Technologist. As *in loco parentis* tasks diminish so will the adviser role. Somehow students will still have to make decisions about what courses to take and will need information about themselves and the available options in order to make decisions. One wonders whether or not much of this type of information and decision-making could be facilitated with computer assistance. Is it the lack of money or lack of will that inhibits implementation of programs already available? More instructors in the academic arena are giving closer attention to individualized instruction programs for their courses. Student personnel workers might serve a useful function as packagers of individualized advising units, which could be available in dorms and unions, on tape or in programmed text form.

College Professor. Some student personnel workers hold rank within academic departments. These are most likely to be members of the counseling center staff, or deans who often possess PhD's in psychology, education, or related fields. Joint appointments are generally more prestigious and although such a staff member has probably no more rights per se, it does permit him to participate in many faculty rituals. Whether a symptom, or part of the disease itself, faculty status does open doors sometimes not opened to other student personnel staff. Perhaps the teaching faculty see their practitioner colleagues only as lost sheep and not the black sheep they may view other administrators and staff to be.

Is it possible to accomplish some student development goals in an organized course-like fashion that could become courses for credit? Could practicum experiences in human relations or developing an awareness of self, participation in sensitivity sessions, involvement in leadership and decision-making programs be justifiably taken for credit? One of the major arguments of this monograph is that they can and should be. If that is so, then the logical step is to develop departments of human relations, development and growth, creative development, etc., which present theoretical concepts, but emphasize skill development and personal growth.

There are dangers in this alternative. Being accused of emphasizing the practical and the nonintellectual is one, but this effort would be no more practical than teaching rhetoric and, hopefully, more successful. Another danger is that of compartmentalizing the student, but no more than philosophy taught abstractly with no personal references. It would be difficult to grade, but no more than art appreciation; and it could be Mickey Mouse, but no more than many other required courses. If it tried to emulate other content courses, a human relations course would be no more successful than marriage and the family courses, art, and music appreciation courses. Certainly such a direction should not, however, be justified on

the basis that it would be no worse than other college offerings. It would have to be much, much better, but the potential would certainly be there in terms of the subject matter, if not in terms of staff and methodology.

A somewhat less radical role would be one that involves a student development staff member as a team member in a course or program of courses. In such a capacity the philosophy or child development professor might present lectures and make some reading assignments, while the student development professor works with class groups in evolving personal meanings from the content and perhaps supervises practicum experiences. This model can be expanded to apply to entire program offerings as well as to individual courses.

Administrator. Responsibilities for student personnel functions have come close to reaching the pinnacle of the administrative ladder in many of our major institutions with vice-presidencies for student life, student affairs, or student services abounding. This is a difficult role for many student personnel workers. Just as they found the disciplinarian role difficult during the days when administrators were involved more in regulating student life, so they find the role of decision-maker arduous. As a professional group, student personnel workers are people-oriented, not generally aggressive or assertive. Many are uncomfortable in a role that often by its very nature means that they will not be liked by everyone. The "Peter Principle" also has some application for the student personnel workers, who are often promoted because of their visibility in being responsive to students and student interests. These are behaviors that are not necessarily rewarded in the administrative arena, where ability to work with peers may be the key to success.

The administrative role does hold some promise for the enhancement of student development concepts and programs. As students are involved more in university governance, and shared-authority principles remain as vestiges of participatory democracy in a university setting, ability to work with groups and some insight into student behavior may become more important administrative attributes than assertiveness.

As an administrator, the student personnel worker can also serve as a special spokesman for student development concepts and programs. In times of tight budgeting and restrictions on new programming someone, who sees student development programming as essential and not a frill, is needed to articulate the goals and purposes of such programming to legislators and budget administrators. Though unfortunately such positions do not guarantee access to the academic dimensions of collegiate life, there would be some interesting ramifications and possibilities if student development staff actually were in charge of academic programs, such as living-learning endeavors.

Behavioral Scientist. The behavioral scientist model for the student personnel worker is not new, but there is a growing interest in this as a viable role and by some as the role for the future. The advent of behavior modification techniques is just now sweeping counseling centers and it will probably not be long before more is heard about the use of contingency reinforcement and behavior engineering in residence halls and other aspects of campus life. Certainly modeling, feedback, and differential reinforcement have applications for classroom instruction.

Counselors' and deans' roles have gone through similar periods of metamorphosis with the former customarily a short stride ahead. The role perceptions for these positions have gone through periods of being "nice guys," to being "understanding," and now to understanding not only the individual student, but the environmental context in which he lives. This role holds the potential of being one that systematically influences the environment and thus has an impact on students in broader ways than in a strictly one-to-one relationship. The dean has had the power to do this in the past without the conceptual or research base, but more and more new deans (often recruited from the ranks of counselors) have both the conceptual and the power base.

Unfortunately the use of the term behavioral scientist causes the stomachs of almost as many student personnel workers to churn as it does humanities professors. Management of the environment for some smacks of control and coldness, which those who enter the field primarily because of its helping relationship and people-oriented work sometimes have difficulty accepting. This dichotomy, between the scientist and the counselor (helper) is a false one that is more in the eyes of the beholder than it is in reality. To be scientific in one's thinking about students is not to be any less concerned with their freedom or their wholeness. There is no reason why a scientific attitude and approach to students and the use of related techniques cannot be employed to foster full student development and institutional change. Many deans, counselors, and other student personnel workers have been successful in the past, not because they ignored lessons from behavioral scientists, but because they wittingly or unwittingly applied them.

Adoption of this role has implications for training, and the focus of efforts to advance the science. It means that the student personnel worker is going to have to be aware of his techniques, sharpen them, be conscious of their use, and subject them to continuous evaluation.

Researcher. It is difficult to separate this role from a number of other ones already described, particularly the behavioral scientist and the consultant. In some ways it might be viewed as a function that would pervade a number of the other roles, rather than a

separate role of its own. No satisfactory arguments can be raised that deny the value and the need for research about how students learn and what has an impact on their college experience, as well as results in change and growth.

This role, especially as it applies to student development, should not be independent of program-planning. When they have not been motivated by the need for publication and status, most research and evaluation efforts have been coincidental to program-planning, if not afterthoughts. The most valuable research will be that conducted by a team or someone who understands student behavior, the goals and purposes of higher education, and research methodology. More research is needed about student characteristics and college environments, but what is desperately needed is experimental research—that which involves exposing students to different environments and assessing the outcomes. Some available evaluation models can perhaps achieve this as well as the more sophisticated research designs.

When research, evaluation, and program-planning are tied together, they can be valuable assets in the effort to promote student development in college. Whether such a person or group of persons could hope to fulfill all the other needs of higher education and students in the future is doubtful, but most certainly every student personnel worker of the future should have a research mentality as he attempts to assess the impact of the environment on himself personally and his behavior on others.

Unemployment. This category is included with no intention to be funny and little motivation to be satirical. It is doubtful that the term *student personnel* or many of the functions served by such persons will disappear soon, despite economy and budget limitations. The question of whether or not these functions ever achieve professional status remains in doubt, however. Not every commentator viewing the student personnel movement sees professionalism as inevitable, the usual argument being that research and practice in the area lacks the theoretical base upon which most professions are founded. There is some evidence that recent efforts to conceptualize and theorize about student development may move us to the brink of having at least one cornerstone. However, even such a fortuitous occurrence would not guarantee growth of the profession. Lawyers are not needed in a totalitarian state, nor are waitresses in an automat. Student personnel—at least in the student development sense—may not be funded in programs that involve TV degrees, universities without walls, and a campus scene that retains little if any *in loco parentis* philosophy. Student services will still be needed, but not necessarily student development educators.

There is nothing magical about the roles that have been described. They may be combined in various

fashions. Others who are concerned about the future of student personnel work suggest a similar variety of roles (Morrill & Hurst, 1971; O'Banion, 1971; Parker, 1971).

Essential Elements of an Ideal Role Model

It is not the intention of this monograph to outline in detail a new organizational chart for college student personnel functions or to specify the exact role that those concerned about student development in the future should fulfill. However, it would be unfair to the reader to have gone this far in suggesting the need for a new conception of student development and a new role for student personnel workers without at least suggesting some of the major ingredients that might make up this new role. Here are some of the key elements:

1. *Changes in attitude.* The new role will necessitate a change in at least two attitudinal stances that have been implicit if not explicit in role definitions in the past. First, there has to be a recognition that student personnel workers are not the only individuals on campus who are concerned about total student development. Unless the "student personnel point of view" permeates the campus, there is little chance that working with students exclusively in out-of-class activities is going to have more than a limited impact on a limited number of students. Secondly, student personnel workers are going to have to abandon any behavior patterns that border on paternalistic concern for students. If significant others on campus are also concerned about student development, then student personnel workers should align themselves with these groups and seek to have an impact on the total academic community. This new role should be one that does not function primarily as an adversary of the faculty and administration nor as an ally of the students, but rather as an equal partner who seeks the attainment of the college's ultimate goals.

2. *Direct ties with the academic arena.* For years student personnel workers have identified themselves as educators who are concerned about the total student and whose role involves primarily the out-of-class activities. The particular province of the student personnel concern was the *extracurricular*. Extra in this instance meaning not only *outside of* or *beyond*, but to many *peripheral* and *unnecessary*. Use of the expression *co-curricular* instead of *extracurricular* represents a significant philosophical change but operationally represents little more than giving lip-service to an idea without program support. It is time now for student development functions to become *curricular*—with no prefix added. This means legitimatizing current out-of-class experiences by making them avail-

able more systematically to all students and by giving them some type of academic recognition. It also means that student development concepts, if not student personnel workers, should permeate the academic offerings and have an impact on not only what is taught but how it is taught. Until student development concepts and programs are fully integrated with the academic program, the total student notion remains a dream, not a reality.

These ties with the academic world can come about in several ways and probably true integration would include most all of them. A few of these might be having: (a) a significant portion of a student development staff reports directly to the school's academic dean; (b) an actual academic department with student development staff teaching classes in human relations, value assessment, personal and group decision-making processes, and human sexuality; (c) a consulting team that works with departments and individual professors to facilitate the structuring of curriculum and courses so that they might have the best chance for fostering student development; (d) a student development staff that serves as administrators or program developers for special academic programs, such as experimental colleges, community-action programs, and work-study-work programs; (e) a student development staff that works up out-of-class experiences into ones that with reading and supervision could become recognized for credit; (f) a team approach that relates to all curricular changes and innovations with members of the team representing expertise in course content, learning and teaching, and student development.

The purpose of these ties with the academic arena is not just to play at being academicians but to actually be academicians and ultimately to expand the typical concerns of the academician to include process as well as content, affective development as well as cognitive development, competency attainment as well as knowledge learned.

3. *Being professional behavioral scientists.* This role was discussed earlier as one of the possible future roles for student personnel staff. It deserves special mention as an essential element in any model for the future. In the past it was sufficient that student personnel workers knew student viewpoints and attitudes. Today, it is important that they not only know students but that they also understand them in a developmental context. In tomorrow's higher education it will be essential for student development staffs to be able to know, understand, and to program for changes in students that will be consistent with developmental growth. This means that the staffs will have to have some expertise in learning theory, growth and development, campus ecology, management theory, and evaluation. Given these competencies it is assumed that they are also effective themselves in implement-

ing programs and bringing about change, which implies some measure of interpersonal skills.

This role—the applied behavioral scientist role—might serve as a unifying principle for the sometimes fractionalized student personnel profession.

4. *Some type of direct contact with every student.* One of the major weaknesses of current student development programs and student affairs functions is that they directly affect a small minority of students and even indirectly have almost no impact on the academic aspects of student life. Without inhibiting movements toward greater freedom of choice among students, it should be possible to inform students of the consequences of their choices and to offer alternative options. In the past this has been done traditionally with academic options. Typical questions include, "Am I ready to take advanced algebra?" or "What do I need to be able to get into law school?" No one on campus has dealt with assessment of the

student's current status relative to developmental goals or providing him with options as to how these might be attained. The student's transcript and academic aptitudes are evaluated, but never his total developmental status.

These then are illustrative alternative roles and key elements of a model for student development educators in the future. Professional organizations within student personnel will have to examine these roles and models, search for additions and new combinations, determine how they might be integrated with the rest of higher education, and how they relate to training programs. "Tomorrow's Higher Education Project," sponsored by the American College Personnel Association, is potentially one such avenue for those within the profession to collaborate and join hands with their academic counterparts in developing new operational models for the promotion of student development.

What Needs To Be Done

One of the major viewpoints expressed in this monograph is that if higher education is to continue to have an impact on student development, changes will have to be made in the academic arena that are consistent with this goal. This will mean more than reorganizing the student personnel staff or increasing the budget of the union program committee. What it will mean is changing what is taught and how it is taught. The few recommendations listed in this section are by no means new. Many similar recommendations were made by Katz (1968); more recently, some have been found in the Newman Report, though they are stated here in a different context. Hopefully, this rephrasing not only will add emphasis to their importance but also will provide a framework for a new dialogue to take place between the academicians and the student development staff. It is difficult to see how such a dialogue cannot help but lead to a reexamination of goals and means, which in turn will result in new cooperative efforts to promote student development in American colleges and universities. The following are some of the major recommendations of this monograph.

Recommendations

1. *Higher education must reaffirm its commitment to promoting student development throughout the variety of post-secondary school programs.* The value of vocational-technical programs and open universities for upgrading the skills of the citizenry, and for providing ready access to a college degree cannot be denied. Yet, the worth of this goal should not be assessed solely in terms of numbers of enrollees or even in terms of graduates. Manpower production alone is not appropriate evaluation criterion. Our society now recognizes that its future rests not on the expertise of its scientists, its technicians, or its electricians, but rather on the ethics, the will, and the humanity of its experts. At no other time in

history have we been more aware of man's need for a sense of personal worth, his need to have an ability to interact with others, and his need to use his time creatively. If these are still worthy goals, they need reaffirmation at a time when cost efficiency has been getting more and more attention and career-oriented programs more prominence. It should not be a question of one or the other, career programs or development programs, but rather a question of balance and integration.

2. *A new curriculum is needed which is designed to have an impact on the affective life of students as well as their cognitive styles.* The major problems of the individual center on his emotional life and his pattern of interpersonal relationships. Few current curriculums are designed to help students grow as persons, to add to their self-knowledge, to improve their effectiveness in interpersonal relationships, or to help them function better in groups. Development of creativity, a sense of playful exploration in the arts, or a realistic awareness of sexuality are left almost entirely up to out-of-class experiences. The new curriculum should give academic credit for structured and unstructured experiences that foster this type of personal growth. Some of the goals of this new curriculum might be achieved within current offerings, but needed changes demand more than tinkering with current courses. A concern for the affective domain does not make a program any less intellectual. The goal would be to provide a confluent education, one which unites the affective and the cognitive.

3. *Colleges and universities should establish expectations for students and assess outcomes that cover the broad ranges of human behavior including the intellectual, personal-social, esthetic, cultural, and even the psychomotor dimensions.* Currently almost every post-secondary institution professes to be concerned about the whole student. But, for the most part, the real expectations, those which are evaluated, are those related to academic and skill accomplishments. The key is evaluation. Until efforts are made to assess

individual student growth in a total fashion, the rest will not follow and these objectives will remain paper ones.

Not all institutions will want to give equal weight to all of the objectives nor should they try to accomplish them in the same fashion. A technical college, for example, would probably give proportionately more weight to knowledge and skill attainment than would a liberal arts college, which might give more attention to esthetic and cultural growth. Both, however, might want to see certain kinds of personal-social growth occur, though in different degrees or in different areas.

4. *Some significant portion of the undergraduate's program should include courses that are problem-centered.* At this juncture it is not necessary to scrap all the individual disciplines. But if some of the major objectives of a college education are to be achieved, in the future the student should be exposed to knowledge in a different format. He should be prepared to deal with change, to know how to tackle new problems, and to be aware of what facilitates decision-making. The most parsimonious way of accomplishing these ends is to tackle some of them head-on rather than indirectly. Or, for major portions of course experiences, another method may be to permit students to actually confront problems, to make individual and group decisions, and to have the opportunity to reflect on the processes that facilitate problem-solving and decision-making. Solving a problem or completing a project also serve to provide students with a sense of accomplishment that is really not comparable to passing an exam. The product is often visible; the rewards derived more internally than competitively.

5. *Colleges and universities must work more aggressively to personalize and individualize the student's educational experience.* Barzun has declared that the term *multiversity* is a contradiction because no real university can be a center for learning without at the same time being somewhat like a community. Up to now too little attention has been given to humanizing the current scene. The problem can be approached from many different angles. One approach might be to decentralize as many functions as possible; another might be to remove as many specialists as possible who stand in the way of the student and his course of study. This might mean, for example, trusting the student and his adviser to arrive at a curricular program appropriate to the student's individual goals and needs. Another approach would be to expand the number of living-learning units and to structure them so that they will be more attractive to a broader range of students than now volunteer for experimental programs. Still another tactic might be to have both small and large groups of students study the same topic over a period of time, providing

them with a common intellectual experience spiced with guest speakers. These and other approaches could be combined to personalize the student's living and learning experience on any size campus. Individualizing instruction is a viable goal, but it must not be accomplished solely by substituting a student-machine interface for a professor-student interface.

6. *Higher education must give high priority to improvement of undergraduate instruction.* This recommendation is not independent of the one suggesting emphasis on individualizing the educational experience. More options should be available for students to meet requirements within programs. For example, are there reasons, other than cost, why a student should not have available to him a number of ways of gaining credit for an introductory psychology course? Instead of offering the most efficient teaching procedure for the largest number of students, why not offer an assortment of approaches for the wide variety of students with individual goals? Options might include individualized programmed instruction, a discussion course, a lecture course, or a combination of these.

Every effort should be made to improve the freshman year. This should be the starting point of reestablishing the importance of the undergraduate program. Freshman seminars now being employed at some universities should be expanded.

Good teaching is the key. Any commitment to improvement of instruction is meaningless unless specific efforts to foster and reward good teaching are included. This may mean the revamping of tenure and promotion policies, which may well provoke further unionization of faculty. But it is a risk to be taken if the learning environment is to be improved. Foundations, the federal government, and individual institutions must continue to fund programs designed to improve instruction.

7. *Colleges and universities should continue to strive to devise ways of being accountable to their students and their publics.* Unfortunately, the word *accountable* itself often suggests a focus on monetary expenditures and budgets that is misleading. Educational accountability has a much broader definition. Colleges must learn to work toward creating learning environments and situations that foster the maximum possible student growth and accomplishment of all of the colleges' stated and implied objectives. For too long, evaluation of a college, both internally and externally, has consisted of focusing primarily on numbers: graduates, scholarship winners, books in the library, grade point averages, and faculty honors. The new focus has to be on kinds and qualities. How many graduates continue to read, think, and grow as persons is a long neglected criterion that needs to be resurrected if higher education is to serve more than a credential function.

Idealistic professors have been quoted as feeling that a failing student really represents a failure on their part. It is time for higher education in general to look closely at this attitude and to explore what acceptance of this tenet might mean for admissions policies, grading procedures, assignment of credit, and other institutional programs and policies. Of course, the failing student is let down no more than is the honors student who was not challenged or the average student who was spoon fed.

Though no easy task, higher education must strive to be responsive without catering to as well as being accountable to the right people and with the appropriate evidence.

8. *Colleges and universities should foster renewal through basic changes in existing programs in planned sequences rather than through establishment of parallel programs.* One of the traditional campus political stratagems has been to work around existing programs and personnel by establishing parallel structures and programs. The aim is to build up the new and phase out the old, much as new buildings are sometimes built on the sunny side of old ones. This may work with buildings and sometimes with programs and personnel. But too often the result is continued strife, double costs, and even the eventual fade out of the new program once it ceases to be a novelty. The head-on approach of renewal and innovation may be more painful and less glamorous. But, in actuality, perhaps it is no slower than the parallel system tactic.

9. *The administrators of colleges and universities should individually and collectively seek ways to involve professional student personnel staff in the academic life of higher education.* This could be accomplished by appointing staff to academic committees, such as curriculum and goals committees. Suitably trained staff might also be asked to be involved in the planning and administration of new academic programs. Encouragement could be given to the formation of consulting groups composed of student personnel staff, social scientists, and educational psychologists who would be available to work with faculty and student groups in a consistently professional manner. The involvement of qualified student personnel staff in the academic dimension of college life might at first be quite informal. But eventually, and soon, these efforts should be legitimized with formal appointments, and at larger institutions by the formation of a staff whose responsibilities are formally appointed and recognized to be in the academic sphere of college life.

For Student Development Educators

Our knowledge about student development both in terms of theoretical constructs and empirical findings is limited; it has in fact, just begun to take shape. There are signs that theory and research are

beginning to converge and that in the future those involved in student development will not only be able to understand student development, but also will be able to specify the conditions necessary to promote positive student development. Even before this giant step is taken, there are new challenges. As the college experience undergoes major revisions with new students, new nonresidential learning experiences, and new emphasis on skill development, research and concern about the impact of college on attitudes, values, and personal development may prove to have been a passing fad. The very survival of the student development movement may depend on its ability to respond. The few recommendations presented here are reiterations of those implied throughout this monograph and specified in the sections exploring alternative role models for student development staff.

1. *The concern for student development needs to move from the extracurricular to the curricular.* This means that student personnel workers, counselors, deans, housing staff, and others who profess to be concerned about total student development must move into the academic world both to legitimize experiences and programs now available and to humanize current curricular offerings. The mechanisms or models for accomplishing this move are not readily available. Current ties with academia are limited, at best, but again the commitment is the needed first step.

2. *Theories need to be constructed that attempt to conceptualize the potential impact of learning experiences throughout the entire human lifespan.* The growing adult education movement in this country should have the beginnings of a literature that will serve as a starting point for some understanding of adult populations who return to school. So far most of student personnel efforts designed to work with this population have followed the remedial model used so often with special populations. Instead of examining the potentiality for offering unique educational experiences, the emphasis has been on trying to help these populations deal with adjustment problems.

Human development does not stop at marriage or age 21. Many development crises lie ahead, and answers are needed as to how learning experiences can help these become positive and growth-producing rather than just aging experiences. This would be only a half step unless processes are also sought by which these educational ventures can lead to further personal fulfillment, the acquisition of new ideas about self as well as new skills.

3. *Much more experimentation and innovation is needed to find ways to improve teaching-learning experiences and increase their potential impact on students.* Withey (1971) in a recent Carnegie Commission Report noted that much of the research on student ecology has been done by social psychologists

who have found the peer group to be quite influential on student attitudes and values. His inference, though never explicit, is that these pairings are possibly hardly coincidental. If the classroom experiences do not now have a comparable impact, does this mean that they are inevitably so limited? There is a real question of economy here. Students spend 15 to 20 hours a week in a classroom in a generally controlled setting. If student development is an ultimate objective, why ignore this potential laden experience?

Current research efforts have been almost exclusively descriptive. The "know your students" motto has been well served by student personnel researchers. If we are ever to truly move from describing to prescribing alternatives, however, we are going to have to know more about the impact of different experiences on different students. This means more experimental research and more program evaluation. It is important that these efforts be carried on throughout all types of collegiate programs and not just four-year residential colleges.

4. *Some attempt must be made for the student development staff to have rather direct contact with most, if not all of the student body.* Recent professional statements (Grant, 1971) have agreed that the student personnel staff should be involved in the assessment of student goals and developmental status. This process needs to be formalized and some framework or structure provided that will bring it into being. Student personnel administrators would be unwise to move in this direction independent of the academicians. Indeed, this might be an avenue to seek and work out a joint program of assessment, prescription, and evaluation. Several in the profession have suggested the use of a student profile that would include a record of the student's total development. With some creativity this notion could result in more than a report card, but in a really individual growth plan for all students.

5. *To effectively and efficiently be true agents for promoting student development, student affairs offices and functions must be dramatically reorganized.* Reorganization is not painless, and it is going to take some courage. First of all, it is going to necessitate sorting out the current student personnel functions that most directly have an impact on students in a developmental context. It is fine for maintenance and food service people to be imbued with the "student personnel point of view," but isn't what is expected in most instances common courtesy and an awareness of what the clientele is like?

Reorganization of student personnel staff might be initiated on the basis of distinguishing those who: (a) provide direct student services, (b) those who could be in a position to affect the living-learning environment, and (c) those who would be directly involved in the teaching-learning environment. In

the past, student personnel has been service-oriented; only more recently has there been more than incidental consideration given to outreach activities aimed to shape the environment (Morrill, 1970). Any new organizational structure should provide for ties between student development staff and the academic arm of the university; and for residential colleges, between the total environment and the student development staff.

6. *Student personnel staffs are going to have to possess new sets of competencies.* They are going to be called on to understand students, to describe students, and to get along with students as they have in the past. But, in addition, they are going to be needed to design programs that will change the environment and provide a setting for optimal student growth. These competencies will need to have utility for classroom settings as well as residence hall settings, for academic programs as well as student activities, and for all students as well as the more visible. Actually, all other efforts will fail if student personnel staff who wish to function as student development educators do not have clearly demonstrated skills and competencies that have meaning for the academician.

7. *Student personnel staff involved in student development activities should align themselves more closely with other professional organizations concerned with higher education, such as the American Association for Higher Education.* Some have suggested that a number of subdivisions within the American Personnel and Guidance Association, whose major concern is with college students, might coalesce under a division that would focus on "human development" (Ivey, 1970; Hoyt, 1971). Such a move would be consistent with the thoughts expressed here. However, if the full spirit of this monograph were to be implemented, some major alignment with professional groups who are also concerned about the academic side of the collegiate experience would be necessary.

Conclusion

The future holds challenges for higher education and student development that will have more profound consequences than those of enrollment fluctuations or financial limitations. The most important challenge of all is for higher education to face the need for a reaffirmation of student development as a primary goal. This means that educational institutions of all kinds and at all levels must ask themselves again whether they exist for the sake of *training* students or *educating* them. Are they satisfied, for example, if their students graduate with mathematical competencies, but are socially, culturally, and esthetically illiterate? Are they willing to establish developmental goals and plan programs that will promote

the growth of every student, not just those with certain proclivities?

Acceptance of student development as a major goal means tackling the problems associated with bringing it into reality with new students in new settings. It means thinking through the implications for technical programs as well as liberal arts colleges, for commuters as well as for residential students, and for older students as well as for post-adolescents. First, there is the need to reaffirm and testify to the validity of the goal, then comes a commitment to create an environment for student development.

Student personnel workers have asserted their interest in student development for the better part of the last 25 years. Now, they must acknowledge that they are not the only laborers in the vineyard nor can they alone promote student development. In one sense this monograph is a model, itself, for one of the future roles for college student personnel staff. It has focused on the academic dimensions of collegiate life, aware that this is an unfamiliar arena for many student personnel workers, but sensing that the academic life cannot be ignored any longer as a potential avenue for promotion of student development. Indeed, it may soon be the only road left. In suggesting ways that academicians can accomplish their goals and at

the same time foster student development, the emphasis has been on the interrelationship between these goals.

One of its major points has been that student development staffs must have input into and involvement with the academic dimensions of the collegiate experience. This could well be one of their most important functions in the future. However, it is not likely to be a function that is going to be handed them freely, nor is it a function they can usurp. It will be one that they will have to earn by possessing clearly defined skills and concepts.

I am not alone in asking student personnel workers to become behavioral scientists, but perhaps one of the few to suggest that they also be academicians. This suggestion has definite implications for the training of student personnel workers in the future and for organizational structures within which student development staffs operate. It remains problematic whether or not many of those persons attracted to student personnel work can or will want to become either behavioral scientists or in any sense of the word, academicians. Until a sizeable proportion of them do, however, the fate of the profession and student development goals in higher education remains in jeopardy.

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