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COUNSELING AND HUMAN  
DEVELOPMENT SERVICES

RETENTION CRITERIA AND PROCEDURES OF NON-ACADEMIC  
CHARACTERISTICS RELATED TO SELF-DEVELOPMENT AND  
INTERPERSONAL RELATIONSHIPS USED WITHIN CACREP-ACCREDITED  
COMMUNITY COUNSELING MASTER'S DEGREE PROGRAMS

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The purpose of this study was to investigate the manner in which particular 2001 CACREP Standards, namely, retention and evaluation criteria and procedures relative to personal and professional growth and related non-academic characteristics are addressed and considered within CACREP-accredited Community Counseling master's degree programs. In addition, the researcher was also interested in how particular terms in the CACREP Standards (2001) were defined and interpreted within the participants' affiliated programs, as well as by the participants themselves. Finally, information was sought regarding retention policies in the programs and the participants' personal experiences related to procedures taken when a concern arises around the retention of a student.

The researcher took two approaches, namely, survey and interview methods, to seek answers to the research

questions. Thirty counselor educators, from randomly selected programs, who could speak knowledgeably to the study's topic were sought to provide information for the first phase of the study, namely, procedures and criteria related to the non-academic characteristics, qualities, and behaviors considered in the retention process. During the second phase of the study, in-depth interviews were conducted with five of the original pool of participants, in order to seek information related to definitions used and interpreted within programs and by participants. In addition, information was sought regarding the steps and procedures taken within the program and experiences of participants related to when a concern arises around the retention of a particular student. In Phase I, data were collected through note taking, as well as by aggregating items identified during the interview on an information grid. In Phase II, data were collected through tape recorded telephone interviews. The data collected through note taking and aggregation in Phase I were eventually summarized into a narrative. The data from Phase II were physically analyzed by the researcher.