

THE PERCEPTIONS OF CAMPUS RESOURCE
PERSONNEL HELD BY UNDERGRADUATE
WOMEN AT THREE PRIVATE COLLEGES

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY

Bette C. White

1970



This is to certify that the

thesis entitled

THE PERCEPTIONS OF CAMPUS RESOURCE PERSONNEL
HELD BY UNDERGRADUATE WOMEN AT
THREE PRIVATE COLLEGES

presented by

Bette C. White

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education

Naureen C. Fitzgerald
Major professor

Date November 18, 1970

~~OCT 2 1977~~

~~OCT 20 1978~~

~~NOV 5 1976~~

~~NOV 9 1977~~

~~DEC 6 1979~~

~~JAN 8 1977~~

~~JAN 22 1977~~

~~MAR 8 1977~~

~~1977 R37~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

~~MAR 20 1978~~

Nb

ABSTRACT

THE PERCEPTIONS OF CAMPUS RESOURCE PERSONNEL HELD BY UNDERGRADUATE WOMEN AT THREE PRIVATE COLLEGES

By

Bette C. White

The purpose of this study was to attempt to determine the woman undergraduate's perception of the role of the dean of women on the relatively small and church-related campus. In view of the current changes in higher education, personnel administrators must know how the woman administrator is perceived by students if she is to give leadership and direction to the position.

Data were obtained by the questionnaire method. "The Undergraduate Perception Survey" was adapted from "Opinion Survey of Undergraduates' Perception of College Counseling" developed by Mary Kinnane of Boston College. The questionnaire contained thirty-six (36) hypothetical situations each previously assigned to one of three categories--academic, personal-psychological, or social.

The questionnaire was mailed to a twenty (20) percent stratified random sample of women undergraduates at McMurry College, Hardin-Simmons University and Abilene Christian College in Abilene, Texas, in February, 1970.

The frequency with which an individual was chosen on each of the hypothetical situations was reported in percentages for the purpose of data analysis. Of the 459 questionnaires mailed a total of 305 (66.4 percent) were returned.

In the academic category the percent of choices for the dean of women was highest in those situations in which the dean of the college was chosen as the primary consultant. The dean of women was allied with this administrator rather than with the academic advisor or a faculty member of the respondent's choice. She received the highest ratings on those items which were organizational or arbitrational in nature, rather than on those items which related to the personal, academic problems of the respondent.

Although counseling is seen by many deans of women as one of their primary functions, respondents in this survey tended to choose personnel other than administrators on items of a personal-psychological nature. A faculty member of the respondent's choice or someone other than college personnel were chosen most frequently in instances of a counseling problem situation. Within the category of personal-psychological problems the dean of women received her highest ratings on items relating to student organizations, finances, health, and marriage.

Her lowest ratings were on those situations relating to life goals and moral behavior.

The dean of women's highest ratings were in the category designated as social. The dean of the college was seen by women undergraduates as the person to be consulted on general rules or those problems concerned with groups while the dean of women would be consulted first with rules relating to the woman student directly. In this category as in the others, as situations became more personal-problem centered, the designation of someone other than an administrator as a consultant increased.

The findings of this study indicate that women undergraduates in the small private college perceive the dean of women as competent in handling situations dealing with rules and regulations and in the role of an arbitrator.

If the change to a single administrative appointment, for example, a dean of students who reports to the president, extends to the small campus it is doubtful if the woman's position will continue to be viewed as an important one relating to matters of policy. Counseling, which has long been associated with the dean of women's role, was not considered an important duty by student respondents participating in this research.

Bette C. White

Apparently there will continue to be diversity among institutions of higher education related to the role of the woman personnel administrator. Equally apparent is the anticipation of continuing change for the woman's role in society in general. The recruitment, training and placement of women for personnel administration must consider this diversity and change if the position is to remain viable.

THE PERCEPTIONS OF CAMPUS RESOURCE PERSONNEL
HELD BY UNDERGRADUATE WOMEN AT
THREE PRIVATE COLLEGES

By

Bette C. White

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1970

ACKNOWLEDGMENTS

Gratitude is expressed to Dr. Laurine E. Fitzgerald who served as Chairman of the Guidance Committee for this study. Her sustained encouragement, support and advice have been sincerely appreciated.

Professional acknowledgment is extended to Dr. Mary Kinnane of Boston College for her consent to the use of "Opinion Survey of Undergraduates' Perception of College Counseling."

Appreciation for their time and effort is offered to the members of the Guidance Committee: Dr. James McKee and Dr. Louis Stamatakis. Special appreciation is extended to Dr. Willa Norris who consented to serve on the Guidance Committee in the absence of Dr. Edward Blackman.

Recognition is given for the invaluable support of Mr. and Mrs. James L. Harris.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
 CHAPTER	
I. THE PROBLEM AND ITS BACKGROUND	1
Introduction	1
Importance of the Study	5
Sources of Data	7
Limitations of the Study	7
Overview	9
II. REVIEW OF THE LITERATURE	11
Background of the Role	11
Administration	13
Duties	18
Perception of Role	25
Summary	27
III. DESIGN OF THE STUDY	29
Background	29
Changes in Survey Form	30
Procedure	31
McMurry College	31
Hardin-Simmons University--Abilene	
Christian College	32
Distribution and Return of the	
Questionnaire	32
Design and Analysis	33
Summary	33
IV. ANALYSIS OF DATA	35
General Findings	35
Academic Category	45
Personal-Psychological Category	50
Social Category	60
Discussion	70

CHAPTER	Page
V. THE STUDY IN PERSPECTIVE	73
Conclusions	75
Discussion	77
Implications for Future Research	79
BIBLIOGRAPHY	81
APPENDIX	
A. ADDITIONAL TABLES	85
B. COVER LETTER, QUESTIONNAIRE, AND FOLLOW UP .	92
C. ALL QUESTIONS BY CATEGORY	98

LIST OF TABLES

TABLE	Page
1. Number and Percent of Mailed and Returned Questionnaires	36
2. Number and Percent of Student Respondents in Various Descriptive Categories	37
3. Number of the 36 Items on Which Various Staff Members Received the Highest Percentage of Choice	39
4. Number of Items in Each Category for Which Each Consultant Received the Highest Per- cent of Choice	39
5. Number and Percent of All Choices by the 305 Students for the Person to be Consulted on the 36 Items	41
6. Number and Percent of Choices for Academic Items	42
7. Number and Percent of Choices for Personal- Psychological Items	43
8. Number and Percent of Choices for Social Items	44
9. Rank, Number and Percent of Choice for the Dean of Women for Each Category	44
10. Response to Item 11: "You Feel That Perhaps You Have Chosen the Wrong College and Wish to Discuss Possible Transfer to Another College."	45
11. Response to Item 12: "You Feel That the Courses in Your Major Department Are Not, Either in Quality or Coverage Adequately Preparing You for Graduate School."	46

TABLE

Page

12.	Response to Item 18: "You Feel That Your Academic Performance, While Satisfactory by College Standards, Is Below Your Ability."	47
13.	Response to Item 34: "You Have Decided to Assume Leadership of a Group of Students Who Want to Complain About Unreasonable Assignments and Arbitrary Grading Procedures of a Particular Professor."	48
14.	Response to Item 35: "You and Some of Your Friends Want to Find Out the Best Approach for Convincing College Authorities That an Honors Program Should Be Established." . . .	49
15.	Response to Item 36: "You Do Not Seem to Be Able to Read or Take Notes as Effectively as Other Students."	50
16.	Response to Item 6: "You Feel That a Professor Dislikes You and Is Grading Your Work Unfairly."	51
17.	Response to Item 4: "You Are Homesick." . . .	52
18.	Response to Item 5: "You Have Become Involved in a Relationship With a Male Student Contrary to Your Own Standards of Moral Behavior."	53
19.	Response to Item 14: "You Feel That Pressure of Study are Adversely Affecting Your Health."	53
20.	Response to Item 3: "You Feel Socially Insecure and Left Out."	54
21.	Response to Item 7: "You Are Experiencing Financial Difficulty."	55
22.	Response to Item 22: "You Feel That You Freeze Up on Examinations."	56
23.	Response to Item 19: "You Want Advice on How to Mollify a Professor You Have Irritated by Your Contentious Argument in Class."	57

TABLE	Page
24. Response to Item 27: "You Want Advice About a Decision to Marry and Leave College or to Postpone Marriage for a Year or Two and Finish College."	58
25. Response to Item 33: "You Find You Are Falling in Love With One of Your Professors, a Married Man Who Seems Attracted to You." . .	59
26. Response to Item 28: "You Are Confused About the Meaning of Life and Your Own Personal Worth and Goals."	60
27. Response to Item 15: "You Want Advice About Getting Into Student Activities and Organizations That Might Be Rewarding to You."	61
28. Response to Item 10: "You Want Help in Cutting Through Institutional Red Tape Handicapping a Student Event Under Your Direction."	62
29. Response to Item 32: "You Want to Intercede for a Family Friend Who Has Been Rejected by The Admissions Office for Entrance Into the College."	63
30. Response to Item 24: "You and Some Friends Want to Establish a New Student Organization."	63
31. Response to Item 26: "You Are President of a Student Organization Which Wishes to Invite a Controversial Speaker to Your Campus."	64
32. Response to Item 20: "You Feel That Student Morale Is Low Because of Poor Student Administration Communication."	65
33. Response to Item 13: "You Feel That Your House Mother Is Either Too Restrictive or Too Permissive."	66
34. Response to Item 9: "You Want to Make Representation About a College Regulation That Seems Too Strict."	67

TABLE

Page

35.	Response to Item 8: "You Feel You Should Report to Some College Authority the Illicit Conduct of One or More Students of Which You Had Knowledge, e.g., Stealing Examination Papers Before a Test or Stealing Other Students' Property."	68
36.	Response to Item 25: "You Are Disturbed About the Widespread Use Among Your Classmates of Tranquilizers and Other Medications That Seem to You Narcotic."	68
37.	Response to Item 23: "You Feel That You Are Being Ostracized by a Group of Students You Admire and by Whom You Wish to Be Accepted."	69
38.	Response to Item 21: "You Want Advice About Summer Employment."	70
39.	Response to Item 30: "You Wish to Protest the Bigotry or Discriminatory Attitude of a Professor, Not Necessarily Affecting You, but Perhaps Embarrassing and Upsetting Fellow-Students."	85
40.	Response to Item 17: "You Want Advice About Selecting a Graduate School."	86
41.	Response to Item 2: "You Have Doubts About Your Career Choice."	87
42.	Response to Item 31: You Have a Stutter Which You Feel May Impede Your Vocational Success."	88
43.	Response to Item 29: "You Want Help in Resolving a Conflict Between Your Personal Code of Behavior and the Mores of the Group with Which You Associate."	89
44.	Response to Item 16: "You Feel That Alcohol is Becoming a Problem for You."	90
45.	Response to Item 1: "You Need Help or Advice Concerning a Home Problem."	91

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Through mass media the contemporary educational arena is visible as never before. Intense publicity and criticism have brought higher education before the American public and forced institutions to self-examination. Rudolph assures us that change has been characteristic of American education.¹ Notoriety, however, has required today's administrators to carry out changes, frequently under distressing circumstances.

A part of the changing scene in education today is reflected in the concern for women students. In the last decade this concern has appeared in the writings of Cross, Corrallo, Ginzberg, Newcomer, Fley, and Dodson.²

¹Frederick Rudolph, The American College and University (New York: Alfred A. Knopf, 1962), p. 516.

²K. Patricia Cross, "College Women: A Research Description," Journal of the National Association of Women Deans and Counselors, XXXII, No. 1 (Fall, 1968), 12-21.

Salvatore B. Corrallo, "The Economic Relevance of Women's Higher Education," Journal of the National

The "feminist movement" is raising questions of equality and viability in our present system of education for women. Considering earlier feminist crusades, Haberson wrote:

These campaigns helped create a new world of opportunity for women. In retrospect nineteenth century feminism, which stressed the winning of rights and status and the gaining of equal educational opportunities for women, proved to be in itself a symbol of male dominance. The patterns and standards so long accepted as norms for men, especially in education, were adopted for women, with little thought of tailoring them for women's own needs, or for development of their particular feminine talents and aptitudes.³

Of the contemporary feminist movement and education, Clarenbach wrote:

Association of Women Deans and Counselors, XXXI, No. 2 (Winter, 1968), 74-76.

Eli Ginzberg, Life Styles of Educated Women (New York: Columbia University Press, 1966), p. 224.

Mable Newcomer, A Century of Higher Education for American Women (New York: Harper and Brothers Publishers, 1959), p. 226.

Jo Ann Fley, "Campus Regulations: Are Girls Different?" Journal of the National Association of Women Deans and Counselors, XXXI, No. 3 (Spring, 1968), 116-122.

Dan W. Dodson, "Is It Desirable for Women's Organizations to Maintain Their Autonomy?" Journal of the National Association of Women Deans and Counselors, XXXII, No. 1 (Fall, 1968), 40-45.

³Gladys E. Haberson, "The New Feminism," Journal of the American Association of University Women, LXIII, No. 2 (January, 1970), 54.

Campus ferment among women students, graduate and undergraduate, demanding their rightful opportunity, has just begun to erupt, and this is only the beginning.⁴

The question of whether or not sameness in education for men and women means equality of education for them has long been asked. In response there is an ambivalence in the attitudes taken by writers in the field of women's education. One segment insists on the need for elimination of all patterns and policies which discriminate on the basis of sex. On the other hand, another segment advocates unity and solidarity among women and special educational consideration and leadership to fit women's needs. Implication for the latter attitude in relation to institutions of higher education is reported by the senior editor of College and University Business, Lucigrace Switzer:

Much of the learning is going to take place on the college campus--battle-ground, scapegoat and social laboratory for some of society's most painful and bitter lessons. College administrators need information and they need sensitivity to communicate with women as human beings, without any of the condescension, mythology or implications of inferiority that usually mark--and mar--relations between the sexes.⁵

⁴Kathryn F. Clarenbach, "Can Continuing Education Adapt?" Journal of the American Association of University Women, LXIII, No. 2 (January, 1970), 65.

⁵Lucigrace Switzer, "This Revolution Asks Something of Us All," College and University Business, XLVIII, No. 2, February, 1970, p. 52.

Women students, teachers, and administrators have been a part of American higher education for over a century. A leading question of today is, however, "in what capacity?" One role under consideration is that of the woman student personnel administrator--specifically the dean of women. Originated to meet the social and vocational needs of women students, the position of dean of women has changed as these needs have changed. Training for and duties of these women have undergone considerable transition since the emergence of the role. The concept of the dean of women's function as a role model for women students, while not specifically stated as a duty, has been implicitly understood, nevertheless. In one of the first books published specifically on the dean of women, Lois K. Matthews expressed concern for both men and women students in relation to roles. She wrote:

It would be difficult to determine just how far many a young man's ideal of women as well-bred, well-trained, thinking persons has been lowered by the attitude of a faculty which patronizes if it does not ignore the woman who has been called in to take over problems of discipline which men did not care to consider.⁶

Over a half a century later, Lucigrace Switzer wrote more dramatically:

The women's liberation movement has as one of its major aims the raising of consciousness of the nature of female oppression--and this new awareness

⁶Lois K. Matthews, The Dean of Women (New York: Houghton Mifflin Company, 1915), p. 19.

could prove painful unless colleges play a major role in the educative process by showing acceptance of varied roles for women and men, by providing more diverse role-models and by eliminating discrimination against women on the campus.⁷

Counseling of women students has long been considered a function of the dean of women's office. Johnson, however, suggests that emphasis on counseling as a special service, after World War II, seriously questioned this duty. He reported:

It was during this period that the traditional titles of dean of women and dean of men were challenged most vigorously as inappropriate for the functions performed.⁸

Literature on the dean of women does not suggest that there is standardization in terms of training, duties, or even title. It is apparent that the role differs from one campus to another. Equally apparent is the lack of information on the students' perception of the role. Writers past and present have considered the office primarily from the standpoint of the professional educator rather than from the viewpoint of the woman to be educated.

Importance of the Study

The last decade in higher education has witnessed a new awareness of and sensitivity to students' opinions

⁷Switzer, op. cit., p. 54.

⁸Laurine E. Fitzgerald, Walter F. Johnson, and Willa Norris, College Student Personnel: Readings and Bibliographies (Boston: Houghton Mifflin Company, 1970), p. 10.

and perceptions of faculty, curriculum, and policy. The use of student rating reports for instructional staff is one expression of this aroused awareness. There would seem to be a like need for administrators to know how they are perceived by students in order for adjustments to be made in terms of desired outcomes.

The trend in organizational patterns seems to be away from the traditional model of dean of men and dean of women and toward a single authority administrative structure with the dean of women becoming an associate or assistant dean of students. In order for institutions to make decisions relating to administrative structure, they must determine what role the woman administrator is to play.

Institutions responsible for training student personnel administrators must be aware of the kinds of positions available to women and the duties these positions entail. This knowledge is essential for sound recruitment, training, and placement of personnel workers. If men and women administrators are to perform different functions, it may be that adjustments should be made in their training.

Already noted are current implications for changes in the education of young women. If the dean of women in the future is, indeed, to serve as a role model, counselor for women students, and interpreter of the changing

feminine role, she must know how she is perceived in these capacities at present. The purpose of this study is to determine the woman undergraduate's perception of the role of the dean of women on the relatively small church-related campus.

Sources of Data

"The Undergraduate Perception Survey" was adapted from "Opinion Survey of Undergraduates' Perception of College Counseling" developed in 1966 by Mary Kinnane of Boston College. One of the purposes of the original survey was to determine the student perception of the dean of women in relation to hypothetical situations involving students. Changes in the form were made to allow for differences between the types of institutions surveyed originally and those of the present study. In February of 1970, the survey was sent to a 20 percent stratified, random sample of women undergraduates at Abilene Christian College, Hardin-Simmons University and McMurry College in Abilene, Texas.

Limitations of the Study

One of the limitations of the study is the geographical location of the institutions. The three are located in Abilene, Texas, and each draws its enrollment largely from the immediate area and from eastern New Mexico.

Each institution is accredited by the Southern Association of Schools and Colleges and all three are private and church related. None of the schools' enrollments exceeds 5,000 students. A further limitation of the study is the number of students surveyed. A 20 percent random sample of women undergraduates from each institution yielded a total of 459 students selected for the survey.

The use of the questionnaire survey in descriptive research also has certain limitations associated with it. The use of open-form questions is described by Borg as likely to produce 1) difficulty in objective analysis, 2) a time burden on the respondent, and 3) unusable responses.⁹

The questionnaire used, therefore, was designed to minimize these obvious limitations, yet offer a certain amount of flexibility. Questions were designed as multiple choice items with provisions for write-in responses. In the original design, each item was identified as belonging to a certain category to facilitate analysis. The designations have been retained for this study. The categories were: academic, personal-psychological, and social.

In order to encourage interest and participation, personal mailing labels were prepared for each student

⁹Walter R. Borg, Educational Research: An Introduction (New York: David McKay Company, Inc., 1963), p. 206.

surveyed and a cover letter explained the purpose and importance of the study. A return, stamped envelope was included in the mailing for the convenience of the respondents.

Stratification of the random sample was done only in terms of classification of the student and her college. It was felt that further stratification would cause the selection to lose its randomness.

Overview

In Chapter II, literature regarding the emergence of the role of the dean of women, changes in student personnel administrative structure, duties of deans of women, and various views of the role is reviewed. Particular emphasis is given to the importance of the student perception of the woman administrator's role.

Changes in the original questionnaire are explained in Chapter III. A description of the method used in selecting the sample is reported. The procedure used in distributing the questionnaire and follow-up materials are described.

Analysis of the data is reported in Chapter IV. The survey requests that each respondent indicate her choice of personnel to be consulted in thirty-six hypothetical instances. The frequency with which an individual

was chosen is reported in percentages for the purpose of data analysis.

Historical perspective is a necessary component for a thorough understanding of the role of the dean of women. For this reason the review of the literature (Chapter II) covers the position in a broad sense.

CHAPTER II

REVIEW OF THE LITERATURE

Background of the Role

The emergence of the role of dean of women shows a pattern of change, but not necessarily a trend toward standardization in terms of training, duties, and administrative status. Although originating as a special service for women students, the position became part of the student personnel services and the history of the role of dean of women reflects the history of the development of student personnel services as a whole. One reason for the variation in all aspects of student personnel services was stated thus by Williamson in 1961:

many of our services were empirically developed before such an excellent philosophy was formulated.¹

The admission of women into institutions of higher education on a coeducational basis in the mid 1800's was seen as creating the need for women personnel

¹E. G. Williamson, Student Personnel Services in College and Universities (New York: McGraw-Hill Book Company, 1961), p. 11.

administrators. This concept has been given attention by such writers as Matthews, Wrenn, Arbuckle, Newcomer, and Williamson.² In 1915 Matthews wrote The Dean of Women, in which she described the position as developing to meet a social requirement.³ In referring to the admission of women students into colleges and universities, Wrenn wrote in 1951:

It was obvious that college deans, always men, could not be expected to deal with the peculiar problems of "females" particularly as to living quarters, dress, and conduct, so deans of women began to appear. These first deans bore such Victorian titles as Lady Principal, Matron, or even Warden, but they performed the work of a dean of women with additional responsibility for courses or curricula to which women students were admitted. At first only regulators of conduct and protectors of women's morals, these deans began to counsel women, to pay attention to unique needs, to see the relationship of out-of-class activities to classroom performance, and to plan for the social development of women students.⁴

²Matthews, op. cit., p. 7.

C. Gilbert Wrenn, Student Personnel Work in College (New York: The Ronald Press Company, 1951), p. 589.

Dugald S. Arbuckle, Student Personnel Services in Higher Education (New York: McGraw-Hill Book Company, Inc., 1953), p. 352.

Newcomer, op. cit., p. 112.

Williamson, op. cit., p. 4.

³Matthews, op. cit., p. 7.

⁴Wrenn, op. cit., p. 33.

In commenting on the early education of women, Newcomer stated:

When Vassar opened, the lady principal was second in importance to the president. Her salary was double that of the women professors. The president directed the religious and academic instruction of the students, while the lady principal took care of their manners and morals.⁵

Arbuckle, on the other hand, stressed the fact that special vocational guidance was needed as women entered the working world.⁶

In relation to the early coordination of student services, Wrenn wrote:

The dean of the college or dean of men or women, was asked by the president to "look into" this need or that, or to assume responsibility for seeing that something was done.⁷

From such vague bases, deans of women emerged and developed. Their titles sometimes implied educational responsibility, but their duties were largely non-academic.

Administration

Changes in administrative structures are giving new titles to student personnel administrators. In 1966, Ayers, Tripp, and Russel, after surveying college

⁵Newcomer, op. cit., p. 112.

⁶Arbuckle, op. cit., p. 23.

⁷Wrenn, op. cit., p. 36.

administrative patterns, concluded that:

the trend is toward a single chief officer responsible directly to the president for administering and operating a sound and integrated program of student services. The most frequent titles given to this chief student services officer are dean of students and vice-president for student affairs.⁸

This trend was reported earlier (1961), by McBee and supported by the later research of Haller in 1967.⁹

Writing in 1968, Cross viewed the position of dean of women as becoming that of associate dean of students.¹⁰

However, Ayers, Tripp, and Russel found that the majority of colleges and universities responding to their survey reported a use of the title dean of women:

More than 70 percent of the respondents indicated they have an administrator bearing this title. Another 15 percent report the title of assistant or associate dean of students.¹¹

⁸ Archie R. Ayers, Phillip A. Tripp, and John H. Russel, Student Services Administration in Higher Education (Washington, D.C.: U.S. Government Printing Office, 1966), p. xiii.

⁹ Mary Louise McBee, "The Role of the Dean of Women in Selected Institutions of Higher Learning," Dissertation Abstracts, XXII, No. 9, 10 (1962), 3493-3494.

Lola Marie Haller, "The Future Role of the Highest Ranking Woman Student Personnel Administrator in the College or University and a Suggested Training Program" (unpublished Ph.D. dissertation, Michigan State University, 1967).

¹⁰ Cross, op. cit., p. 12.

¹¹ Ayers, Tripp, and Russel, op. cit., p. 26.

In reference to the title of women student personnel administrators, the research of Koenig indicated also a retention of the title of dean of women:

The title of dean of women, out of the 46 different titles mentioned in this study, was indicated by 65.7 percent of the respondents.¹²

Research indicates a change in the administrative structure of colleges and universities, although it also indicates that the title dean of women is yet the prevalent one.

Support for and criticism of single head administration was noted in the literature in the contributions of Schetlin, Lloyd-Jones and Smith, Williams, Hilton, McBee, and Haller.¹³ In 1968, Schetlin, tracing the

¹²Willia Lisette Koenig, "The Dean of Women: Ideal and Actual Perceptions of Role," Dissertation Abstracts, XXV, No. 5, 6 (1964), 3357.

¹³Eleanor M. Schetlin, "Guidance and Student Personnel Work as Reflected by Esther Lloyd-Jones from 1929 to 1966," Journal of the National Association of Women Deans and Counselors, XXXI, No. 3 (Spring, 1968), 97-102.

Esther McD. Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education (New York: McGraw-Hill Book Company, Inc., 1938), p. 322.

Robert L. Williams, "A Single Board of Control for State-Supported Higher Education," School and Society, LXXI (January 14, 1950), 17-21.

Eunice M. Hilton, "The Organization of Student Personnel Services," School and Society, LXVIII (July 10, 1948), 26-28.

McBee, op. cit., p. 3494.

Haller, op. cit., p. 86.

writings of Lloyd-Jones, indicated that in 1929 the latter favored an administrative structure in which sex was not a factor. Schetlin commented:

Her contemporary proposal, common in practice today, was that student personnel work be recognized as an entity and administrated by a single head as a separate division of educational administration.¹⁴

In 1938, Lloyd-Jones and Smith published A Student Personnel Program for Higher Education, in which they indicated concern for women in the program they were presenting.

It must be confessed, however, that there was unquestionably in the minds of the authors as they wrote a subconscious realization that the biases and mores of our time would probably operate to have men (not in the generic sense) appointed to the most important positions in this field, especially as it became increasingly apparent how important these positions may be. We cannot refrain from urging, however, that presidents consider carefully the desirability of using these positions to bring more influentially into the field of higher education outstanding women, well-trained and richly endowed with the human qualities so important in anyone to whom is entrusted the direction of the sort of program herein described.¹⁵

In reviewing the later writings of Lloyd-Jones, Schetlin noted:

By 1949 Lloyd-Jones observed that women had been largely eliminated from administrative posts under the one-head type of organization she had recommended in 1929 and in 1938. She reappraised hierarchical, one-head administration and called for administration

¹⁴ Schetlin, op. cit., p. 97.

¹⁵ Lloyd-Jones and Smith, op. cit., p. vii.

based on theories more widely accepted today, such as cooperative planning rather than superimposed directions and integrative rather than dominative relationships.¹⁶

Hilton (1948) cited many drawbacks to one-head administration, among which were stress on the administrator and low morale for women students, adding that:

It is generally recognized that centralization frequently eliminates the only woman with an over-view of the total campus situation from the administrative council of a coeducational institution.¹⁷

In 1950, Williamson pointed out the positive aspects of single-head authority in state-supported colleges and universities.¹⁸

Various responses to changes in administrative structure were noted in the research since 1960. In defining the role of dean of women, McBee (1961) researched six institutions of higher education, finding that although five of the six had a dean of students organizational pattern " . . . the dean of women, by and large, did not view this pattern favorably."¹⁹ In 1967, Haller interviewed thirteen top student personnel administrators in the United States, concerning the position of dean of women:

¹⁶Schetlin, op. cit., p. 100.

¹⁷Hilton, op. cit., p. 27.

¹⁸Williamson, op. cit., p. 19.

¹⁹McBee, op. cit., p. 3493.

When the respondents were asked to express their opinions regarding the future role of the highest ranking women student personnel administrator, all but one of the respondents expressed some doubts regarding the viability of this role in the future because of the many changes which are taking place in our society and the field of education.²⁰

Included in Haller's research was an extensive review of the literature from which she concluded that not only changes in administrative patterns, but also increased specialization in various fields have eliminated many of the traditional duties of the dean of women.²¹

Duties

Variation rather than established model regarding the duties of the dean of women is the indicated characteristic throughout the literature. Charles R. Van Hise (1915), in the preface to The Dean of Women, stated in relation to the position that " . . . the duties relating to the post have not been defined; they are in a rapid flux; they are not the same in one institution as in another."²² Fifty-two years later (1967), Haller commented that " . . . the role of the highest ranking woman student personnel administrator is in a state of transition."²³

²⁰Haller, op. cit., p. 86.

²¹Ibid.

²²Matthews, op. cit., p. v.

²³Lola Marie Haller, "The Future Role of the Highest Ranking Woman Student Personnel Administrator in

Early in the century, Matthews described the work as encompassing the duties of "administrative officer, teacher and social leader."²⁴ Specifically, she described duties in such areas as student employment, living arrangements, vocational guidance, self-government associations, the social life of students, and discipline. A broad aspect of women's educational development was prevalent throughout the book. Seeing the most important function of the office in relation to educational policy, she wrote:

Just here is to the writer's mind where the position of dean of women has greatest possibilities--making her, so far as she may be, an expert on women's education in a coeducational institution.²⁵

Contemporary writers Adams and Sheldon share this aspiration for the position.²⁶

the College or University and a Suggested Training Program," Dissertation Abstracts, XXVIII A, No. 9, 10 (1968), 3933A.

²⁴ Matthews, op. cit., p. 39.

²⁵ Ibid., p. 16.

²⁶ A. S. Adams, "The Role of the Dean of Women of the College Campus," Journal of the National Association of Women Deans and Counselors, XXVI, No. 1 (October, 1962), 20-23.

Miriam A. Sheldon, "The Role of the Women Dean--1965," Journal of the National Association of Women Deans and Counselors, XXIX, No. 1 (Fall, 1965), 41.

From 1920 to 1930 Blake, Jones, and Pierce completed work related to the dean of women.²⁷ In 1926, Blake reported on variations in the duties of deans of women as reported by college presidents. Jones (1928) studied roles and role variation. Pierce (1928) wrote extensively on such topics as student housing, vocational guidance, athletics for women, tests and measurements, and the standardization of qualifications for other personnel associated with education for women. Pierce also recommended that discipline be dropped as a function of the dean of women's role.²⁸

In a synthesis of the literature pertaining to the dean of women, Dunn (1968) viewed the period from 1920 to 1930 as being one in which the type of college reflected the duties performed:

Deans in the affiliated colleges performed more administrative duties; deans in independent colleges for women, more academic duties, and deans in

²⁷Mabelle Babcock Blake, Guidance for College Women (New York: D. Appleton and Company, 1926), p. 285.

Jane Louise Jones, A Personnel Study of Women Deans in Colleges and Universities (New York: Bureau of Publications, Teachers College, Columbia University, 1928), p. 155.

Anna E. Pierce, Deans and Advisors of Women and Girls (New York: Professional and Technical Press, 1928), p. 636.

²⁸Blake, op. cit., p. 72.

co-educational institutions, more tasks intimately related to the social life of the students.²⁹

In 1930, when Sturtevant and Hays wrote Deans at Work, deans from several institutions contributed to the work, which was descriptive of the activities and duties within the institutions represented. Emphasis was on the practical aspects of the office, the stated purpose of the work being that of sharing ideas and stimulating further discussion.³⁰ The Effective Dean of Women, by Acheson (1932), a study of fifty deans of women, was concerned with their professional and personal characteristics.³¹ Research completed by Paine in 1949 was directed to deans of women in sixteen large universities to determine the practices.³²

In the early 1950's contributions to the literature were made by Spencer and Haddock.³³ Haddock found similar

²⁹Charleta J. Dunn, "College Deans of Women: A Synthesis of the Literature," The Personnel and Guidance Journal, XLVI, No. 6 (February, 1968), 550-554.

³⁰Sarah M. Sturtevant and Harriet Hays, eds., Deans at Work (New York: Harper and Brothers Publishers, 1930), p. 295.

³¹Eunice Mae Acheson, The Effective Dean of Women (Chicago: The University of Chicago Press, 1932), p. 211.

³²Louise Tipps Paine, "A Survey of Current Personnel Practices in Selected Colleges and Universities as Related to the Functions of the Office of the Dean of Women" (unpublished Ph.D. dissertation, Cornell University, 1949) .

³³Louise Walcott Spencer, "Eleven Years of Change in the Role of Deans of Women in Colleges, Universities

duties and philosophies between deans of women prior to World War I and those then practicing.³⁴ Spencer traced changes in the role and also showed different organizational models.³⁵

Research on the dean of women in the 1960's was completed by McBee, Koenig, and Dunn.³⁶ Each discussed such aspects of the role as housing for women, supervision and/or scheduling of social events, and groups and committee work. The writing of Sheldon (1965) and Ayers, Tripp, and Russel (1966) discussed the role in terms reminiscent of Matthews. Sheldon wrote:

The Dean is an educator; she is more than a service representative; she teaches informally in relationships as personal as that of the early teacher who sat on one end of the log, with his pupil on the other.³⁷

and Teacher Colleges," Journal of the National Association of Women Deans and Counselors, XIV (January, 1951), 51-83.

Ruth Haddock, "A Study of Five Deans of Women" (unpublished Ph.D. dissertation, Syracuse University, 1952).

³⁴Haddock, op. cit.

³⁵Spencer, op. cit.

³⁶McBee, op. cit., p. 3494.

Koenig, op. cit., p. 3357.

Charleta J. Dunn, "Job Description of the Deans of Women in Texas State-Supported Senior Colleges and Universities," Journal of the National Association of Women Deans and Counselors, XXX, No. 4 (Summer, 1967), 182-183.

³⁷Sheldon, op. cit., p. 41.

She also commented:

I predict that women deans will replace the deans of women and that they will see their role as that of an educator in its broadest sense.³⁸

Evidence in this direction was found in the research of Ayers, Tripp, and Russel, who wrote:

Present-day executives carry broader and deeper educational responsibilities in addition to traditional concerns for shelter, safety, and discipline, which the early-day staff members were charged to provide.³⁹

Pervasive throughout the literature on the duties of the dean of women is the concept of counseling. McBee found this service to be of prime importance for deans of women in her research. She reported:

Counseling was viewed by the deans as their one most important and time-consuming responsibility. Counseling responsibilities had increased more than any other through the years.⁴⁰

From the time of the emergence of the role of dean of women, one of the concerns has been with the counseling aspects involved. Wrenn reported that this performance is probably the oldest student service.⁴¹ Mueller and Wrenn both saw the role itself as a possible handicap to a

³⁸Ibid., p. 43.

³⁹Ayers, Tripp, and Russel, op. cit., p. 26.

⁴⁰McBee, op. cit., p. 3493.

⁴¹Wrenn, op. cit., p. 35.

counseling relationship because of the administrative nature of the position.⁴²

Reeves and Arbuckle completed research to determine the extent to which women deans' attitudes and reactions to certain hypothetical problems resemble those of professional counselors.⁴³ The problems used were categorized into five major fields: authoritative, persuasive, sympathetic, judgmental, and understanding. The results indicated that except for the judgmental scale there was a significant difference between the two groups:

. . . it was determined from the chi-square scores that deans were more authoritarian, more persuasive, less sympathetic, and less understanding than college counselors.⁴⁴

Writing on the role of the counselor, Wrenn stated:

An administrative title implies the responsibility borne by such an officer to the institution as a whole, and a student may well be cautious lest he inadvertently disclose an action or attitude which will arouse this administrative sense of responsibility.⁴⁵

⁴²Kate Hevner Mueller, Student Personnel Work in Higher Education (Boston: Houghton Mifflin Company, 1961), p. 54.

Wrenn, op. cit., p. 179.

⁴³Mary E. Reeves and Dugald S. Arbuckle, "The Counseling Attitudes of Deans of Women," Personnel and Guidance Journal, XLI, No. 5 (January, 1963), 438-441.

⁴⁴Ibid., p. 441.

⁴⁵Wrenn, op. cit., p. 179.

Perception of Role

The review of the literature on the dean of women by Haller (1967) revealed only one study concerned with the student's view of the position of dean of women. This investigation was undertaken by Mary Kinnane in 1966.⁴⁶ Kinnane asked the question: "Is the role of the dean of women changing."⁴⁷ She stated that in the minds of many deans of women it is. Beyond this simple question and opinion she asked:

But in the minds of colleagues, administrators, some deans of women, and students is there a stereotype, or traditional role assigned to her, expected of her, or accepted by her?⁴⁸

In order to discover how women students perceive the role of the dean of women, Kinnane developed a questionnaire entitled "The Opinion Survey of Undergraduates' Perception of College Counseling." Hypothetical problems were designed and, for purpose of analysis, were categorized as academic, personal-psychological, and social. Included in the questionnaire was a list of college personnel to whom a student might go with the particular problem given. Six hundred women students at ten colleges

⁴⁶Mary Kinnane, "The Undergraduate's Perception of the Dean of Women," Journal of the National Association of Women Deans and Counselors, XXIX, No. 3 (Spring, 1966), 122-128.

⁴⁷Ibid., p. 122.

⁴⁸Ibid.

and universities in five east and midwest states were surveyed. The instructions requested that each respondent indicate which personnel officer she would consult with each hypothetical problem.

Kinnane reported:

Most respondents said they would first consult the dean of women on problems concerning the woman student and her peers, student activities, the house mother, and the administration.⁴⁹

The concept of the dean of women as an intermediary was reflected in the high incidence of her selection as the one to consult with such problems as dormitory regulations that are perceived as too strict and the wish to invite a controversial speaker to campus. Kinnane reported that 10.4 percent of the respondents chose the dean of women on matters that were academic in nature.⁵⁰ She saw this percentage as having implications for those deans of women involved in counseling students for graduate school.

Commenting on the survey as a whole she stated:

From the problem situations presented, it seems that students participating in the study see the dean of women as a person competent in discipline and social affairs, but not so competent in academic matters.⁵¹

⁴⁹Ibid., p. 125.

⁵⁰Ibid., p. 124.

⁵¹Ibid., p. 127.

Kinnane further commented:

The model response in each category pointed clearly to one primary consultant in each area: the dean of women in the social problems area, the academic dean in scholastic matters, and the chaplain in personal-psychological problems.⁵²

This would seem a possible answer to the observation and query by Harris:

Chaplains' offices have often been much more effective in gaining the respect and confidence of concerned students even though this is an age of professed rejection of old values. Do chaplains understand better than the personnel staff what is "bugging" our students?⁵³

In 1915, in reference to the woman personnel administrator, Matthews posed these questions:

How many deans of women are what they think they are? How many are actually doing what they think they are doing?⁵⁴

Summary

Early educators, in response to the admission of young women into the area of higher education were sensitive to the fact that "equality" in the sense of sameness was not functional. The position of dean of women developed, as did other personnel services, in response

⁵²Ibid., p. 125.

⁵³Patricia Roberts Harris, "Dean and Students: A Look to the Future," Journal of the National Association of Women Deans and Counselors, XXXIII, No. 1 (Fall, 1969), 4.

⁵⁴Matthews, op. cit., p. 218.

to need. Although duties involving housing, conduct, and social activities, were recorded throughout the literature, the major writers have also stressed the total educational responsibility of the dean of women.

Titles of deans of women are changing although a majority of institutions retain the title dean of women. These changes in administrative structure were seen as giving broader total responsibilities to women deans. The greater part of the literature was devoted to descriptions of various aspects of the position as seen by deans themselves or other administrators. Little attention was given to the student's perception or attitude toward the woman student personnel administrator who serves them.

If modification in women personnel administrator's roles are to be made, one of the basic necessities is to assess accurately the current status and perception of the role. In Chapters III and IV such an assessment is made from the standpoint of the woman student's perception on three relatively small campuses.

CHAPTER III

DESIGN OF THE STUDY

Background

The "Opinion Survey of Undergraduates' Perception of College Counseling," developed and used by Mary Kinnane in 1966, served to initiate investigation of the women students' perception of the role of the dean of women. The results of her inquiry raised questions concerning the differences between administrative and student views of the role. While many women deans view the role as being primarily counseling in nature, Kinnane's study indicated that students saw the position as effective in solving social and disciplinary problems. There is a lack of evidence in the literature either to support or to oppose the findings. The purpose of this study, therefore, was to pursue the investigation of the women students' perception of the women dean. The study was conducted at McMurry College, Hardin-Simmons University, and Abilene Christian College in Abilene, Texas.

Changes in Survey Form

"The Opinion Survey of Undergraduates' Perception of College Counseling" was used with the permission of Mary Kinnane. It was modified to include groups of age ranges of the respondents. To the list indicating "college," the category of "other," was added in order to include those students who were undecided or those instances where the information was not available. Because all the institutions are church-related, space was provided for students to include church affiliation. The title of the questionnaire was changed to "Undergraduate Perception Survey" in order to reflect somewhat more accurately the content, since a number of the hypothetical situations were not counseling in nature.

The original survey included a list of student personnel administrators whom students might consult in certain problem areas. Since titles vary from one campus to another, these were changed to represent the titles used at the institutions surveyed. Added to the original set of instructions was the request that students indicate which of the personnel officers they had previously contacted.

The original survey contained a category of "other" on the list of personnel officers. Students were requested to designate whom they would contact in a certain situation

if the person were not identified on the list. For the purpose of data analysis, provision was made to distinguish between "other" and no response.

Procedure

Sixteen categories were identified as significant in determining the stratified random sample. Stratification was made on the basis of the four classifications--freshman, sophomore, junior, and senior and also on the basis of division--humanities, physical and natural science, social science, and the previously mentioned "other." Because each institution used a different method for storing descriptive information on students the technique for selecting the 20 percent random sample from each college varied. The McMurry College selection was determined completely by computer; the initial process of choosing students from Hardin-Simmons University and Abilene Christian College was done by hand.

McMurry College

All students at McMurry have a data file placed on a magnetic disk. The programmer is then able to program the computer to search the disk and pick up all students who fit into any category about which the school keeps information. The computer was programmed to scan all women students and check whether each student fitted

into one of the sixteen categories specified. After the entire file had been searched and all students who fitted into the categories chosen, an IBM-supplied subroutine was used to produce a series of random numbers that corresponded to locations on the disk. These locations were then checked against the compiled list of categories to see whether this location contained a valid person. If it did, an address label was printed.

Hardin-Simmons University--
Abilene Christian College

Neither Hardin-Simmons University nor Abilene Christian College stores information on students in a manner that would make categorization of women by classification and division possible by computer. Therefore, the researcher prepared sixteen lists for each institution and by referring to registration cards placed each woman undergraduate on one of the lists. By using the total number on each list the IBM-supplied subroutine, again, was used to identify a 20 percent random sample selection. Mailing labels were typed for each student so identified.

Distribution and Return of
the Questionnaire

A cover letter accompanied each questionnaire. The letter 1) explained the purpose of the survey, 2) asked the student's cooperation in returning the questionnaire

by a certain date, 3) assured the student of the anonymity of her response. The directors of testing and counseling at McMurry College and Abilene Christian College and the chairman of the department of psychology at Hardin-Simmons University were each asked to sign the cover letter as it was felt that the students would be more responsive to and objective toward personnel not included on the survey form.

Each mailed piece contained 1) a questionnaire, 2) a cover letter, 3) a stamped envelope addressed to the respective college. One week after the requested date of return a follow-up post card was sent to each person surveyed. Samples of the questionnaire, cover letter and post card are included in the Appendix.

Design and Analysis

The design of the study was descriptive in nature. The responses to the items on the questionnaire yielded the frequency with which an administrator was selected as a resource person in a given hypothetical situation. These frequencies were converted to percentages for the purpose of data analysis.

Summary

"The Undergraduate Perception Survey" was sent to a 20 percent stratified random sample of women

undergraduates at McMurry College, Hardin-Simmons University, and Abilene Christian College in Abilene, Texas. The purpose of the survey was to determine the students' perception of various college personnel, specifically the dean of women, as related to certain hypothetical situations. Data was reported in the percentage with which a particular individual was chosen in a given situation.

CHAPTER IV

ANALYSIS OF DATA

General Findings

"The Undergraduate Perception Survey" was mailed to a 20 percent stratified, random sample of women undergraduates at McMurry College, Hardin-Simmons University, and Abilene Christian College in Abilene, Texas, in February, 1970. The purpose of the survey was to determine the women undergraduates' perception of the dean of women at small private colleges. Of the 459 questionnaires mailed, a total of 305 (66.4 percent) were identified as usable returns. The number and percent mailed and returned for each college is reported in Table 1. Also shown is the percent of returns from each college.

As part of the questionnaire, various descriptive categories were included. Students were requested to check those categories that applied to them. Table 2 shows the number and percent of all respondents in each category named.

The questionnaire contained thirty-six hypothetical situations. Each situation in the original study had been

TABLE 1
NUMBER AND PERCENT OF MAILED AND
RETURNED QUESTIONNAIRES

College	Questionnaires Mailed	Number of Returns	Percent of Returns	Percent of Total Returns
McMurry College	100	67	67.0	21.9
Hardin-Simmon University	133	70	52.6	22.9
University of Abilene	<u>226</u>	<u>168</u>	<u>74.3</u>	<u>55.0</u>
Total	459	N = 305	66.4	99.8

TABLE 2
 NUMBER AND PERCENT OF STUDENT RESPONDENTS
 IN VARIOUS DESCRIPTIVE CATEGORIES
 (N = 305)

Category	N = 305	Percent
(A) College Class:		
Freshman	114	37.3
Sophomore	68	22.2
Junior	78	25.5
Senior	45	14.7
(B) Major Field:		
Humanities	97	31.8
Social Science	67	21.9
Physical and Natural Science	21	1.9
Other	120	39.3
(C) Age:		
18-20	221	72.4
21-25	65	21.3
26-30	6	1.9
31-	13	4.2
(D) Resident Status:		
Dormitory	238	78.0
Off-Campus	62	20.3
Commuter	5	1.6
(E) Type of High School Attended:		
Public	288	94.4
Private		
Non-Denominational	5	1.6
Private		
Church-Related	12	3.9
(F) Church Affiliation:		
Methodist	31	10.1
Baptist	71	23.2
Church of Christ	168	55.0
Other	35	11.4

categorized as "academic," "personal-psychological," or "social" in nature. Ten items made up the "academic" category, fifteen the "personal-psychological" grouping, while the "social" category contained eleven items. The questions by category are listed in the Appendix.

The woman student was instructed to indicate the person she would consult in each situation. Staff resource positions listed as consultation choices were the Dean of the College, the Dean of Women, the Dean of Men, the dormitory supervisor, the minister to the college, "a faculty member with whom you feel at ease," and "your faculty advisor." Also included was the provision for students to indicate "other" and to write in the name or position of whomever they would consult if their choice was not one that was listed. Table 3 shows the number of items on which various staff members received the highest percent of choice.

Personnel are ranked according to the number of items on which they received the highest percentage of choice. The findings indicate that the Dean of the College was chosen as the person to be consulted on 8 of the 36 items. Respondents indicated that they would choose someone outside those listed ("other") for 7 of the items. The responses for "other" are discussed in relation to the individual items as they occur. The dean of women was selected as the primary consultant on 5 of the 36 items.

TABLE 3

NUMBER OF THE 36 ITEMS ON WHICH VARIOUS STAFF MEMBERS
RECEIVED THE HIGHEST PERCENTAGE OF CHOICE

Person to Be Consulted	Number of Items
Dean of the College	
Vice President for Academic Affairs	8
Other	7
Your Faculty Advisor	6
A Faculty Member With Whom You Feel at Ease	6
Dean of Women	5
Minister to the College	4
Dormitory Supervisor	0
Dean of Men	0

Identification of the categories of the items
listed in Table 3 is reported in Table 4. Comparison of
Tables 3 and 4 shows that, the Dean of the College was

TABLE 4

NUMBER OF ITEMS IN EACH CATEGORY FOR WHICH
EACH CONSULTANT RECEIVED THE HIGHEST
PERCENT OF CHOICE

Person to Be Consulted	Personal- Psychological	Social	Academic
Dean of the College	-	5	3
Other	5	2	-
Faculty Advisor	1	-	5
Faculty Member With Whom You Feel at Ease	4	-	2
Dean of Women	1	4	-
Minister to the College	4	-	-

chosen first on 8 items, 5 in the social category and 3 in the area of academics. Ranking second in the total number of items was the designation of "other." Of these, 5 were in the category of personal-psychological, with 2 in the area of social. "A faculty member with whom you feel at ease" and "your faculty advisor" were chosen first on six items each. The faculty advisor was chosen as the person to be consulted on 5 items in the academic category and 1 in the area of personal-psychological problems. On 4 items in the personal-psychological area, the respondents would first choose a "faculty member with whom you feel at ease"; on 2 items in the academic category they would choose him as a consultant. In number of items the Dean of Women was chosen as the person to be consulted on 4 social items and in 1 personal-psychological situation.

The data in Table 5 indicates that "a faculty member with whom you feel at ease" received the highest number and percent as the person to be consulted by the 305 respondents on all choices. The Dean of the College ranked second, with a total of 16.3 percent, while the Dean of Women received a relatively high percent of 16.0.

As stated previously, each item had been assigned to a category: academic, personal-psychological, or social. The academic category included items concerned with career choice, grades, graduate school, and study skills.

TABLE 5

NUMBER AND PERCENT OF ALL CHOICES BY THE
305 STUDENTS FOR THE PERSON TO BE
CONSULTED ON THE 36 ITEMS

Person to Be Consulted	N	Percent
A Faculty Member With Whom You Feel at Ease	2146	19.5
Dean of the College	1788	16.3
Dean of Women	1762	16.0
Your Faculty Advisor	1762	16.0
Other	1712	15.6
Minister to the College	905	8.2
Dormitory Supervisor	640	5.8
Not Answered	499	4.5
Dean of Men	154	1.4

Situations in the personal-psychological area were instances based on home problems, moral behavior, tension on examination, and personal relationships with other individuals or groups. Classified as social were items which dealt with such matters as theft, drug use, institutional red tape, rules and regulations, and college organization.

Table 6 shows the total number and percent of choices for the category of academic items. The faculty advisor was the primary consultant in this category, receiving 36.03 percent of the total responses. Ranking second as the person to be consulted on academic matters was the Dean of the College. It should be noted that 80.63 percent of the choices were received by "your

faculty advisor," the Dean of the College, and "a faculty member with whom you feel at ease." Even though the Dean of Women received 9.02 percent of the choices, she ranked well below the academic personnel. In this category the responses were carried to two decimals because of the small number of responses in some instances.

TABLE 6
NUMBER AND PERCENT OF CHOICES
FOR ACADEMIC ITEMS

Person to Be Consulted	N	Percent
Your Faculty Advisor	1109	36.03
Dean of the College	709	23.30
A Faculty Member With Whom You Feel at Ease	650	21.30
Dean of Women	282	9.02
Other	155	0.50
Not Answered	86	0.28
Dormitory Supervisor	24	0.07
Dean of Men	20	0.06
Minister to the College	15	0.05

In the area of personal-psychological situations 23.9 percent of the respondents would consult "a faculty member with whom you feel at ease" (Table 7). Ranking second was a choice of "other" (20.5 percent) while the campus minister would be the choice of 15.5 percent. Responses were somewhat more concentrated in the academic category than in the area of personal-psychological situations. Although ranking fourth in total number and percent

of responses, the Dean of Women would, nonetheless, be the primary consultant in this category of 11.1 percent of the respondents.

TABLE 7
NUMBER AND PERCENT OF CHOICES FOR
PERSONAL-PSYCHOLOGICAL ITEMS

Person to Be Consulted	N	Percent
A Faculty Member With Whom You Feel at Ease	1096	23.9
Other	940	20.5
Minister of the College	712	15.5
Dean of Women	509	11.1
Your Faculty Advisor	471	10.2
Dormitory Supervisor	353	7.0
Not Answered	261	5.7
Dean of the College	170	3.7
Dean of Men	63	0.1

Table 8 shows the total number and percent of choices for the category of social items. Although the Dean of Women ranked first in total responses for this category, she is followed closely by the Dean of the College with 27.0 percent. Clear distinction separates these two administrators from the remainder of the personnel in this category. Ranking third is "a faculty member with whom you feel at ease," with 11.9 percent of the responses.

A composite representation by rank, number, and percent of choice for all categories for the Dean of Women

TABLE 8
NUMBER AND PERCENT OF CHOICES
FOR SOCIAL ITEMS

Person to Be Consulted	N	Percent
Dean of Women	971	28.9
Dean of the College	909	27.9
A Faculty Member With Whom You Feel at Ease	400	11.9
Other	279	8.3
Dormitory Supervisor	263	7.8
Minister to the College	178	5.3
Not Answered	152	4.5
Your Faculty Advisor	132	3.9
Dean of Men	71	2.1

is shown in Table 9. The Dean of Women is shown as being seen as most competent in social matters and consulted least in academic concerns. Although the total number of responses is higher in the personal-psychological category than in the academic category, it should be remembered that the former category contains more items.

TABLE 9
RANK, NUMBER AND PERCENT OF CHOICE
FOR THE DEAN OF WOMEN
FOR EACH CATEGORY

Dean of Women	Rank	N	Percent
Academic	4	282	9.02
Personal-Psychological	4	509	11.01
Social	1	971	28.09

Academic Category

As noted previously (Table 6) the model response for items identified as academic was the faculty advisor with 36.6 percent of the choices. Table 4 indicated that on 5 of the 10 items in the academic category, the faculty advisor received the highest percent of choice. Three instances were chosen as representative of those situations on which the faculty advisor was chosen as the primary consultant. Table 10 shows the response to a situation concerning doubts about the choice of a college. The faculty advisor and the Dean of the College made up a majority of the choices with 39.6 percent and 18.6 percent, respectively. The Dean of Women was the first personnel officer chosen, with 12.7 percent of the responses.

TABLE 10

RESPONSE TO ITEM 11: "YOU FEEL THAT PERHAPS
YOU HAVE CHOSEN THE WRONG COLLEGE AND
WISH TO DISCUSS POSSIBLE TRANSFER
TO ANOTHER COLLEGE."

Person to Be Consulted	N = 305	Percent
Your Faculty Advisor	121	39.6
Dean of the College	57	18.6
A Faculty Member With Whom You Feel at Ease	47	15.4
Dean of Women	39	12.7
Other	28	9.1
Not Answered	8	2.6
Dormitory Supervisor	4	1.3
Dean of Men	1	0.3
Minister to the College	0	0.0

The majority of women students concerned with the quality and content of their academic program as it might possibly relate to graduate school would first consult their faculty advisor. A total of 61.6 percent gave this consultant as their first choice. Table 11 reports this situation. The Dean of the College ranked second, with a total percent of 19.0, but was ranked considerably lower than the faculty advisor.

TABLE 11

RESPONSE TO ITEM 12: "YOU FEEL THAT THE COURSES
IN YOUR MAJOR DEPARTMENT ARE NOT, EITHER IN
QUALITY OR COVERAGE ADEQUATELY PREPARING
YOU FOR GRADUATE SCHOOL."

Person to Be Consulted	N = 305	Percent
Your Faculty Advisor	188	61.6
Dean of the College	58	19.0
A Faculty Member With Whom You Feel at Ease	31	10.1
Dean of Women	10	3.2
Other	9	2.9
Not Answered	6	1.9
Dean of Men	1	0.3
Dormitory Supervisor	1	0.3
Minister to the College	1	0.3

In the academic realm many concerns are centered around a student's perception of his performance in the classroom. Table 12 indicates the response to a situation of this nature. The respondents' faculty advisor was chosen as the consultant by 42.2 percent. Relatively high

in percent of choice was "a faculty member with whom you feel at ease," with 36.3 percent of the choices. Together these two faculty members were chosen by three-fourths of the respondents as the person to be consulted in this situation. Only 3.9 percent of the women concerned with this problem would consult the Dean of Women.

TABLE 12

RESPONSE TO ITEM 18: "YOU FEEL THAT YOUR ACADEMIC PERFORMANCE, WHILE SATISFACTORY BY COLLEGE STANDARDS, IS BELOW YOUR ABILITY."

Person to Be Consulted	N = 305	Percent
Your Faculty Advisor	129	42.2
A Faculty Member With Whom You Feel at Ease	111	36.3
Dean of the College	22	7.2
Not Answered	22	7.2
Dean of Women	12	3.9
Other	6	1.9
Dormitory Supervisor	3	0.9
Dean of Men	0	0.0
Minister to the College	0	0.0

Hypothetical situations of a general or administrative nature, yet still in the academic category, elicited responses for the Dean of the College. All three situations in which the Dean of the College received the highest percent of choice reflected administrative concerns; two situations are given as examples. Table 13 illustrates the response to an organizational and procedural situation.

In this instance, 50.4 percent of the respondents saw the Dean of the College as the primary consultant. The Dean of Women received the next highest percentage, 15.0 percent, which is less than one-third of the choices for the Dean of the College.

TABLE 13

RESPONSE TO ITEM 34: "YOU HAVE DECIDED TO ASSUME LEADERSHIP OF A GROUP OF STUDENTS WHO WANT TO COMPLAIN ABOUT UNREASONABLE ASSIGNMENTS AND ARBITRARY GRADING PROCEDURES OF A PARTICULAR PROFESSOR."

Person to Be Consulted	N = 305	Percent
Dean of the College	154	50.4
Dean of Women	46	15.0
A Faculty Member With Whom You Feel at Ease	44	14.4
Your Faculty Advisor	34	11.1
Other	11	3.6
Not Answered	7	2.2
Minister to the College	4	1.3
Dean of Men	4	1.3
Dormitory Supervisor	1	0.3

Of an obvious organizational nature, the situation shown in Table 14 was seen by a majority of respondents (55.7 percent) as a matter on which they would seek advice from the Dean of the College. Again there is considerable separation between the Dean of the College and the person receiving the next highest percent of choice. "A faculty member with whom you feel at ease," ranked second, with

15.4 percent of the choices, while the Dean of Women was chosen as the consultant by 14.0 percent of the women surveyed.

TABLE 14

RESPONSE TO ITEM 35: "YOU AND SOME OF YOUR FRIENDS WANT TO FIND OUT THE BEST APPROACH FOR CONVINCING COLLEGE AUTHORITIES THAT AN HONORS PROGRAM SHOULD BE ESTABLISHED."

Person to Be Consulted	N = 305	Percent
Dean of the College	170	55.7
A Faculty Member With Whom You Feel at Ease	47	15.4
Dean of Women	43	14.0
Your Faculty Advisor	23	7.5
Not Answered	8	2.6
Dean of Men	7	2.2
Minister to the College	3	0.9
Dormitory Supervisor	2	0.6
Other	2	0.6

"A faculty member with whom you feel at ease," was selected most often by the respondents on two items in the academic category. Both situations are reported, as they are sufficiently dissimilar to warrant individual attention. The situation reported in Table 15 is of a personal-academic nature. A student is concerned with her ability to read and take notes. The choice of 45.9 percent of the respondents was "a faculty member with whom you feel at ease." The faculty advisor ranks relatively high, with 39.3 percent of the choices on this problem.

TABLE 15

RESPONSE TO ITEM 36: "YOU DO NOT SEEM TO BE ABLE
TO READ OR TAKE NOTES AS EFFECTIVELY
AS OTHER STUDENTS."

Person to Be Consulted	N = 305	Percent
A Faculty Member With Whom You Feel at Ease	140	45.9
Your Faculty Advisor	120	39.3
Other	21	6.8
Dean of Women	11	3.6
Not Answered	9	2.9
Dormitory Supervisor	3	0.9
Dean of the College	1	0.3
Dean of Men	0	0.0
Minister to the College	0	0.0

Table 16 shows the response to another situation of a personal-academic nature. Although "a faculty member with whom you feel at ease" was first in percent of choice, the distribution of choices is greater on this item than on any other on which the faculty member was chosen first. Over two-thirds of the choices on this item are for personnel from the academic realm of the college.

Personal-Psychological Category

In response to those items in the personal-psychological category, it was reported that "a faculty member with whom you feel at ease" ranked highest in total number and percent of choices (Table 7). Table 4, however, indicates that the choice of "other" was made for five of

TABLE 16

RESPONSE TO ITEM 6: "YOU FEEL THAT A PROFESSOR
DISLIKES YOU AND IS GRADING YOUR
WORK UNFAIRLY."

Person to Be Consulted	N = 305	Percent
A Faculty Member With Whom You Feel at Ease	73	23.9
Your Faculty Advisor	71	23.2
Dean of the College	69	22.6
Dean of Women	46	15.0
Other	30	9.8
Not Answered	9	2.9
Dormitory Supervisor	5	1.6
Dean of Men	1	0.3
Minister to the College	1	0.3

these items. Tables 17-21 report the number and percent of responses on those items on which "other" received the highest percent of choice. Table 17 shows the response to "You are homesick." Thirty-seven percent of the respondents did not choose any of the personnel listed on the survey form. Reference to the original questionnaires showed that the majority of those students who wrote in a choice designated a friend as the one they would consult. Many respondents indicated which friend by stating church friend, boy friend, older friend, friend of the family, or roommate. The dormitory supervisor ranked second in percent of choice, 32.4 percent, the highest total received by this consultant on any item.

TABLE 17

RESPONSE TO ITEM 4: "YOU ARE HOMESICK."

Person to Be Consulted	N = 305	Percent
Other	113	37.0
Dormitory Supervisor	99	32.4
A Faculty Member With Whom You Feel at Ease	36	11.8
Not Answered	25	8.1
Dean of Women	16	5.2
Minister to the College	11	3.6
Your Faculty Advisor	3	0.9
Dean of the College	1	0.3
Dean of Men	1	0.3

Table 18 shows that the designation of "other" was again given by the highest percent of women in a situation concerning moral behavior. For those who wrote in a response, the designations mentioned most frequently were parents, personal minister, and "no one." The campus minister was the choice as a consultant by 24.9 percent of the women. "A faculty member with whom you feel at ease" received a moderately high total of 16.3 percent.

The respondents again indicated a preference for someone outside those personnel listed when confronted with a situation of health problems in relation to school. The choice most frequently written in was a doctor. The Dean of Women was seen by 18.6 percent of the respondents as the person to be consulted. The response to this item showed a wide range of choices among those listed.

TABLE 18

RESPONSE TO ITEM 5: "YOU HAVE BECOME INVOLVED
IN A RELATIONSHIP WITH A MALE STUDENT
CONTRARY TO YOUR OWN STANDARDS OF
MORAL BEHAVIOR."

Person to Be Consulted	N = 305	Percent
Other	93	30.4
Minister to the College	76	24.9
A Faculty Member With Whom You Feel at Ease	50	16.3
Not Answered	31	10.1
Dormitory Supervisor	28	9.1
Dean of Women	22	7.2
Faculty Advisor	2	0.6
Dean of the College	2	0.6
Dean of Men	1	0.3

TABLE 19

RESPONSE TO ITEM 14: "YOU FEEL THAT PRESSURE
OF STUDY ARE ADVERSELY AFFECTING
YOUR HEALTH."

Person to Be Consulted	N = 305	Percent
Other	59	19.3
Dean of Women	57	18.6
A Faculty Member With Whom You Feel at Ease	54	17.7
Dormitory Supervisor	53	17.3
Your Faculty Advisor	46	15.0
Not Answered	14	4.5
Dean of College	12	3.9
Minister to the College	7	2.2
Dean of Men	3	0.9

In a situation of social insecurity or alienation, Table 20 shows that 30.8 percent of the women surveyed would seek the assistance of someone other than the personnel given. Again, mentioned most frequently was a friend. The Dean of Women was selected on this item by 11.8 percent of the women although she ranks below "a faculty member with whom you feel at ease," (20.3 percent), the dormitory supervisor (15.7 percent), and the minister to the college (12.7 percent).

TABLE 20
RESPONSE TO ITEM 3: "YOU FEEL SOCIALLY
INSECURE AND LEFT OUT."

Person to Be Consulted	N = 305	Percent
Other	94	30.8
A Faculty Member With Whom You Feel at Ease	62	20.3
Dormitory Supervisor	48	15.7
Minister to the College	39	12.7
Dean of Women	36	11.8
Not Answered	20	6.5
Faculty Advisor	5	1.6
Dean of the College	1	0.3
Dean of Men	0	0.0

The remaining item on which the choice of "other" received the highest percent of choice was concerned with financial problems. Table 21 shows that 24.2 percent of the responses were for someone not listed on the form. Those respondents who wrote in a specific answer most often

mentioned parents or the financial aids officer. The Dean of the College and the Dean of Women both received significant recognition by the women respondents on this item, with 22.9 percent and 19.6 percent respectively.

TABLE 21
RESPONSE TO ITEM 7: "YOU ARE EXPERIENCING
FINANCIAL DIFFICULTY."

Person to Be Consulted	N = 305	Percent
Other	74	24.2
Dean of the College	70	22.9
Dean of Women	60	19.6
Your Faculty Advisor	32	10.4
Dean of Men	28	9.1
A Faculty Member With Whom You Feel at Ease	21	6.8
Not Answered	11	3.6
Dormitory Supervisor	6	1.9
Minister to the College	3	0.9

"A faculty member with whom you feel at ease" and the minister to the college received the highest number and percent of choice on four items each from the category of personal-psychological situations. Three instances are used to illustrate those situations in which the faculty member was chosen as the primary consultant. Anxiety in relation to examinations is illustrated by Table 22.

Clearly a majority of the women would seek assistance from a faculty member of their choice. The faculty advisor ranked second as a consultant on this item, with

23.9 percent, although this is considerably lower than the percentage of responses for the faculty member of the student's choice. These two consultants comprise over three-fourths of the choices for this item.

TABLE 22

RESPONSE TO ITEM 22: "YOU FEEL THAT YOU
FREEZE UP ON EXAMINATIONS."

Person to Be Consulted	N = 305	Percent
A Faculty Member With Whom You Feel at Ease	170	55.7
Your Faculty Advisor	73	23.9
Other	20	6.5
Dean of Women	14	4.5
Dean of the College	12	3.9
Not Answered	8	2.6
Dormitory Supervisor	5	1.6
Minister to the College	3	0.9
Dean of Men	0	0.0

One situation in this category was of academic concern, but not directly related to grades or academic performance of the student. Table 23 shows the response to concern over a problem situation between the student and a faculty member. Almost half of the choices (49.1 percent) were for "a faculty member with whom you feel at ease." The next highest percent of choice (20.0 percent) was for the faculty advisor. Outside the academic realm, the Dean of Women was selected as a consultant by 12.4 percent of those surveyed.

TABLE 23

RESPONSE TO ITEM 19: "YOU WANT ADVICE ON
HOW TO MOLLIFY A PROFESSOR YOU HAVE
IRRITATED BY YOUR CONTENTIOUS
ARGUMENT IN CLASS."

Person to Be Consulted	N = 305	Percent
A Faculty Member With Whom You Feel at Ease	150	49.1
Your Faculty Advisor	61	20.0
Dean of Women	38	12.4
Other	16	5.2
Dean of the College	12	3.9
Not Answered	9	2.9
Dormitory Supervisor	8	2.6
Minister to the College	8	2.6
Dean of Men	3	0.9

Of the two remaining situations in the personal-psychological category on which a faculty member was chosen first, the circumstances and results reported in Table 24 were chosen as representative. Thirty percent of the respondents would seek advice from a faculty member of their choice on a problem situation of marriage and college. The choices were more evenly distributed on this item than on others on which the faculty member received the highest percent of responses. Comparison of Tables 22, 23, and 24 indicates that as situations move away from the strictly academic the percent of choices for the Dean of Women rises.

TABLE 24

RESPONSE TO ITEM 27: "YOU WANT ADVICE ABOUT
A DECISION TO MARRY AND LEAVE COLLEGE
OR TO POSTPONE MARRIAGE FOR A YEAR
OR TWO AND FINISH COLLEGE."

Person to Be Consulted	N = 305	Percent
A Faculty Member With Whom You Feel at Ease	93	30.4
Minister of the College	63	20.6
Other	53	17.3
Dean of Women	51	16.7
Not Answered	14	4.5
Dormitory Supervisor	14	4.5
Your Faculty Advisor	13	4.2
Dean of the College	2	0.6
Dean of Men	2	0.6

The four situations in the personal-psychological category on which the Minister to the College received the highest percent of choice were all related to moral behavior or were of a personal-problem nature. Two of the four are shown as representative of these situations. Table 25 illustrates the response to a situation that might be considered either moral or personal-psychological or both. The minister to the college is separated from the remainder of the college personnel by the response of "other," together constituting a majority of the responses in this situation. "A faculty member with whom you feel at ease" was selected as the person to be consulted by 15.7 percent of the respondents.

TABLE 25

RESPONSE TO ITEM 33: "YOU FIND YOU ARE FALLING
IN LOVE WITH ONE OF YOUR PROFESSORS, A
MARRIED MAN WHO SEEMS ATTRACTED
TO YOU."

Person to Be Consulted	N = 305	Percent
Minister to the College	93	30.4
Other	71	23.2
A Faculty Member With Whom You Feel at Ease	48	15.7
Not Answered	38	12.4
Dean of Women	26	8.5
Dormitory Supervisor	21	6.8
Faculty Advisor	4	1.3
Dean of the College	2	0.6
Dean of Men	2	0.6

The minister to the college was chosen by 41.9 percent of the respondents in a situation less explicit than the one just given. Table 26 shows the response to a situation of personal worth and life goals. Both "a faculty member with whom you feel at ease" and "other" received 22.6 percent of choices. On every situation on which the campus minister received the highest percent of choice, the designation of "other" ranked second.

On only one item in the personal-psychological category was the Dean of Women selected most often as the person to be consulted. Although included in this category the situation itself is not necessarily of a

TABLE 26

RESPONSE TO ITEM 28: "YOU ARE CONFUSED ABOUT THE
MEANING OF LIFE AND YOUR OWN PERSONAL WORTH
AND GOALS."

Person to Be Consulted	N = 305	Percent
Minister to the College	128	41.9
Other	69	22.6
A Faculty Member With Whom You Feel at Ease	69	22.6
Dormitory Director	12	3.9
Dean of Women	10	3.2
Not Answered	8	2.6
Your Faculty Advisor	7	2.2
Dean of the College	1	0.3
Dean of Men	1	0.3

personal-problem nature. Table 27 reports the response to the question of student interest in activities or organizations. The Dean of Women received the highest percent of choice (24.9 percent) although she is followed closely by a faculty member, with 22.9 percent of the responses. Of the fifteen items in the personal-psychological category, the Dean of Women was chosen as the primary consultant on one item that was directly related to college life and might have a specific answer.

Social Category

In the category previously determined as social, the Dean of Women received the highest number and percent for all choices of the 305 respondents (Table 8). Since

TABLE 27

RESPONSE TO ITEM 15: "YOU WANT ADVICE ABOUT
GETTING INTO STUDENT ACTIVITIES AND
ORGANIZATIONS THAT MIGHT BE
REWARDING TO YOU."

Person to Be Consulted	N = 305	Percent
Dean of Women	76	24.9
A Faculty Member With Whom You Feel at Ease	70	22.9
Your Faculty Advisor	51	16.7
Other	50	16.3
Minister to the College	23	7.5
Dean of the College	13	4.2
Not Answered	11	3.6
Dormitory Supervisor	9	2.9
Dean of Men	2	0.6

she received the highest totals in this area, all the items and results are presented. The Dean of the College was chosen as the person to be consulted by those surveyed on more of the individual items than any other choice (Table 4). Items on which the Dean of the College ranked highest were those that were, for the most part, concerned with procedure. Table 28 illustrates a problem situation of this nature. The Dean of the College received 37.0 percent of the choices as the person to consult in cutting through institutional red tape while the Dean of Women was perceived by 29.5 percent as the person to consult with this problem. Together these two constitute a majority of choices in this situation.

TABLE 28

RESPONSE TO ITEM 10: "YOU WANT HELP IN CUTTING
THROUGH INSTITUTIONAL RED TAPE HANDICAPPING A
STUDENT EVENT UNDER YOUR DIRECTION."

Person to Be Consulted	N = 305	Percent
Dean of the College	113	37.0
Dean of Women	90	29.5
Your Faculty Advisor	33	10.8
A Faculty Member With Whom You Feel at Ease	26	8.5
Not Answered	13	4.2
Dormitory Supervisor	9	2.9
Minister to the College	8	2.6
Other	7	2.2
Dean of Men	6	1.9

Again a situation which is procedural in nature is one related to the Admissions Office. Table 29 shows the response to this concern. The majority of those surveyed would first consult the Dean of the College. Although the Dean of Women ranked second, her selection by 15.4 percent of the respondents is only slightly more than one-fourth of the total received by the Dean of the College.

Regarding the establishment of a new student organization, 41.6 percent of the respondents would first choose the Dean of the College. Table 30 indicates that the Dean of Women would rank closely behind the Dean of the College with 39.3 percent of the total choices for this situation. These two administrators are separated from the remainder of the personnel by a wide margin.

TABLE 29

RESPONSE TO ITEM 32: "YOU WANT TO INTERCEDE FOR A
FAMILY FRIEND WHO HAS BEEN REJECTED BY THE
ADMISSIONS OFFICE FOR ENTRANCE INTO THE
COLLEGE."

Person to Be Consulted	N = 305	Percent
Dean of the College	186	60.9
Dean of Women	47	15.4
Other	20	6.5
Your Faculty Advisor	17	5.5
A Faculty Member With Whom You Feel at Ease	14	4.5
Not Answered	10	3.2
Dean of Men	7	2.2
Dormitory Supervisor	2	0.6
Minister to the College	2	0.6

TABLE 30

RESPONSE TO ITEM 24: "YOU AND SOME FRIENDS
WANT TO ESTABLISH A NEW STUDENT
ORGANIZATION."

Person to Be Consulted	N = 305	Percent
Dean of the College	127	41.6
Dean of Women	120	39.3
A Faculty Member With Whom You Feel at Ease	21	6.8
Your Faculty Advisor	10	3.2
Other	7	2.2
Dean of Men	7	2.2
Not Answered	7	2.2
Dormitory Supervisor	5	1.6
Minister to the College	1	0.3

As an official to be chosen in regard to inviting a controversial speaker to campus (Table 31), the Dean of the College clearly had a majority of choices, with 65.2 percent of the total for this item. Again the Dean of Women ranked second, but with only 13.7 percent of the responses.

TABLE 31

RESPONSE TO ITEM 26: "YOU ARE PRESIDENT OF
A STUDENT ORGANIZATION WHICH WISHES TO
INVITE A CONTROVERSIAL SPEAKER TO
YOUR CAMPUS."

Person to Be Consulted	N = 305	Percent
Dean of the College	199	65.2
Dean of Women	42	13.7
A Faculty Member With Whom You Feel at Ease	19	6.2
Minister to the College	12	3.9
Your Faculty Advisor	11	3.6
Dean of Men	9	2.9
Other	6	1.9
Not Answered	6	1.9
Dormitory Supervisor	1	0.3

The only item on which the Dean of the College received the highest percent of choices that might not be considered procedural in nature involved student administration communication. Table 32 shows the response to this concern. The results indicate that the Dean of the College would be chosen as the most effective consultant in this situation. A relatively high percent of

20.9 percent would go to the Dean of Women for consultation or advice. The Dean of Women ranked second on every item in the social category on which the Dean of the College ranked first.

TABLE 32

RESPONSE TO ITEM 20: "YOU FEEL THAT STUDENT
MORALE IS LOW BECAUSE OF POOR STUDENT
ADMINISTRATION COMMUNICATION."

Person to Be Consulted	N = 305	Percent
Dean of the College	127	41.6
Dean of Women	64	20.9
A Faculty Member With Whom You Feel at Ease	40	13.1
Your Faculty Advisor	16	5.2
Other	15	4.9
Minister to the College	12	3.9
Not Answered	12	3.9
Dean of Men	11	3.6
Dormitory Supervisor	8	2.6

On four items of the social category, the Dean of Women received the highest number and percent of choices. Three of the four are directly or indirectly related to rules and regulations or imply discipline. In a situation where the student is concerned with the restrictiveness or permissiveness of the house mother, 68.1 percent of the women undergraduates responding would first consult the Dean of Women (Table 33). The dormitory supervisor herself would be the choice of 12.7 percent of the respondents,

although her total is well below that of the Dean of Women. In relation to the number who did not answer the question, Table 2 shows that over 20 percent of the respondents do not live in dormitories.

TABLE 33

RESPONSE TO ITEM 13: "YOU FEEL THAT YOUR
HOUSE MOTHER IS EITHER TOO RESTRICTIVE
OR TOO PERMISSIVE."

Person to Be Consulted	N = 305	Percent
Dean of Women	208	68.1
Dormitory Supervisor	39	12.7
Not Answered	20	6.5
A Faculty Member With Whom You Feel at Ease	12	3.9
Dean of the College	11	3.6
Other	11	3.6
Minister to the College	3	0.9
Dean of Men	1	0.3
Your Faculty Advisor	0	0.0

In the areas of rules and regulations in general, 49.8 percent of those surveyed would consult the Dean of Women (Table 34). The administrative officer whom 21.6 percent of the respondents would consult would be the Dean of the College. Response to this item is concentrated on these two college officials.

Somewhat removed from the strict sense of rules, but still related to discipline, is a situation concerned

TABLE 34

RESPONSE TO ITEM 9: "YOU WANT TO MAKE
REPRESENTATION ABOUT A COLLEGE
REGULATION THAT SEEMS TOO
STRICT."

Person to Be Consulted	N = 305	Percent
Dean of Women	152	49.8
Dean of the College	66	21.6
Dormitory Supervisor	28	9.1
A Faculty Member With Whom You Feel at Ease	23	7.5
Other	11	3.6
Your Faculty Advisor	9	2.9
Dean of Men	8	2.6
Minister to the College	4	1.3
Not Answered	4	1.3

with theft or other illicit conduct. Table 35 shows a wide range of personnel to be consulted in this situation. Although the Dean of Women ranked first, with 28.5 percent of the responses, "a faculty member with whom you feel at ease" was seen by 21.9 percent as the person they would consult. Eighteen percent of the respondents would first see the Dean of the College to report this situation.

Another item on which the Dean of Women received the highest percent of choices involved concern with seemingly narcotic-like drugs used by classmates. Table 36 indicates that 23.9 percent of the choices were made for the Dean of Women. Contrasted with other items in this category this situation might or might not be

TABLE 35

RESPONSE TO ITEM 8: "YOU FEEL YOU SHOULD REPORT
TO SOME COLLEGE AUTHORITY THE ILLICIT CONDUCT
OF ONE OR MORE STUDENTS OF WHICH YOU HAD
KNOWLEDGE, E.G., STEALING EXAMINATION
PAPERS BEFORE A TEST OR STEALING
OTHER STUDENTS' PROPERTY."

Person to Be Consulted	N = 305	Percent
Dean of Women	87	28.5
A Faculty Member With Whom You Feel at Ease	67	21.9
Dean of the College	55	18.0
Dormitory Supervisor	29	9.5
Your Faculty Advisor	17	5.5
Not Answered	17	5.5
Minister to the College	12	3.9
Other	11	3.6
Dean of Men	10	3.2

TABLE 36

RESPONSE TO ITEM 25: "YOU ARE DISTURBED ABOUT
THE WIDESPREAD USE AMONG YOUR CLASSMATES OF
TRANQUILIZERS AND OTHER MEDICATIONS
THAT SEEM TO YOU NARCOTIC."

Person to Be Consulted	N = 305	Percent
Dean of Women	73	23.9
Minister to the College	53	17.3
A Faculty Member With Whom You Feel at Ease	53	17.3
Dormitory Supervisor	47	15.4
Other	24	7.8
Dean of the College	23	7.5
Not Answered	17	5.5
Dean of Men	11	3.6
Your Faculty Advisor	4	1.3

directly related to rules and regulations depending on whether the woman student wanted to "report" the situation or simply to express concern and seek advice.

Two items in the social category on which the designation of "other" ranked first in percent of choices were diverse in their content. Table 37 shows the response to a concern of social ostracism. The response of "other" was made by 23.9 percent of respondents as the person they would seek, while 20.6 percent would seek the counsel of a faculty member. The Dean of Women received 17.0 percent of the responses.

TABLE 37

RESPONSE TO ITEM 23: "YOU FEEL THAT YOU ARE
BEING OSTRACIZED BY A GROUP OF STUDENTS
YOU ADMIRE AND BY WHOM YOU WISH TO BE
ACCEPTED."

Person to Be Consulted	N = 305	Percent
Other	73	23.9
A Faculty Member With Whom You Feel at Ease	63	20.6
Dean of Women	52	17.0
Dormitory Supervisor	47	15.4
Minister to the College	32	10.4
Not Answered	26	8.5
Your Faculty Advisor	10	3.2
Dean of Men	1	0.3
Dean of the College	1	0.3

On an item concerning summer employment, the choice most frequently made was for "other," also. Table 38 shows the distribution. Reference to the original data shows that the majority of write-in responses were for the placement officer. Ranking second was the faculty advisor; the Dean of Women was third, with 18.3 percent of the choices.

TABLE 38

RESPONSE TO ITEM 21: "YOU WANT ADVICE
ABOUT SUMMER EMPLOYMENT."

Person to Be Consulted	N = 305	Percent
Other	63	20.6
Your Faculty Advisor	59	19.3
Dean of Women	56	18.3
A Faculty Member With Whom You Feel at Ease	43	14.0
Dean of the College	34	11.1
Not Answered	21	6.8
Dean of Men	17	5.5
Minister to the College	7	2.2
Dormitory Supervisor	5	1.6

Discussion

The findings on the woman undergraduates' perception of the Deans of Women at McMurry College, Abilene Christian College, and Hardin-Simmons University offer several instances worthy of discussion.

Two of the institutions, Abilene Christian College and Hardin-Simmons University, offer graduate courses leading to a Master's degree, yet the Dean of Women was

not selected significantly as a source of information or assistance on situations concerning graduate school. In relation to the academic category as a whole, the Dean of Women was chosen by only 9.2 percent of the respondents as the person to be consulted. For the academic category 80 percent of the responses were made for personnel from the academic realm of college. Also in the academic category the percent of choice for the Dean of Women was highest in those situations in which the Dean of the College was chosen as the primary consultant. The Dean of Women was allied with the Dean of the College, rather than with the academic advisor or a chosen faculty member, and received her highest ratings on those items of an organizational or arbitrational nature, rather than items of a personal-academic-problem type.

There is a traditional concept of the Dean of Women as a counselor. In this study the Dean of Women received 11.1 percent of the choices of the 305 students in the category of personal-psychological items. "A faculty member with whom you feel at ease" and the designation of "other" received the highest percentages in this area. In this category the Dean of Women received her highest ratings on problems of student organization, financial problems, health problems and marriage; her lowest ratings were on problems of life goals or moral behavior.

The Dean of Women's highest rankings were in the area of social instances, particularly on those items for which a specific answer or suggestion could be given. The Dean of the College was seen by women students as the person to be consulted on general rules or problems concerned with groups, while the Dean of Women would be consulted first concerning rules such as those relating to the student directly. In this category as in the others, when items turned to a situation of a personal-problem nature such as feelings of social insecurity, the choices for the designation "other" increased.

While not to be considered as an unimportant consultant in the academic and personal-psychological categories, the Dean of Women was seen, nonetheless, as someone most competent to deal with social situations of a procedural or answer-giving nature.

CHAPTER V

THE STUDY IN PERSPECTIVE

The admission of women students to higher education signaled a need for special notice of them in vocational and educational terms. Women administrators were hired in recognition of these needs with little attention to preparation or training for the women so employed. As is the case in the current scene of higher education, titles and duties varied from one institution to another.

Initially, women administrators, who were employed in response to coeducation in higher education, had largely nonacademic duties. Their tasks were concerned with the housing, safety, and discipline of their female charges. Much of the writing on the early female administrator deals with health, exercise, supervision of social events, women's employment and the counseling of women students.

As the position developed, deans of women assumed broader educational responsibilities. Today, titles which earlier implied the woman administrator's responsibility exclusively to women are changing and being replaced by titles which have broader administrative implications.

"Associate Dean of Students" is one of the most frequently used designations where change has been made although research indicates that the change is not widespread. Indeed, many deans of women view the change unfavorably as it is felt that the female administrator is thus removed from the decision making level.

Counseling duties are seen by many deans of women as one of the most time consuming responsibilities. Some writers, however, have challenged this duty as inappropriate for the position because of the administrative nature of the role. Research indicates that there is a difference between professional counselors and deans of women in such areas as sympathy, persuasiveness and understanding.

Seldom stated specifically, but nonetheless indicated in the literature, is the concept of the dean of women as a role model. Interestingly, there is little in the literature to indicate how students perceive the role of the dean of women. Most research has been directed to deans of women themselves or to other administrators.

In recognition of the current emphasis on women in relation to education the present study attempted to define the women undergraduates' perception of the role of the dean of women in the small private college. "The Undergraduate Perception Survey" was adapted from "Opinion Survey of Undergraduates' Perception of College Counseling,"

developed by Mary Kinnane of Boston College. The questionnaire contained thirty-six (36) hypothetical situations each having been assigned to one of three categories--academic, personal-psychological or social.

The questionnaire was mailed to twenty (20) percent stratified, random sample of women undergraduates of McMurry College, Hardin-Simmons University, and Abilene Christian College in February, 1970. The frequency with which an individual was chosen in each of the hypothetical situations was reported in percentages for the purpose of data analysis. Of the 459 questionnaires mailed a total of 305 (66.4 percent) were returned.

Conclusions

In the academic category the percent of choices for the Dean of Women was highest in those situations in which the Dean of the College was chosen as the primary consultant. The Dean of Women was allied with this administrator rather than with the academic advisor or a faculty member of the respondent's choice. She received the highest ratings on those items which were organizational or arbitrational in nature, rather than on those items which related to the personal, academic problems of the respondent.

Although counseling is seen by many deans of women as one of their primary functions, respondents tended to

choose personnel other than administrators in areas of a personal-psychological nature. "A faculty member with whom you feel at ease" and "other" were chosen most frequently in these instances. Within the category of personal-psychological problems the Dean of Women received her highest ratings on items relating to student organizations, finances, health and marriage. Her lowest ratings were on those situations relating to life goals and moral behavior. Of the fifteen items in the category, the Dean of Women was chosen as the primary consultant in one instance--a situation directly related to college and likely to have a specific answer. "You want advice about getting into student activities and organizations that might be rewarding to you."

The Dean of Women's highest ratings were in the category designated as social, particularly on those items for which a specific answer or suggestion could be given. The Dean of the College was seen by women undergraduates as the person to be consulted on general rules or those problems concerned with groups while the Dean of Women would be consulted first concerning rules relating to the woman student directly. In this category as in the others, as situations became more personal problem centered, the designation of "other" as a primary consultant increased.

While not to be considered unimportant as a consultant in the academic and personal-psychological

categories, the Dean of Women was seen as someone most competent in dealing with social situations of a procedural or answer-giving nature.

Discussion

Concern for women students as a separate aspect of higher education has gained attention as higher education itself has become highly visible. While the "feminist movement" is not new, the degree and intensity of its force has brought problems in relation to women students before educational institutions as well as the general public. Demands for complete integration, and pressure for segregation concerning women's education both have been experienced by colleges and universities. The role of the female personnel administrator is being questioned as part of this concern for women students in general.

The findings of this study indicate that women undergraduates in the small private college perceive the dean of women as competent in handling situations dealing with social rules and regulations and in the role of arbitrator. On small campuses the faculty and staff are personally highly visible. If the change to single authority administration extends to the small campus it is doubtful if women undergraduates will continue to view the role of the Dean of Women as an important one relating to matters of policy.

Counseling which has long been considered an important function of the dean of women's office was not considered by women undergraduates in this study as an important duty of the office. As the personal-psychological situations became counseling in nature the respondents tended to turn to someone outside the personnel listed for advice. One point to be considered here, however, is that the dean of women and the woman undergraduate may have different perceptions of what constitutes a counseling situation. Many formally trained student personnel administrators have strong counseling backgrounds. If counseling is becoming a function of specialists outside the framework of personnel administration, perhaps less emphasis should be given to it in training administrators. Training to the extent that the administrator can make referrals would seem adequate.

As a result of the current emphasis on women in general, higher education will feel the impact. Young women will become more knowledgeable of themselves as women and aware of such things as range of vocational choice and salary expectations. Training for women personnel administrators should include study in these areas. As recommended by earlier writers women personnel administrators should become experts in women's education.

Implications for Future Research

Research concerning the availability of positions for women personnel administrators will be necessary for sound recruitment, training, and placement of women graduate students. The value of the role has been questioned by some of today's top administrators. If there is merit in the concern, colleges and universities responsible for women graduate students should be made aware if they are to avoid training women for positions that do not exist.

Research should be done on job descriptions themselves. If women deans are to become role models for young women in more than social matters much of the change will have to take place as a result of their acceptance or rejection of positions which emphasize social activities.

As noted earlier, this study showed a high incidence of choices for "other" as a resource in problems of a personal-psychological nature. The data revealed that on items where the student could be seeking a specific answer, a specific person was named. On items of a counseling nature or those concerned with personal problems the choice for someone other than college personnel increased. Continued research should be done regarding the value of continuing a counseling emphasis in the training of women personnel administrators. Effectiveness studies, in terms of student perception, should be initiated to

determine if there is a significant difference between those women deans who have received counselor training, and those who have not.

Apparently there will continue to be diversity among institutions of higher education related to the role and function of women personnel administrators. Equally apparent is the anticipation of continuing change for the woman's role in society in general. The recruitment, training, and placement of women for personnel administration must consider this diversity and change if the position is to remain viable.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Acheson, Eunice Mae. The Effective Dean of Women. Chicago: The University of Chicago Press, 1932.
- Arbuckle, Dugald S. Student Personnel Services in Higher Education. New York: McGraw-Hill Book Company, Inc., 1953.
- Ayers, Archie R.; Tripp, Philip A.; and Russel, John H. Student Services Administration in Higher Education. Washington, D.C.: U.S. Government Printing Office, 1966.
- Blake, Mabelle Babcock. Guidance for College Women. New York: D. Appleton and Company, 1926.
- Borg, Walter R. Educational Research: An Introduction. New York: David McKay Company, Inc., 1963.
- Fitzgerald, Laurine E.; Johnson, Walter F.; and Norris, Willa. College Student Personnel: Readings and Bibliographies. Boston: Houghton Mifflin Company, 1970.
- Ginzberg, Eli. Life Styles of Educated Women. New York: Columbia University Press, 1966.
- Jones, Jane Louise. A Personnel Study of Women Deans in Colleges and Universities. New York: Bureau of Publications, Teachers College, Columbia University, 1928.
- Lloyd-Jones, Esther McD., and Smith, Margaret Ruth. A Student Personnel Program for Higher Education. New York: McGraw-Hill Book Company, Inc., 1938.
- Matthews, Lois K. The Dean of Women. New York: Houghton Mifflin Company, 1915.

Mueller, Kate Hevner. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Company, 1961.

Newcomer, Mabel. A Century of Higher Education for American Women. New York: Harper & Brothers Publishers, 1959.

Pierce, Anna Eloise. Deans and Advisors of Women and Girls. New York: Professional and Technical Press, 1928.

Rudolph, Frederick. The American College and University. New York: Alfred A. Knopf, 1962.

Sturtevant, Sarah M., and Hayes, Harriet, eds. Deans at Work. New York: Harper & Brothers Publishers, 1930.

Williamson, E. G. Student Personnel Services in Colleges and Universities. New York: McGraw-Hill Book Company, Inc., 1961.

Wrenn, C. Gilbert. Student Personnel Work in College. New York: The Ronald Press Company, 1951.

Periodicals

Adams, Arthur S. "The Role of the Dean of Women on the College Campus." Journal of the National Association of Women Deans and Counselors, XXVI (October, 1962), 20-23.

Clarenbach, Kathryn F. "Can Continuing Education Adapt?" Journal of the American Association of University Women, LXIII, No. 2 (January, 1970), 65.

Corrallo, Salvatore B. "The Economic Relevance of Women's Higher Education." Journal of the National Association of Women Deans and Counselors, XXXI, No. 2 (Winter, 1968), 74-76.

Cross, K. Patricia. "College Women: A Research Description." Journal of the National Association of Women Deans and Counselors, XXXII, No. 1 (Fall, 1968), 12-21.

- Dodson, Dan W. "Is it Desirable for Women's Organizations to Maintain Their Autonomy?" Journal of the National Association of Women Deans and Counselors, XXXII, No. 1 (Fall, 1968), 40-45.
- Dunn, Charleta J. "College Deans of Women: A Synthesis of the Literature." The Personnel and Guidance Journal, XLVI, No. 6 (February, 1968), 550-554.
- _____. "Job Description of the Deans of Women in Texas State-Supported Senior Colleges and Universities." Journal of the National Association of Women Deans and Counselors, XXX, No. 4 (Summer, 1967), 182-183.
- Fley, Jo Ann. "Campus Regulations: Are Girls Different?" Journal of the National Association of Women Deans and Counselors, XXXI, No. 3 (Spring, 1968), 116-122.
- Haberson, Gladys E. "The New Feminism." Journal of the American Association of University Women, LXIII, No. 2 (January, 1970), 54.
- Harris, Patricia Roberts. "Deans and Students: A Look to the Future." Journal of the National Association of Women Deans and Counselors, XXXIII, No. 1 (Fall, 1969), 4.
- Hilton, Eunice M. "The Organization of Student Personnel Services." School and Society, LXVIII (July 10, 1948), 26-28.
- Kinnane, Mary. "The Undergraduate's Perception of the Dean of Women." Journal of the National Association of Women Deans and Counselors, XXIX, No. 3 (Spring, 1966), 122-128.
- Reeves, Mary Elizabeth, and Arbuckle, Dugald S. "The 'Counseling' Attitudes of Deans of Women." The Personnel and Guidance Journal, XLI (January, 1963), 438-441.
- Schetlin, Eleanor M. "Guidance and Student Personnel Work as Reflected by Esther Lloyd-Jones from 1929 to 1966." Journal of the National Association of Women Deans and Counselors, XXXI, No. 3 (Spring, 1968), 97-102.
- Sheldon, Miriam A. "The Role of the Woman Dean--1965." Journal of the National Association of Women Deans and Counselors, XXIX, No. 1 (Fall, 1965), 41.

Spencer, Louise Walcott. "Eleven Years of Change in the Role of Deans of Women in Colleges, Universities, and Teachers Colleges." Journal of the National Association of Women Deans and Counselors, XIV (January, 1951), 51-83.

Switzer, Lucigrace. "This Revolution Asks Something of Us All." College and University Business, February, 1970, p. 52.

Williams, Robert L. "A Single Board of Control for State-Supported Higher Education." School and Society, LXXI (January 14, 1950), 17-21.

Dissertations

Haddock, Ruth. "A Study of Five Deans of Women." Unpublished Ph.D. dissertation, Syracuse University, 1952.

Haller, Lola Marie. "The Future Role of the Highest Ranking Woman Student Personnel Administrator in the College or University and a Suggested Training Program." Unpublished Ph.D. dissertation, Michigan State University, 1967.

_____. "The Future Role of the Highest Ranking Woman Student Personnel Administrator in the College or University and a Suggested Training Program." Dissertation Abstracts, XXVIII, No. 9, 10 (1968), 3933A.

Koenig, Willa Lisette. "The Dean of Women: Ideal and Actual Perceptions of Role." Dissertation Abstracts, XXV, No. 5, 6 (1964), 3357.

McBee, Mary Louise. "The Role of the Dean of Women in Selected Institutions of Higher Learning." Dissertation Abstracts, XXII, No. 9, 10 (1962), 3493-3494.

Paine, Louise Tipps. "A Survey of Current Personnel Practices in Selected Colleges and Universities as Related to the Function of the Office of the Dean of Women." Unpublished Ph.D. dissertation, Cornell University, 1949.

APPENDICES

APPENDIX A

ADDITIONAL TABLES

Academic Category

TABLE 39

RESPONSE TO ITEM 30: "YOU WISH TO PROTEST THE BIGOTRY
OR DISCRIMINATORY ATTITUDE OF A PROFESSOR, NOT
NECESSARILY AFFECTING YOU, BUT PERHAPS
EMBARRASSING AND UPSETTING
FELLOW-STUDENTS."

Person to Be Consulted	N = 305	Percent
Dean of the College	127	41.6
A Faculty Member With Whom You Feel at Ease	54	17.7
Dean of Women	53	17.3
Your Faculty Advisor	41	13.4
Other	16	5.2
Dean of Men	5	1.6
Not Answered	5	1.6
Dormitory Supervisor	2	0.6
Minister to the College	2	0.6

TABLE 40

RESPONSE TO ITEM 17: "YOU WANT ADVICE
ABOUT SELECTING A GRADUATE SCHOOL."

Person to Be Consulted	N = 305	Percent
Your Faculty Advisor	200	65.5
Dean of the College	44	14.4
A Faculty Member With Whom You Feel at Ease	26	8.5
Dean of Women	15	4.9
Other	10	3.2
Not Answered	9	2.9
Dean of Men	1	0.3
Dormitory Supervisor	0	0.0
Minister to the College	0	0.0

TABLE 41

RESPONSE TO ITEM 2: "YOU HAVE DOUBTS
ABOUT YOUR CAREER CHOICE."

Person to Be Consulted	N = 305	Percent
Your Faculty Advisor	182	59.6
A Faculty Member With Whom You Feel at Ease	77	25.2
Other	22	7.2
Dean of the College	7	2.2
Dean of Women	7	2.2
Minister to the College	4	1.3
Dormitory Supervisor	3	0.9
Not Answered	3	0.9
Dean of Men	0	0.0

Personal-Psychological Category

TABLE 42

RESPONSE TO ITEM 31: "YOU HAVE A STUTTER
WHICH YOU FEEL MAY IMPEDE YOUR
VOCATIONAL SUCCESS."

Person to Be Consulted	N = 305	Percent
Your Faculty Advisor	107	35.0
A Faculty Member With Whom You Feel at Ease	87	28.5
Other	59	19.3
Dean of Women	18	5.9
Not Answered	14	4.5
Dormitory Supervisor	8	2.6
Minister to the College	8	2.6
Dean of the College	3	0.9
Dean of Men	1	0.3

TABLE 43

RESPONSE TO ITEM 29: "YOU WANT HELP IN RESOLVING A
CONFLICT BETWEEN YOUR PERSONAL CODE OF BEHAVIOR
AND THE MORES OF THE GROUP WITH WHICH
YOU ASSOCIATE."

Person to Be Consulted	N = 305	Percent
Minister to the College	115	37.7
A Faculty Member With Whom You Feel at Ease	60	19.6
Other	60	19.6
Dormitory Supervisor	24	7.8
Dean of Women	20	6.5
Not Answered	16	5.2
Your Faculty Advisor	5	1.6
Dean of the College	4	1.3
Dean of Men	1	0.3

TABLE 44

RESPONSE TO ITEM 16: "YOU FEEL THAT
ALCOHOL IS BECOMING A PROBLEM
FOR YOU."

Person to Be Consulted	N = 305	Percent
Minister to the College	129	42.2
Other	62	20.3
A Faculty Member With Whom You Feel at Ease	50	16.3
Not Answered	26	8.5
Dean of Women	17	5.5
Dormitory Supervisor	15	4.9
Your Faculty Advisor	4	1.3
Dean of the College	1	0.3
Dean of Men	1	0.3

TABLE 45

RESPONSE TO ITEM 1: "YOU NEED HELP
OR ADVICE CONCERNING A HOME
PROBLEM."

Person to Be Consulted	N = 305	Percent
A Faculty Member With Whom You Feel at Ease	95	31.1
Other	78	25.5
Dormitory Supervisor	46	15.0
Minister to the College	38	12.4
Dean of Women	28	9.1
Not Answered	15	4.9
Your Faculty Advisor	4	1.3
Dean of the College	1	0.3
Dean of Men	0	0.0

APPENDIX B

**COVER LETTER, QUESTIONNAIRE,
AND FOLLOW UP**

ABILENE CHRISTIAN COLLEGE — HARDIN-SIMMONS UNIVERSITY — McMURRY COLLEGE

Dear Student:

Enclosed is a questionnaire developed in coordination with Abilene Christian College, Hardin-Simmons University, and McMurry College. It is designed to determine student perception of various personnel offices on these three campuses. The information gained will be used to assist these offices in evaluating their functions so that they may serve the student population more effectively. In an effort to obtain students' frank and sincere responses, both the questionnaire and its return have been structured to insure that all participants will remain anonymous.

You are asked to respond to the items in the questionnaire and return it to:

Abilene Christian College Students: A. C. C. Post Office
Box 8036

Hardin-Simmons University Students: H. S. U. Post Office
Box 898

McMurry College Students: McM Post Office
Box 428

Your cooperation is requested in returning this questionnaire by February 24, 1970.

Alan S. Staley
Dr. Alan Staley
Director of Testing and Counseling
McMurry College

Luther A. Marsh
Mr. Luther Marsh
Director of Testing and Counseling
Abilene Christian College

Rod Canedy
Dr. Rod Canedy
Chairman of Psychology Department
Hardin-Simmons University

ABILENE CHRISTIAN COLLEGE — HARDIN-SIMMONS UNIVERSITY — McMURRY COLLEGE

UNDERGRADUATE PERCEPTION SURVEY

This questionnaire has been devised to ascertain the perceptions held by undergraduates of campus resource personnel.

You are not asked to sign your name on the questionnaire, and it is hoped that this fact will help you to give your personal, honest, and candid reactions. There are no right or wrong responses. Your opinion or judgment as to where you would go for help with certain hypothetical problems is what is requested.

The number which appears on the cover of the questionnaire merely identifies your college. This number and the following information will be used only for purposes of data analysis, and not for personal identification.

Please check the appropriate answer for each of the following items:

- | | |
|---|--|
| <p>(a) Your college class:</p> <p>____ Freshman</p> <p>____ Sophomore</p> <p>____ Junior</p> <p>____ Senior</p> | <p>(d) Your resident status:</p> <p>____ Dormitory</p> <p>____ Off campus</p> <p>____ Commuter</p> |
| <p>(b) Your major field:</p> <p>____ Humanities</p> <p>____ Social Science</p> <p>____ Physical and Natural Science</p> <p>____ Other</p> | <p>(e) Type of High School Attended</p> <p>____ Public</p> <p>____ Private
Non-denominational</p> <p>____ Private
Denominational</p> |
| <p>(c) Age: _____</p> | <p>(f) Church Affiliation
_____</p> |

DIRECTIONS

All of the college personnel listed below are people whom you would be likely to consult for advice or assistance, and to whom you might bring certain kinds of problems or questions. Each of these college personnel members is identified by a number.

1. Using a pen or pencil on the list itself, circle the numbers of those personnel with whom you have previously personally conferred.
2. Circle the number at the left of each item which corresponds to the person whom you would consult first in the situations described in items 1 through 36. In the space marked "Other" at the right of each item, indicate in writing whom you would consult if the person is none of those listed.
 1. Dean of the College
Vice-President for Academic Affairs
 2. Dean of Women
 3. Dean of Men
 4. Dormitory Supervisor or Director
 5. Minister to the College
Director of Religious Activities
 6. A faculty member with whom you feel at ease
 7. Your faculty advisor
 - Other (Write in)

3. Give only one answer for each item.

- | | | |
|---------------|---|------------|
| 1-2-3-4-5-6-7 | 1. You need help or advice concerning a home problem. | Other..... |
| 1-2-3-4-5-6-7 | 2. You have doubts about your career choice. | Other..... |
| 1-2-3-4-5-6-7 | 3. You feel socially insecure and "left out". | Other..... |
| 1-2-3-4-5-6-7 | 4. You are homesick. | Other..... |
| 1-2-3-4-5-6-7 | 5. You have become involved in a relationship with a male student contrary to your own standards of moral behavior. | Other..... |
| 1-2-3-4-5-6-7 | 6. You feel that a professor dislikes you and is grading your work unfairly. | Other..... |
| 1-2-3-4-5-6-7 | 7. You are experiencing financial difficulty. | Other..... |
| 1-2-3-4-5-6-7 | 8. You feel you should report to some college authority the illicit conduct of one or more students of which you had knowledge, e.g., stealing examination papers before a test or stealing other students' property. | Other..... |
| 1-2-3-4-5-6-7 | 9. You want to make representation about a college regulation that seems too strict. | Other..... |

- 1-2-3-4-5-6-7 10. You want help in cutting through institutional red tape handicapping a student event under your direction. Other.....
- 1-2-3-4-5-6-7 11. You feel that perhaps you have chosen the wrong college and wish to discuss possible transfer to another college. Other.....
- 1-2-3-4-5-6-7 12. You feel that the courses in your major department are not, either in quality or coverage, adequately preparing you for admission to Graduate School. Other.....
- 1-2-3-4-5-6-7 13. You feel that your housemother is either too restrictive or too permissive. Other.....
- 1-2-3-4-5-6-7 14. You feel that pressures of study are adversely affecting your health. Other.....
- 1-2-3-4-5-6-7 15. You want advice about getting into student activities and organizations that might be rewarding to you. Other.....
- 1-2-3-4-5-6-7 16. You feel that alcohol is becoming a problem for you. Other.....
- 1-2-3-4-5-6-7 17. You want advice about selecting a Graduate School. Other.....
- 1-2-3-4-5-6-7 18. You feel that your academic performance, while satisfactory by college standards, is below your ability. Other.....
- 1-2-3-4-5-6-7 19. You want advice on how to mollify a professor you have irritated by contentious argument in class. Other.....
- 1-2-3-4-5-6-7 20. You feel that student morale is low because of poor student-administration communication. Other.....
- 1-2-3-4-5-6-7 21. You want advice about summer employment. Other.....
- 1-2-3-4-5-6-7 22. You feel that you freeze up on examinations. Other.....
- 1-2-3-4-5-6-7 23. You feel you are being ostracized by a group of students you admire and by whom you wish to be accepted. Other.....
- 1-2-3-4-5-6-7 24. You and some friends want to establish a new student organization. Other.....
- 1-2-3-4-5-6-7 25. You are disturbed about a widespread use among your classmates of tranquilizers and other medications that seem to you narcotic. Other.....

(over)

- 1-2-3-4-5-6-7 26. You are president of a student organization which wishes to invite a controversial speaker to your campus. Other.....
- 1-2-3-4-5-6-7 27. You want advice about a decision to marry and leave college or to postpone marriage for a year or two and finish college. Other.....
- 1-2-3-4-5-6-7 28. You are confused about the meaning of life or unsure of your own personal worth and goals. Other.....
- 1-2-3-4-5-6-7 29. You want help in resolving a conflict between your personal code of behavior and the mores of the group with which you associate. Other.....
- 1-2-3-4-5-6-7 30. You wish to protest the bigotry or discriminatory attitude of a professor, not necessarily affecting you, but perhaps embarrassing and upsetting fellow-students. Other.....
- 1-2-3-4-5-6-7 31. You have a stutter which you feel may impede your vocational success. Other.....
- 1-2-3-4-5-6-7 32. You want to intercede for a family friend who has been rejected by the Admissions Office for entrance into the College. Other.....
- 1-2-3-4-5-6-7 33. You find you are falling in love with one of your professors, a married man who seemed attracted to you. Other.....
- 1-2-3-4-5-6-7 34. You have decided to assume leadership of a group of students who want to complain about unreasonable assignments and arbitrary grading procedures of a particular professor. Other.....
- 1-2-3-4-5-6-7 35. You and some of your friends want to find out the best approach for convincing college authorities that an honors program should be established. Other.....
- 1-2-3-4-5-6-7 36. You do not seem to be able to read or take notes as effectively as other students. Other.....

Recently you received a copy of the UNDERGRADUATE PERCEPTION SURVEY from McMurry College, Abilene Christian College, and Hardin-Simmons University. In order to accurately access student services in these colleges we are attempting to obtain the highest return possible.

If you have already returned your questionnaire, thank you very much. If not would you please take a few moments and fill it out and return it to Box 428 McMurry Station. If you have misplaced your copy you may obtain another at Room 206 Cooke Building or call McMurry College Ext. 215 and request that another be mailed to you.

McMurry College
Abilene Christian College
Hardin-Simmons University

Date March 3, 1970

APPENDIX C

ALL QUESTIONS BY CATEGORY

Category: Academic Total (10)

2. You have doubts about your career choice.
6. You feel that a professor dislikes you and is grading your work unfairly.
11. You feel that perhaps you have chosen the wrong college and wish to discuss possible transfer to another college.
12. You feel that the courses in your major department are not, either in quality or coverage, adequately preparing you for admission to graduate school.
17. You want advice about selecting a graduate school.
18. You feel that your academic performance while satisfactory is below your ability.
30. You wish to protest the bigotry or discriminatory attitude of a professor, not necessarily affecting you, but perhaps embarrassing and upsetting fellow-students.
34. You have decided to assume leadership of a group of students who want to complain about unreasonable assignments and arbitrary grading procedures of a particular professor.
35. You and some of your friends want to find out the best approach for convincing college authorities that an honors program should be established.
36. You do not seem to be able to read or take notes as effectively as other students.

Category: Personal-Psychological Total (15)

1. You need help or advice concerning a home problem.
3. You feel insecure and left out.
4. You are homesick.
5. You have become involved in a relationship with a male student contrary to your own standards of moral behavior.
7. You are experiencing financial difficulty.
14. You feel that pressures of study are adversely affecting your health.
15. You want advice about getting into student activities and organizations that might be rewarding to you.
16. You feel that alcohol is becoming a problem for you.
19. You want advice on how to mollify a professor you have irritated by contentious argument in class.
22. You feel that you freeze up on examinations.
27. You want advice about a decision to marry and leave college or to postpone marriage for a year or two and finish college.
28. You are confused about the meaning of life or unsure of your own personal worth and goals.
29. You want help in resolving a conflict between your personal code of behavior and the mores of the group with which you associate.
31. You have a stutter which you feel may impede your vocational success.
33. You find you are falling in love with one of your professors, a married man who seemed attracted to you.

Category: Social Total (11)

8. You feel you should report to some college authority the illicit conduct of one or more students of which you had knowledge, e.g., stealing examination papers before a test or stealing other students' property.
9. You want to make representation about a college regulation that seems too strict.
10. You want help in cutting through institutional red tape handicapping a student event under your direction.
13. You feel that your housemother is either too restrictive or too permissive.
20. You feel that student morale is low because of poor student administration communication.
21. You want advice about summer employment.
23. You feel you are being ostracized by a group of students you admire and by whom you wish to be accepted.
24. You and some friends want to establish a new student organization.
25. You are disturbed about a widespread use among your classmates of tranquilizers and other medication that seem to you narcotic.
26. You are president of a student organization which wishes to invite a controversial speaker to your campus.
32. You want to intercede for a family friend who has been rejected by the admissions office for entrance into the college.

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03143 2366