

A STUDY OF FACULTY PERCEPTIONS OF
STUDENT PERSONNEL SERVICES

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Laurine Elisabeth Fitzgerald

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of the requirements for
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Date May 11, 1959

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A STUDY OF FACULTY PERCEPTIONS
OF STUDENT PERSONNEL SERVICES

By

Laurine Elisabeth Fitzgerald

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
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1959

Approved

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A STUDY OF FACULTY PERCEPTIONS OF STUDENT PERSONNEL SERVICES

by Laurine E. Fitzgerald

This study attempts to determine the perception of student personnel services in higher education held by staff members with instructional responsibilities.

This was done by using mailed questionnaires which provided the opportunity for selected faculty members to indicate a rating of importance for higher education for each of forty statements of function of student personnel services. In addition, the respondents were asked to indicate their opinion of the quality of performance of the functions on the local campus. There was also the opportunity to indicate whether or not a specific campus office was designated for the performance of each function, and an additional question dealt with the location of this office in the hierarchy of the local campus organization: all-campus, college, or departmental levels.

The "Student Personnel Services Questionnaire" was administered to a random sampling of faculty members with instructional responsibilities at Michigan State

University. Their responses were tabulated for the functional area, as well as by each specific statement of function.

Response data are presented according to grouped statements of function: Admissions, Registration, and Records Functions; Counseling Service Functions; Health Service Functions; Student Activities Functions; Financial Aid, and Placement Functions; Disciplinary Functions; Special Clinics, and Special Services Functions.

The faculty responses indicate that student personnel services are recognized as having importance for the achievement of the philosophy and purposes of higher education. The degree of importance accorded these functions is, to some extent, dependent upon the nature of the service. Highest perceptions of importance tend to be placed on those functions relating most directly with the academic purposes of the institution. Of less importance are those functions which facilitate student life activities while the individual is engaged in academic pursuits; and of least importance are the student personnel functions which deal only indirectly with the student in an academic setting.

Statistical analysis employing the Chi Square technique revealed significantly different responses given by faculty members who indicated that they work

closely with student organizations, and faculty members who do not. The faculty with the close working relationship tend to view the student personnel functions as being more important for higher education, and better achieved on the local campus than the faculty members who do not work closely with student organizations.

A few differences were determined between the responses received from faculty members having tenure on the campus, determined from academic rank, and the responses indicated by faculty members without tenure. The latter faculty group tended to give responses requiring less definite expressions of opinion or knowledge about the student personnel services.

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A THESIS

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CHAPTER I

THE PROBLEM

Statement of the Problem

This study has a two-fold purpose: (1) the development of a questionnaire which might prove useful on college and university campuses in the determination of instructional staff perceptions of student personnel functions in higher education, and (2) reporting upon the questionnaire results received from one institution of higher education, Michigan State University, East Lansing, Michigan.

Background of the Problem

The appearance of student personnel services on the college campus represents one response to a transitional period in the educational history of the United States, as well as a development having considerable impact for the future of higher education. Throughout the variety and diversity of roles and functions assigned to institutions of higher learning, and to student personnel programs there exists a common thread of concern for the personal development of young people in

the interest of enriching the human resources of American society. The focus of responsibility for the performance of some aspects contributing to the optimum development of college youth is different within each of the staff groups concerned with essentially educational aspects of the institution: administrators, instructional staff, and student personnel workers.

In this context, early personnel work provided a necessary and useful reminder that individual development was broader than the Germanic concept of personal cultivation of the intellect. Formalization and evolution toward professionalization of student personnel services thus came largely as a reaction to the neglect of extra-classroom learning opportunities for the student. With the emphasis upon non-classroom educational opportunities came the charge of anti-intellectualism, and the identification of student personnel services with objectives and goals incompatible with the roles and functions of higher education.

In addition, student personnel services have become allied with administrative functioning of the campus, and in this manner are less well identified as educative or instructional. A beginning in the direction of increased integration of student personnel with instruction is made mandatory with the realities of

increasing enrollments, heterogeneity of the student body, and the increasing difficulty of obtaining adequately trained and experienced professional staff.

The personnel movement is no longer a protest against the neglect of learning opportunities in student life outside the classroom. It is an organized effort, currently undergoing a significant degree of professionalization, to capitalize on such opportunities in distinctive ways but in the service of the same goals that justify and animate the educational process generally . . . In such a collaborative enterprise and to insure the attainment of education's aims, it is vital for all those charged with educational responsibilities to understand each other, to earn places of mutual respect in each other's eyes, and to balance their distinctive contributions on the basis of such a shared understanding and mutual respect. (1:11)

Review of Related Research

Student personnel work, because of its youth and nature, is still in a process of dynamic growth and maturation. Dependent upon the "acceptance climate" of the campus, often demonstrated by the financial support accorded by administrators, individual student personnel programs have flourished and become small operational empires or integral parts of the educational experience. As the personnel movement became better conceived, organized, and administered, student personnel workers recognized the importance of evaluation as a contribution to their own growth and development, as well as acceptance on the campus.

Rackham (2) stressed the need of adequate criteria for proper evaluation and constructed a Student Personnel Services Inventory for use in evaluation of student personnel programs. Kamm and Wrenn (3) developed "An Inventory of Student Reaction to Student Personnel Services" which is administered to students, and to be used in connection with an earlier form devised by the same two authors (4). Mahler (5) evaluated student personnel programs at four colleges using an inventory he developed, and related it to an independent evaluation with Rackham's Inventory. Evaluation Aids, developed in 1953 by the National Association of Student Personnel Administrators is perhaps the most comprehensive evaluative instrument. In addition, there are numerous evaluation studies of one or more aspects of the total functioning of a student personnel program.

However, the research connected with this study contains only some content aspects of an evaluation study. The aforementioned authors and writing were used for resource, and certain aspects of their research techniques adapted for the perception study.

There are no reported studies of faculty reactions or perceptions of student personnel services. Mahler's study (5) did contain a subsection entitled "Student Personnel Opinion," and it enabled him to

assess student and faculty reaction to certain aspects of student personnel services as an indices of readiness for development or redirection of student personnel philosophy. His Inventory had separate sections dealing with: Housing and Board, Orientation, Health, Counseling, Discipline, Financial Aids, and Curriculum Needs. However, the focus of the study was the agreement relationship of the evaluative findings with an independent evaluation using the Rackham check-list inventory.

Increasing interest and emphasis upon the role of the classroom teacher in the student personnel program has created the necessity to determine and clarify the perception that individual and corporate faculty members have of the role of student personnel services in the institutions of higher education. Effective student personnel work and deeper teaching were the foci of concern for a book edited by Lloyd-Jones and Smith (6), and although the cooperating writers stressed the essential sameness of educative goals, the misperceptions of functional roles continue to be a matter of considerable concern.

Importance of the Study

The researcher, by means of this study, attempts to determine the perception held by teaching faculty on

one college campus of the functional role of student personnel services. The means by which this perception might be obtained required the design and development of an instrument in the form of a questionnaire. This questionnaire would allow the expression of role assignment of student personnel services on several levels, and would provide the personnel workers of that campus with an indices of the amount of knowledge and degree of importance assigned to the functioning of these educational services. From this point, effective communication may be utilized to reinforce or create understandings of the integrated roles of the educational staff assigned to instructional and student personnel responsibilities.

Shaffer (7:56) has reported the tentative conclusions received from a comprehensive research project concerning the problems of communication on the expanding college campus. Of particular interest here is the second level mentioned: intra-university communication and coordination. He reports a general need for constant interpretation to other university personnel of the work of the centralized personnel services. Where this need was expressed, it was usually noted by the academic or other administrators rather than by those of the student personnel staff. A recent issue of the

Journal of the National Association of Women Deans and Counselors (8) is concerned solely with "Communication in Personnel Work." As the relative newcomers among specialized contributors to the educational process, perhaps the primary responsibility for initiating communication about these services falls on student personnel workers.

The problem then becomes one of determining the perception of the student personnel program currently held by the instructional faculty, and, at the same time, assessing the knowledge of the faculty about the variety of functions of the student personnel services. If the faculty perception and knowledge of the student personnel program of services can be determined, then the personnel workers will have an adequate basis for the beginnings of effective communication about their functions as they relate to the total goals of higher education.

Limitations and Scope of the Study

This research project is limited to the instructional faculty of Michigan State University. The responses were obtained by the questionnaire method, although the questionnaires were augmented by individual interviews in some cases. In an attempt to overcome the limitation of restricting the respondents to the faculty

of Michigan State University, the attempt was made to secure an adequately balanced sampling of the staff of the University so as to provide for expression of any unique influences as well as to encompass the variety of backgrounds and contributions of the staff.

On the other hand, one of the dual purposes of this study is the development of a questionnaire applicable to any institution of higher learning. The results obtained will always reflect the uniqueness of the staff of the institution. The contribution of the study is the "Student Personnel Services Questionnaire," as well as the specific responses of the faculty of Michigan State University which may prove useful to the student personnel workers of that University.

The scope of the study includes the major functions performed by student personnel services on the campuses of higher educational institutions. Statements of sub-functions of personnel services are presented for a ranked indication of the importance of this function for higher education; an estimation of the quality of performance on the local campus; an indication of whether or not there is specific provision for the service function on the campus; and finally, an indication of the location of responsibility for the performance of the function on the all-campus, college, departmental or other level.

Definitions of Terms

Perception -- when used in this text will refer to the importance allocated to, - the opinion about, - the consciousness and knowledge of the student personnel functions described. It will also imply an immediate judgement, often requiring subtle discrimination.

Student Personnel Functions -- the study concerns some of the services other than classroom instruction which are provided for students by colleges and universities. The content refers to services for which specific provision has been made on the college campus, not to those services which are incidental to instruction.

Opinion -- a belief stronger than an impression, but less strong than positive knowledge.

Evaluation -- the evaluation of student personnel functions required by this project is most closely related to an expressed opinion, or judgment.

Organization of the Study

Chapter I contains an introduction to the problem of the role of student personnel services in higher education as it relates to instructional staff, and has attempted to justify the importance of such a study.

Chapter II includes a discussion of the method of investigation, procedures and methodology of selection of the sample group, and the development and presentation

of the questionnaire used to obtain the data. It also presents the methods of reporting the data obtained.

Chapters III through X, inclusive, present detailed discussions of the results of the study in related functional groupings. These chapters report the data related to the following: Admissions, Registration, and Records; Counseling; Health Service; Housing, and Food Service; Student Activities; Financial Aid, and Placement; Discipline; and the Special Clinics, and Special Services functions.

Chapter XI presents the summary, conclusions, and recommendations of the research study.

Three Appendices to the study contain copies of the Student Personnel Services Questionnaire, the letters which accompanied the mailing, and selected comments from non-cooperative faculty in the sample group.

CHAPTER II

PROCEDURES

Method of Investigation

In order to include and involve the greatest number of instructional faculty, and to make the content of the study as comprehensive as possible, the questionnaire method of research was decided upon. The goal was the development of an instrument which would have application on a variety of campuses by virtue of its inclusiveness and flexibility. It must also be compact in order to enhance the possibility of a large return from the original faculty sample. The mailing of questionnaires for this study was to take place in November following mid-term examinations, and prior to the period of final examination preparation.

The Sample

The two criteria for inclusion in the faculty sample group were: (1) members of the faculty with primary responsibilities for instructional duties; (2) full-time staff membership on the campus for a minimum of one academic year. The determination of adequacy of

the first criterion of selection was not possible until the questionnaire had been completed and returned, since a listing by name of faculty members with instructional responsibilities was not available. The second criterion was met by means of selecting the sample from the names appearing in Part XVI, "Faculty and Staff of the University" effective December 1, 1957, and thus indicated for the academic year 1957-1958 (9:378-436) of the Michigan State University Catalog.

The actual selection of the sample was achieved as follows: (1) each faculty member was assigned a number in the alphabetical listing in the Catalog; (2) the faculty number 1087 was selected as the point from which counting-off began--this number was determined by finding the file and column point in a table of random numbers which was indicated by the last two numbers of one coin, and the last number on a second coin; (3) every 17th faculty member from point 1087 was noted for purposes of inclusion in the questionnaire mailing, until the 98th individual was chosen--this was determined by the table of random numbers and a coin; (4) the 98th person became the point at which 18 numbers were used to choose the following person, then 17 numbers again became the pattern; (5) 100 faculty members were selected in this way; (6) the final 55 numbers were determined by counting-off every 34th number, starting

from 101, as indicated by the table of random numbers and the two coins. The table of random numbers used is included in a statistics book by Edwards (10).

Of the 155 names chosen by the above described method, only 150 were included in the mailing group. The additional 5 names were removed because of obvious deviations from the criterion regarding instructional responsibilities, e.g., they had designated responsibilities for research, or administrative duties.

The mailing list potential represented 12.25% of the total faculty with instructional responsibilities. This figure is based upon information received from the Office of the Dean of University Services which listed the number of full-time equivalent faculty members for the year 1957-1958 as 1224.

Table 1 indicates the number and percentage of questionnaires mailed and returned, and additional information concerning the research sample.

In order to determine whether or not the individuals selected by means of the described procedure actually represented an adequate sampling of the faculty of Michigan State University, several comparisons were made on the basis of sub-groups included in the total sample. Table 2, page 15, presents the percentage figures for faculty members analyzed by appointments to

TABLE 1
SAMPLE GROUP PERCENTAGE RETURNS

| Number | Percentage | Group |
|--------|----------------------|--|
| 150 | 12.25% T.
Faculty | Random sampling of total faculty,
Michigan State University |
| 119 | 9.7% T.
Faculty | Questionnaires returned completed,
and from teaching faculty.
(79.33% of Sample) |
| 9 | 6% of S. | Refused to respond to question-
naire, and returned form with a
note |
| 3 | 2% of S. | Completed questionnaires, not
teaching |
| 19 | 12.6% S. | Questionnaires unaccounted for of
Sample (may include faculty not
teaching) |

individual colleges within the University. Figures are given for the percentages of faculty included in the sample group, both for the total mailing, and for the group which contributed data to the study. The information regarding the total staff was received from the Office of the Vice President for Academic Affairs.

In addition to examination of the sample by college affiliation, other comparisons were made: (a) by degrees held; (b) faculty rank assignment; (c) the source of the highest earned degree; (d) the length of time on the Michigan State University campus. Table 3, page 16, summarizes these comparisons.

TABLE 2
PERCENTAGE REPRESENTATION OF FACULTY SAMPLE BY COLLEGE

| | College | % of
Total Staff* | Sample, %
Contacted | Sample, %
Responded | Number of
Responses |
|-------|---------------------------|----------------------|------------------------|------------------------|------------------------|
| 1. | Basic College | 13.52 | 8.67 | 10.93 | 13 |
| 2. | Agriculture | 11.12 | 14.00 | 13.45 | 16 |
| 3. | Business & Public Service | 13.52 | 14.00 | 15.13 | 18 |
| 4. | Communication Arts | 4.68 | 4.67 | 4.20 | 5 |
| 5. | Education | 9.76 | 12.00 | 13.45 | 16 |
| 6. | Engineering | 7.76 | 6.67 | 5.88 | 7 |
| 7. | Home Economics | 4.46 | 6.67 | 7.56 | 9 |
| 8. | Science and Arts | 26.98 | 26.67 | 22.69 | 27 |
| 9. | Veterinary Medicine | 4.15 | 5.33 | 5.04 | 6 |
| **10. | Military Science | 3.92 | 1.33 | 1.68 | 2 |
| | TOTALS | 99.87
(N=1301) | 100.00
(N=150) | 100.01
(N=119) | 119 |

*Based upon figures received from Office of Vice President for Academic Affairs.
Numbers refer to faculty holding academic rank.

**Unattached to specific college. Figures for total faculty also include in this group staff from Information Services, Continuing Education, etc., who may not have teaching responsibilities.

TABLE 3

COMPARISONS OF TOTAL FACULTY AND SAMPLE GROUP

| Group | Comparison | Percentage | | | |
|-------|---------------|------------|--------------|-----------------|----------|
| a. T | degrees held | B = 10.7 | M = 34.4 | D = 54.3 | |
| a. S | degrees held | B = 2.5 | M = 26.8 | D = 70.6 | |
| b. T | rank | I = 25.5 | Asst = 34.7 | Asso = 24.1 | P = 15.7 |
| b. S | rank | I = 10.9 | Asst = 41.2 | Asso = 23.5 | P = 24.4 |
| c. T | degree source | MSU = 19.8 | Other = 80.2 | | |
| c. S | degree source | MSU = 24.4 | Other = 75.6 | | |
| d. T | years at MSU | 1-2 = 26.6 | 3-5 = 20.7 | 6 & over = 52.7 | |
| d. S | years at MSU | 1-2 = 25.2 | 3-5 = 26.8 | 6 & over = 48.8 | |

The information concerning the total faculty for these comparisons was obtained from the Office of the Dean of University Services. Since these figures pertain to the total faculty, and include those whose primary responsibilities may be research and administration, the percentages for the sample seem close enough in most cases to indicate adequacy of faculty representation, and may be an accurate representation of those faculty whose primary focus is upon teaching.

The Questionnaire

The "Student Personnel Services Questionnaire" is an instrument designed to provide for the expression of role perception of student personnel services at several levels. The instrument consists of statements of functional operations included in most student personnel programs, and requires four responses to each statement.

The original pool of statements were selected from statements of student personnel functions found throughout the text of the book, Student Personnel Work in College, by Wrenn (11), and in large part, from Part II., "Functions, Operation, and Evaluation" of The Administration of Student Personnel Programs in American Colleges and Universities, one of the Series VI Studies of the A.C.E. (12). These statements were at first

arranged in groupings according to their assignment of performance to student personnel offices at Michigan State University, and the first pilot study was conducted in late February of 1958 to determine the efficacy of using the instrument in this fashion. Each respondent completed the questionnaire with the researcher present in the office in order to better determine difficulties of semantics, and initial reactions of the respondent.

The items were reduced in numbers, and an additional category providing for an indication of whether or not there was specific designation of responsibility for that function to a particular office on the campus was added for the second pilot study, conducted in late April of 1958. At this point, it was decided to randomize the functions, and remove headings of sections which might connote specific campus assignment and thus make objectivity more difficult when dealing with these functional aspects of student personnel services.

The final form of the study was developed for a pilot study in October of 1958, at which time final revisions of wording, form of presentation, and statements for inclusion were decided upon. The instrument used in the study consisted of sixty statements concerning functions or responsibilities of some of the services for students on the college and university campus.

The content refers to services for which specific provision has been made on the college campus, not to those services which are incidental to instruction.

Each respondent was requested to indicate his reaction to the statement in terms of three questions: (1) How does the statement relate to the philosophy and purposes of higher education?; (2) How do you evaluate the performance of this function on this campus?; and (3) Has specific provision been made for this function on this campus? A brief explanation of each question followed the presentation of the question in the directions for the questionnaire.¹

Examination of the completed questionnaires led to the exclusion of twenty statements of function which had no discriminatory power, and which, in part, seemed to duplicate other items included in the questionnaire. The forty statements remaining were categorized according to eight major divisions of student personnel programs: admissions, registration, and records functions; counseling service functions; health service functions; housing, and food service functions; student activities functions; financial aid, and placement functions; disciplinary functions; and, special clinics, and special services functions.

¹See Appendix A for the directions included with the "Student Personnel Services Questionnaire."

Method of Reporting Data

The questionnaires were mailed on Monday, November 10, via campus mail. The first questionnaires were returned Thursday, November 13, of the same week. Ninety-five questionnaires had been received before November 26, when the follow-up letter was mailed to members of the faculty sample who had not responded by that time.¹ The last questionnaire was returned by December 5, 1958, for a total of 122 returned completed, and a total of 131 of the original sample having responded in some way to the mailing of the questionnaire: three questionnaires were not useable because the faculty respondents were not teaching; nine of the selected faculty refused to complete the questionnaire.² Data concerning the returns for the selected faculty group have been presented on Table 1.

The data were coded and recorded on IBM cards for tabulation. Each questionnaire required four cards of eighty columns each to include all the data received. Each of the four cards repeated the first fifteen columns of personal data from the front sheet of the

¹Appendix B includes the letters mailed in connection with the study.

²See Appendix C for comments received in writing from non-cooperative members of the selected faculty sample group.

questionnaire and included information about the respondent's rank, number of completed years with the institution, kinds of employment at Michigan State University, total number of years in higher education, whether or not they worked closely with a student organization, the highest degree earned, and school granting the last degree earned.

In all cases the responses are tabulated and presented in table form relating to an individual statement of function. Five functions are related to each of the larger student personnel service areas, and are discussed in those groupings as one Chapter. Thus, percentage responses, and sub-group analyses for the statements concerning Counseling Service Functions will all be found in Chapter IV, entitled "Counseling Service Functions." Chapters III through X, inclusive, deal with analyses of data received. Each chapter includes a brief subjective summary of the salient features of the faculty responses.

The data are first presented by percentage response of the total sample group for the five statements together, considering those totals a single response to the larger function. Percentages are also given for the total sample response to each individual statement of function. The data are next analyzed

utilizing the Chi Square technique of significance of difference, employing the .05% level of probability as the criterion for significance.

The determination of sub-groups for the analyses of difference was, in part, dependent upon the numbers in various of the sub-categories within the total faculty sample. Within this context, the relationship between several of the sub-groupings was tested by means of the Chi Square technique, and when no difference was discernable between two groups, one of the groups was chosen on the basis of distribution of composition.

An example of examination of relationships is the comparison of academic rank with the numbers of years on the MSU campus. In this case it was determined that there is a significant relationship between the number of years on the MSU staff, and the academic rank of the respondents. However, this result is to be expected because of the nature of eligibility for academic rank and rank improvement, and the limitations placed upon non-tenure personnel for numbers of years of campus staff eligibility. Table 4 gives the figures involved.

A second Chi Square test was run between the groups indicating working closely or not working closely with a student organization, and the numbers of years on

TABLE 4

COMPARISON OF ACADEMIC RANK WITH NUMBER OF YEARS ON
THE STAFF OF M.S.U. OF RESPONDENTS IN SAMPLE GROUP

| | 1 - 2
Years | 3 - 5
Years | 6 & over
Years | Total |
|---|----------------|----------------|-------------------|-------|
| Instructor | 6 | 7 | - | 13 |
| Ass't. Prof. | 17 | 16 | 16 | 49 |
| Assoc. Prof. | 6 | 6 | 16 | 28 |
| Professor | 1 | 2 | 26 | 29 |
| Chi ² = 37.91 df = 6 P = Significant beyond .001 | | | | |

the MSU campus. There is no significant relationship between these variables. See Table 5 for the exact results.

TABLE 5

COMPARISON OF FACULTY RESPONDENTS WHO WORK CLOSELY
WITH STUDENT ORGANIZATIONS OR WHO DO NOT,
WITH THE NUMBER OF YEARS ON THE STAFF OF M.S.U.

| | Yes | No | Total |
|---|-----|----|-------|
| One or two years | 9 | 21 | 30 |
| Three to five years | 11 | 20 | 31 |
| Six and over years | 26 | 32 | 58 |
| Chi ² = 2.01095 df = 2 P = Not Significant | | | |

And, finally it was determined that there was no significant relationship between academic rank, and whether or not the faculty member worked closely with student groups. The Chi Square test of significance did not meet the level of significance required. Table 6 presents the figures involved.

TABLE 6

COMPARISON OF FACULTY RESPONDENTS WHO WORK CLOSELY
WITH STUDENT ORGANIZATIONS OR WHO DO NOT,
COMPARED BY ACADEMIC RANK

| | Inst. | Ass't. | Assoc. | Prof. | T. |
|---|-------|--------|--------|-------|----|
| Work closely | 3 | 18 | 16 | 9 | 46 |
| Do not work closely | 10 | 31 | 12 | 20 | 73 |
| Chi ² = 6.15264 df = 3 P = Not Significant | | | | | |

As a result of these tests, it was decided to examine each set of responses to the individual functions on the basis of faculty who responded that they worked closely with student groups, in comparison with those who said they did not work closely with student organizations. And, secondly, that responses would be examined on the basis of tenure, determined from the academic rank held by respondents. The groups were formed by means of combining the lower two academic ranks, non-tenure staff with Instructor or Assistant

Professor's rank, and comparing their responses with those given by tenure staff, or those who have the rank of Associate Professor or full Professor. Each of these response patterns was examined by means of the Chi Square technique, involving the computation of 160 Chi Square tests of significance. All of the significant results are presented in the appropriate chapter in table form.

For purposes of uniformity and convenience, it should be noted that a Chi^2 probability value of .06 or above will be deemed not significant for this study.

CHAPTER III

ADMISSIONS, REGISTRATION AND RECORDS FUNCTIONS

The first services rendered to a student by the college of his choice are in the admissions procedures. Beyond the decisions involved in acceptance or rejection of the application for admission, admissions personnel workers are frequently involved in interpreting to the applicant and his family the advantages, limitations and services of an institution. They also may assist in the coordination of all forms of communication with the prospective student. Related to functions of admissions are those of registration and records. Assistance may be available for student applicants in decision-making concerning offerings of the institution as they relate to educational and personal needs of the individual. Records are maintained which provide staff members with adequate background information for effective teaching, administrative actions, employment credentials, contacts with parents, and other appropriate uses.

The statements incorporated in the "Student Personnel Services Questionnaire" which relate to the personnel areas of Admissions, Registration, and Records were these five:

- "6. The institution's requirements and services are interpreted to the prospective student."
- "7. Background information concerning individual students is provided to teachers to facilitate individualization of the educational process."
- "25. All contacts with prospective students are coordinated."
- "44. Pre-college counseling and college planning is offered on an individual basis."
- "46. Records of participation in extracurricular activities are included in the permanent record file of each student."

Examination of Cumulative Responses

The responses of the faculty sample to each of the individual statements will be presented later in this Chapter. Table 7 indicates the total sample response to the five functional statements considered as a cumulative response to admissions, registration, and records. When examined in this manner, the faculty is well divided on the amount of importance accorded to these functions. Forty percent of the responses indicate they are "Very Important," and thirty-nine percent indicated the functions of these services are "Fairly Important" for higher education. Fifteen percent of the responses were checked to indicate that these functions are "Not Significant" for higher education. Four percent of the cumulative responses were not given to questions relating to this section of the questionnaire.

The response to part b., relating to each of the five questions, indicates that the largest single percentage falls in the response category of "Do Not Know (?)," with a total response of over thirty-six percent. Thirty-four percent of the responses indicated that the achievement on this campus is "Satisfactory," while seven percent indicated it to be "Outstanding." Over seventeen percent of the responses indicated that the admissions, registration and records functions included in the questionnaire are "Not Accomplished" at Michigan State University. The significance of the responses to this question would seem to be that over one-third of the faculty responses indicated that not enough was known about the performance of these functions to enable the respondents to indicate an evaluation.

Forty-five percent of the responses in section c, Table 7, indicated that there are specific provisions on the campus for these functions, while over ten percent indicated that there are no specific provisions. The percentages may not be valid indicators of the knowledge of the faculty in this instance, since the responses to the individual statements considered separately show a high negative percentage to only one statement, and those figures have contributed to the ten percent indicating that there are no specific provisions on

the campus. Thirty-seven percent of the responses fell in the "Do not Know (?)" category, while six percent of the response total was not included due to the fact that no answers were given to the questions.

Section d, of Table 7, presents the largest percentage in the category "(No Answer Given)," indicating the failure of the respondents to indicate any of the answer categories or combinations. Twenty-nine percent of the total responses are allocated to the "all-campus agency" response, with varying smaller percentages falling to the other possible responses and combinations of responses.

Discussion of Responses to Individual Functional Statements

"The institution's requirements and services are interpreted to the prospective student"

The faculty response to statement number 6, given above, has been recorded on Table 8 in percentage form. Sixty percent of the faculty respondents indicated that this function is "Very Important" to higher education; thirty-two percent believe it to be "Fairly Important;" and five percent have indicated that it is "Not Significant" for higher education.

Twenty-five percent of the respondents indicated that they "Do Not Know (?)" about the achievement

TABLE 7

**SUMMARY OF RESPONSES: ADMISSIONS, REGISTRATION,
AND RECORDS FUNCTIONS**

Questionnaire statements numbered 6,7,25,44,46

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 243 | 40.84 % |
| Fairly Important | 236 | 39.66 % |
| Not Significant | 92 | 15.46 % |
| (No Answer Given) | 24 | 4.03 % |
| | Total N = 595 | |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 42 | 7.06 % |
| Satisfactory | 204 | 34.28 % |
| Not Accomplished | 106 | 17.82 % |
| Do Not Know (?) | 219 | 36.80 % |
| (No Answer Given) | 24 | 4.03 % |
| | Total N = 595 | |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 268 | 45.04 % |
| No | 65 | 10.92 % |
| Do Not Know (?) | 225 | 37.81 % |
| (No Answer Given) | 37 | 6.22 % |
| | Total N = 595 | |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 175 | 29.41 % |
| college | 10 | 1.68 % |
| department | 20 | 3.36 % |
| other | 3 | .01 % |
| all-campus and college | 10 | 1.68 % |
| all-campus and department | 10 | 1.68 % |
| college and department | 10 | 1.68 % |
| all-campus, college, and department | 33 | 5.55 % |
| (No Answer Given) | 324 | 54.45 % |
| | Total N = 595 | |

*119 responses to each question, 5 questions included

of this function on this campus. However, over fifty percent perceived it to be "Satisfactory" in achievement level, while fifteen percent have ranked the accomplishment as "Outstanding."

Seventy-three percent of the respondents indicated that there is specific provision for the interpretation of the requirements and services of the institution to the prospective student. But, twenty-two percent responded that they "Do Not Know (?)" if this function is specifically provided by the student personnel program at Michigan State University.

Of the seventy-three percent who indicated that there is specific provision for this function, only thirty-eight percent would allocate this function to an "all-campus agency." Eleven percent of the group would place the responsibility with offices at every administrative level of the University, and this group checked the "all-campus, college, and department" response.

The generalized response to this statement of function by the faculty was that it is "Very Important" to higher education, performed in a "Satisfactory" manner on this campus, and that an "all-campus" agency is specifically responsible for the accomplishment of the service.

"Background information concerning individual students is provided to teachers to facilitate individualization of the educational process."

TABLE 8

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 6 --
ADMISSIONS, REGISTRATION, AND RECORDS FUNCTIONS**

"The institution's requirements and services are interpreted to the prospective student."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 72 | 60.50% |
| Fairly Important | 39 | 32.77% |
| Not Significant | 6 | 5.04% |
| (No Answer Given) | 2 | 1.68% |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 19 | 15.97% |
| Satisfactory | 61 | 51.26% |
| Not Accomplished | 7 | 5.88% |
| Do Not Know (?) | 30 | 25.21% |
| (No Answer Given) | 2 | 1.68% |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 88 | 73.95% |
| No | 2 | 1.68% |
| Do Not Know (?) | 27 | 22.69% |
| (No Answer Given) | 2 | 1.68% |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 46 | 38.65% |
| college | 5 | 4.20% |
| department | 7 | 5.88% |
| other | 2 | 1.68% |
| all-campus and college | 5 | 4.20% |
| all-campus and department | 5 | 4.20% |
| college and department | 3 | 2.52% |
| all-campus, college, and department | 14 | 11.76% |
| (No Answer Given) | 32 | 26.89% |

*119 responses to each question

The percentage responses to statement number 7, given on page 31, are presented on Table 9. In response to the question concerning the importance of this function for higher education, forty-six percent of the faculty sample indicated that it is "Very Important," thirty-two percent checked "Fairly Important," while eighteen percent indicated that it is "Not Significant" for higher education.

Over forty-eight percent of the faculty sample indicated that this function is "Not Accomplished" on the Michigan State University campus. The achievement of the distribution of student background information was judged to be "Satisfactory" by twenty-four percent of the sample, and twenty-one percent "Do Not Know (?)" of the achievement of the function on the campus. The percentage of responses indicated in the "Not Accomplished" category was the largest single response percentage for this individual statement of function.

The responses regarding specificity of provision for the service on this campus are almost equally divided into the three possible categories: "yes," "no," "Do Not Know (?)." The negative response concerning provision on the campus received thirty-three percent of the responses. Five percent of the sample did not respond to this section of the question.

TABLE 9

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 7 --
ADMISSIONS, REGISTRATION, AND RECORDS FUNCTIONS**

Background information concerning individual students is provided to teachers to facilitate individualization of the educational process.

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 55 | 46.22 % |
| Fairly Important | 39 | 32.77 % |
| Not Significant | 22 | 18.49 % |
| (No Answer Given) | 3 | 2.52 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 3 | 2.52 % |
| Satisfactory | 29 | 24.37 % |
| Not Accomplished | 58 | 48.74 % |
| Do Not Know (?) | 25 | 21.01 % |
| (No Answer Given) | 4 | 3.36 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 38 | 31.93 % |
| No | 40 | 33.61 % |
| Do Not Know (?) | 35 | 29.41 % |
| (No Answer Given) | 6 | 5.04 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 15 | 12.61 % |
| college | 3 | 2.52 % |
| department | 9 | 7.56 % |
| other | — | — % |
| all-campus and college | — | — % |
| all-campus and department | 2 | 1.68 % |
| college and department | 5 | 4.20 % |
| all-campus, college, and department | 5 | 4.20 % |
| (No Answer Given) | 80 | 67.23 % |

*119 responses to each question

The first category of section d, "all-campus agency," received the largest percentage of responses indicated in this section of the questions pertaining to function number 7. "All-campus agency" received twelve percent of the responses; "department" was checked by seven percent of the total sample number; both "college and department," and the category indicating all three campus levels were indicated by four percent of the staff. Sixty-seven percent of the respondents did not indicate any answer to this section.

The faculty response to this statement indicates that it is judged to be "Very Important" and "Fairly Important" by more than three-quarters of the sample group, and that approximately half of the respondents feel that it is "Not Accomplished" at Michigan State University. The faculty is well divided in knowledge, and lack of information, concerning the provision of background information about individual students.

"All contacts with prospective students are coordinated."

Table 10 indicates the percentage of responses in each category to statement number 25, above. Forty-two percent of the faculty sample judged this function to be "Fairly Important," while twenty-six percent checked "Very Important," and twenty-two percent indicated that it is "Not Significant" to higher education.

TABLE 10

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 25 —
ADMISSIONS, REGISTRATION, AND RECORDS FUNCTIONS**

"All contacts with prospective students are coordinated."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 32 | 26.89 % |
| Fairly Important | 51 | 42.86 % |
| Not Significant | 27 | 22.69 % |
| (No Answer Given) | 9 | 7.56 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 7 | 5.88 % |
| Satisfactory | 35 | 29.41 % |
| Not Accomplished | 18 | 15.13 % |
| Do Not Know (?) | 51 | 42.86 % |
| (No Answer Given) | 8 | 6.72 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 40 | 33.61 % |
| No | 9 | 7.56 % |
| Do Not Know (?) | 57 | 47.90 % |
| (No Answer Given) | 13 | 10.92 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 32 | 26.89 % |
| college | — | — % |
| department | — | — % |
| other | — | — % |
| all-campus and college | 2 | 1.68 % |
| all-campus and department | 1 | .84 % |
| college and department | — | — % |
| all-campus, college, and department | 6 | 5.04 % |
| (No Answer Given) | 78 | 65.55 % |

*119 responses to each question

The coordination of contacts with prospective students is considered to be "Outstanding" by five percent of the respondents, with twenty-nine percent indicating that it is achieved in a "Satisfactory" manner. Fifteen percent of the responses indicated that it is "Not Accomplished," and forty-two percent "Do Not Know (?)" about the performance of this function on the campus.

Forty-seven percent of the respondents "Do Not Know (?)" whether there is specific provision on this campus for the coordination of the contacts, while thirty-three percent indicated there is specific provision for the function. Ten percent of the faculty did not respond to this section of the questions.

An "all-campus agency" was the response selected by twenty-six percent of the faculty, with five percent of the group indicating all three levels as responsible for the performance of this function. Sixty-five percent of the respondents did not answer the last section regarding this function.

The coordination of all contacts with prospective students is perceived as "Fairly Important" for higher education, with more than one-third of the faculty indicating they "Do Not Know (?)" if this function is adequately achieved on the Michigan State campus. Almost

one-half of the respondents indicated they "Do Not Know" if there is specific provision for this coordination of contacts, and about one-quarter of the faculty responded that an "all campus" agency performed this service.

"Pre-college counseling and college planning is offered on an individual basis."

Over fifty-one percent of the faculty respondents indicated that this function is "Very Important" for higher education, as is indicated on Table 11 which concerns the responses to statement number 44 of the "Student Personnel Services Questionnaire." Thirty-seven percent judged it to be "Fairly Important," and seven percent indicated that it has "No Significance" for higher education.

Pre-college counseling and college planning is considered to be an "Outstanding" achievement of this campus by ten percent of the faculty. The achievement is considered "Satisfactory" by thirty-six percent of the faculty sample group, and six percent indicated that it is "Not Accomplished." Forty-four percent of the sample "Do Not Know (?)" how adequately it is achieved on the MSU campus.

Over half of the sample, fifty-four percent, indicated that there is specific provision on the campus for pre-college counseling and college planning. Five percent checked that there is no specific provision,

TABLE 11

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 44 --
ADMISSIONS, REGISTRATION, AND RECORDS FUNCTIONS**

"Pre-college counseling and college planning is offered on an individual basis."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 61 | 51.26% |
| Fairly Important | 45 | 37.81% |
| Not Significant | 9 | 7.56% |
| (No Answer Given). | 4 | 3.36% |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 12 | 10.08% |
| Satisfactory | 44 | 36.97% |
| Not Accomplished | 8 | 6.72% |
| Do Not Know (?) | 53 | 44.54% |
| (No Answer Given) | 2 | 1.68% |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 65 | 54.62% |
| No | 6 | 5.04% |
| Do Not Know (?) | 44 | 36.97% |
| (No Answer Given) | 4 | 3.36% |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 50 | 42.02% |
| college | 2 | 1.68% |
| department | 2 | 1.68% |
| other | 1 | .84% |
| all-campus and college | 2 | 1.68% |
| all-campus and department | 1 | .84% |
| college and department | 1 | .84% |
| all-campus, college, and department | 6 | 5.04% |
| (No Answer Given) | 54 | 45.38% |

*119 responses to each question

and thirty-six percent of the group "Do Not Know (?)" whether or not there is specific responsibility assigned for the accomplishment of this function.

Forty-two percent of the group indicated that the service is performed by an "all-campus agency," while five percent indicated that an "all-campus, college, and departmental" office shared the responsibility. No answer was given by forty-five percent of the sample.

Pre-college counseling and college planning is judged to be "Very Important" for higher education by the Michigan State faculty, and the sample group is about equally divided in their evaluation of its achievement on the campus: "Satisfactory," or "Do Not Know (?)" responses being about equal. The majority of the faculty indicated that there is specific provision for the function, and that it is performed by an "all-campus agency."

"Records of participation in extracurricular activities are included in the permanent file of each student."

The faculty responses to statement number 46 are indicated in number and percentages on Table 12. This function is judged to be "Fairly Important" by fifty-two percent of the faculty respondents. Twenty-three ranked it as "Not Significant," while nineteen percent indicated that it is "Very Important" to higher education.

More than fifty percent of the sample responded by checking "Do Not Know (?)" to section b, concerned

TABLE 12

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 46 --
ADMISSIONS, REGISTRATION, AND RECORDS FUNCTIONS**

"Records of participation in extracurricular activities are included in the permanent record file of each student."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 23 | 19.33% |
| Fairly Important | 62 | 52.10% |
| Not Significant | 28 | 23.53% |
| (No Answer Given). | 6 | 5.04% |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 1 | .84% |
| Satisfactory | 35 | 29.41% |
| Not Accomplished | 15 | 12.61% |
| Do Not Know (?) | 60 | 50.42% |
| (No Answer Given) | 8 | 6.72% |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 37 | 31.09% |
| No | 8 | 6.72% |
| Do Not Know (?) | 62 | 52.10% |
| (No Answer Given) | 12 | 10.08% |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 32 | 26.89% |
| college | — | — % |
| department | 2 | 1.68% |
| other | — | — % |
| all-campus and college | 1 | .84% |
| all-campus and department | 1 | .84% |
| college and department | 1 | .84% |
| all-campus, college, and department | 2 | 1.68% |
| (No Answer Given) | 80 | 67.23% |

*119 responses to each question

with the achievement of the function on the Michigan State University campus. Only one person thought the achievement is "Outstanding," while twenty-nine percent judged it to be "Satisfactory," and twelve percent indicated that it is "Not Accomplished."

Thirty-one percent of the respondents indicated that there is specific provision on the campus for the maintenance of records including extracurricular activities of each student. Fifty-two percent of the sample checked the category "Do Not Know (?)," and six percent indicated that there is no provision for such records.

Twenty-six percent of the respondents indicated that the records of extra-curricular participation are maintained by an "all-campus agency." Sixty-seven percent of the group failed to respond to this question concerning the aforementioned student personnel function.

Thus, the faculty perceives this function to be "Fairly Important" to higher education, but "Do Not Know (?)" how adequately it is achieved on the campus. And finally, they "Do Not Know (?)" if there is specific provision for these records by the personnel services of the campus.

Chi Square Analysis

Following the methodology discussed in Chapter II, the Chi Square statistical technique was applied

to each of the five statements of function included in this section. The examination of P for the chi squares of sections a and b of each functional statement, when responses of faculty having tenure were compared with non-tenure faculty, indicates no statistical significance in any case. However, there were significant results obtained in the comparison of responses made by faculty who indicated they work closely with student groups as compared with the faculty who indicated that they do not work closely with student groups.

Significant difference is noted in the responses obtained for statement number 6, as indicated in Table 13. The difference is centered in the responses to the ranking of "Very Important" or "Fairly Important." The

TABLE 13

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 6--ADMISSIONS, REGISTRATION, AND RECORDS FUNCTIONS. "The Institution's requirements and services are interpreted to the prospective student."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|---|--------------|----------------|----------------|----|
| Yes | 37 | 7 | 1 | 45 |
| No | 35 | 32 | 5 | 72 |
| $\text{Chi}^2 = 13.22 \quad \text{df} = 2 \quad \text{P} = .01$ | | | | |

faculty not working with a student organization tended to equate the statement as "Very Important" and "Fairly Important" in about equal numbers, and gave a slightly higher percentage response of "Not Significant."

The Chi Square for statement number 44 is presented in Table 14. The faculty members working closely with a student group gave a significantly higher proportion of responses in the "Very Important" category,

TABLE 14

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 44--ADMISSIONS, REGISTRATION, AND RECORDS FUNCTIONS. "Pre-college counseling and college planning is offered on an individual basis."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 30 | 14 | 1 | 45 |
| No | 31 | 31 | 8 | 70 |
| $\text{Chi}^2 = 6.77 \quad \text{df} = 2 \quad \text{P} = .05$ | | | | |

while the faculty not working closely with a student group gave equivalent responses to the "Very Important" and "Fairly Important" categories, and a higher proportion of responses of "Not Significant."

Statement number 46 produced significant Chi Square results when responses were examined by faculty

groups working closely with student organizations, or not working closely with student organizations. Table 15 indicates the Chi Square for this statement. The faculty members working with student groups ranked the function as being achieved in a "Satisfactory" manner at Michigan State in greater numbers than did the faculty group who do not work closely with students. The group not working closely with students had a higher proportion of responses in the "Do Not Know (?)" category.

TABLE 15

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 46--ADMISSIONS, REGISTRATION, AND RECORDS FUNCTIONS. "Records of participation in extracurricular activities are included in the permanent record file of each student."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|--|-----------|--------|----------------|-----|----|
| Yes | 0 | 18 | 8 | 16 | 42 |
| No | 1 | 17 | 7 | 44 | 69 |
| $\text{Chi}^2 = 8.07 \quad \text{df} = 3 \quad \text{P} = .05$ | | | | | |

In the three cases of significant difference of response, tested by the Chi Square statistical treatment, the faculty group which indicated that they work closely with a student organization tended to rank the function

as more important, or better achieved, and had fewer responses in the "Not Significant," or "Do Not Know" response categories than did the faculty group which does not work closely with student groups.

Summary of Salient Data

On the basis of the data received from the responses to statements of student personnel function included for this chapter concerning the admissions, registration, and records functions, the following information seems pertinent for student personnel services at Michigan State University.

All of these admissions, registration, and records functions are perceived as having some importance for higher educational institutions. However, the functions can be ranked in terms of the percentage of responses given to the combined categories concerned with importance for higher education. The range of responses indicating importance for higher education for these functions includes from 68 percent to 92 percent of the faculty group. The ranking is as follows: (1) interpretation of the institution's requirements and services to the prospective student; (2) individual pre-college counseling and planning; (3) providing student background data for teachers; (4) including extra-curricular activities in the permanent record file of

the student; and, (5) coordination of contacts with prospective students. It should be noted that the last three ranked functions also received a significant proportion of responses indicating that these student personnel functions are not important for higher education.

A similar ranking of the adequacy with which these functions are performed on the Michigan State University campus includes a percentage range of from 26 percent to 66 percent, with four of the functions receiving less than a 50 percent faculty response indicating a satisfactory, or better, performance. A descending order ranking indicates: (1) interpretation of the institution's requirements and services to the prospective student; (2) individual pre-college counseling and planning; (3) coordination of contacts with prospective students; (4) including extracurricular activities in the permanent record file of the student; and, (5) providing student background data for teachers. In addition, in most cases a larger proportion of responses was given to the categories indicating that the faculty respondents perceive these functions as not accomplished, or that the faculty do not know about the performance of this function. There was also a significant response indicating that faculty members do not know if these functions are provided on the Michigan State campus.

It would seem, therefore, that although these functions are perceived as important for higher education, a large proportion of the faculty members at Michigan State do not know if they are accomplished, or perceive that these functions are not achieved. Many of the faculty members also indicated that they do not know if there is specific provision for these functions. This would suggest that insufficient information concerning admissions, registration, and records functions is available to the faculty.

Examination of response data by faculty subgroups indicates that faculty members who work closely with student organizations perceived these functions as more important for the purposes of higher education, achieved in a more satisfactory manner, and had fewer responses indicating lack of information, than did the faculty members who do not work closely with student organizations. This suggests that close contact with students may affect faculty opinions of the relevancy of admissions, registration, and records functions for higher education.

CHAPTER IV

COUNSELING SERVICE FUNCTIONS

Frequently the counseling function in higher education is considered synonymous with the student personnel program. By definition (12:7), counseling is concerned with assisting the student (1) in understanding and evaluating his potentialities and limitations, and (2) in discovering and developing ways and means of working out his problems and taking full advantage of his opportunities. Provision of properly qualified persons should be made whether or not a college has a specifically designated professional counseling service, or is without a special counseling office. In addition to the functions of counseling services to assist students wishing to remain in school, counselors frequently perform a related counseling function, as well as an administrative service, by conducting interviews with students planning to withdraw from school for personal or academic reasons.

Five statements included in the "Student Personnel Services Questionnaire" are directly concerned with the functions of the Counseling Service. These statements are:

- "1. Specialized staff members work with faculty and students on problems concerning study habits, time scheduling, and other factors which may be causes of scholastic inefficiency."
- "31. Interviews are conducted with students desiring to withdraw from school to assist these individuals in terms of the student's aspirations and the institutional welfare."
- "38. Counseling is available for students to assist them in overcoming personality defects which interfere with their personal happiness."
- "48. A testing service is available for student use in the determination of academic aptitudes, achievement, vocational interests, and personality development."
- "60. Counseling is available for students to assist them in overcoming personality defects which interfere with their academic effectiveness."

Examination of Cumulative Responses

The summary of the faculty sample group responses, in cumulative form, is given in percentages on Table 16. Analysis of the responses in this manner indicates that the faculty perceives Counseling Services functions to be "Very Important" for higher education with responses to this category totaling forty-eight percent of the number possible for section a. Thirty-nine percent of the sample group judged the grouped functions to be "Fairly Important," while nine percent indicated that they are "Not Significant."

TABLE 16

SUMMARY OF RESPONSES: COUNSELING SERVICE FUNCTIONS

Questionnaire statements numbered 1,31,38,48,60

| | <u>N=119*</u> | <u>Percent</u> |
|---|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 286 | 48.07 % |
| Fairly Important | 235 | 39.50 % |
| Not Significant | 54 | 9.08 % |
| (No Answer Given) | 20 | 3.36 % |
| b. <u>How adequately achieved on this campus?</u> | Total N = 595 | |
| Outstanding | 60 | 10.08 % |
| Satisfactory | 256 | 43.02 % |
| Not Accomplished | 46 | 7.73 % |
| Do Not Know (?) | 211 | 35.46 % |
| (No Answer Given) | 22 | 3.70 % |
| c. <u>Specific provisions on this campus?</u> | Total N = 595 | |
| Yes | 393 | 66.05 % |
| No | 13 | 2.18 % |
| Do Not Know (?) | 157 | 26.38 % |
| (No Answer Given) | 32 | 5.38 % |
| d. <u>If yes, where is the service performed?</u> | Total N = 595 | |
| all-campus agency | 286 | 48.07 % |
| college | 21 | 3.53 % |
| department | 26 | 4.37 % |
| other | 1 | — % |
| all-campus and college | 9 | 1.51 % |
| all-campus and department | 23 | 3.86 % |
| college and department | 5 | .84 % |
| all-campus, college, and department | 19 | 3.19 % |
| (No Answer Given) | 205 | 34.45 % |
| | Total N = 595 | |

*119 responses to each question, five questions included

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The totaled responses were divided between "Satisfactory," and "Do Not Know" in response to the question in part b, dealing with adequacy of achievement on this campus. Ten percent of the responses fell in the "Outstanding" category, with a little over seven percent indicating the functions "Not Accomplished."

Approximately two-thirds of the staff indicated that there is specific provision for the Counseling Services functions on the campus, with a cumulative twenty-six percent indicating "Do Not Know (?)." Five percent of the total responses to this section were not given to any category of response.

"All-campus agency" is designated as the personnel agency concerned with providing these functions, with forty-eight percent of the group checking this response. Thirty-four percent of the possible responses were not given in this section. The categories of "college," "department," "all-campus and department," and the combination of the three possible responses, each have less than a five percent response.

Discussion of Responses to Individual Functional Statements

"Specialized staff members work with faculty and students on problems concerning study habits, time scheduling, and other factors which may be causes of scholastic inefficiency."

The responses of the faculty to statement number 1, above, are presented on Table 17. Over half of the faculty group, fifty-one percent, indicated that the function is "Very Important" for higher education, with forty percent judging it to be "Fairly Important." Seven percent of the respondents indicated that it is "Not Significant."

The responses given to section b, "How adequately achieved on this campus?" give the largest percentage to the "Satisfactory" category, fifty-three percent. Thirty-one percent of the respondents "Do Not Know (?)" about the achievement on the campus, while ten percent indicate that it is "Not Accomplished."

The faculty members recognize that there is specific provision for this function, with sixty-eight percent of the respondents in agreement. Two percent checked that there is no specific provision on the Michigan State University campus for assistance to students and faculty concerning study habits, time scheduling, and other factors relating to scholastic inefficiency. Twenty-six percent "Do Not Know (?)" if there is specific provision, and two percent of the faculty did not respond to the question.

Thirty-seven percent of the faculty indicate that an all-campus agency, section d, is the location

TABLE 17

TOTAL GROUP RESPONSE: STATEMENT NUMBER 1 --
COUNSELING SERVICE FUNCTIONS

Specialized staff members work with faculty and students on problems concerning study habits, time scheduling, and other factors which may be causes of scholastic inefficiency.

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 61 | 51.26 % |
| Fairly Important | 48 | 40.33 % |
| Not Significant | 9 | 7.56 % |
| (No Answer Given) | 1 | .84 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 3 | 2.52 % |
| Satisfactory | 64 | 53.78 % |
| Not Accomplished | 12 | 10.08 % |
| Do Not Know (?) | 38 | 31.93 % |
| (No Answer Given) | 2 | 1.68 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 81 | 68.07 % |
| No | 3 | 2.52 % |
| Do Not Know (?) | 32 | 26.89 % |
| (No Answer Given) | 3 | 2.52 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 45 | 37.81 % |
| college | 7 | 5.88 % |
| department | 10 | 8.40 % |
| other | — | — % |
| all-campus and college | 2 | 1.68 % |
| all-campus and department | 7 | 5.88 % |
| college and department | 3 | 2.52 % |
| all-campus, college, and department | 7 | 5.88 % |
| (No Answer Given) | 38 | 31.93 % |

*119 responses to each question

for the performance of the function, while eight percent indicated the "department," and five percent checked the "college" response categories. No answer was given by thirty-one percent of the respondents.

The responses to the questions relating to this function indicate that the majority of the faculty members believe this service to be "Very Important" for higher education, and performed in a "Satisfactory" manner on this campus. Over two-thirds of the sample group believe that there is specific provision on the campus for the performance of the function, and would allocate the responsibility to an "all-campus agency."

"Interviews are conducted with students desiring to withdraw from school to assist these individuals in terms of the student's aspirations and the institutional welfare."

Forty-three percent of the respondents indicated that the above function, statement number 31, is "Fairly Important" for higher education, and an additional thirty-six percent perceive it as "Very Important" for higher education. The function is considered to be "Not Significant" for higher education by fourteen percent of the faculty respondents. The percentages for responses categorized for this statement of function are given on Table 18, and include all sections of the questions concerning this function.

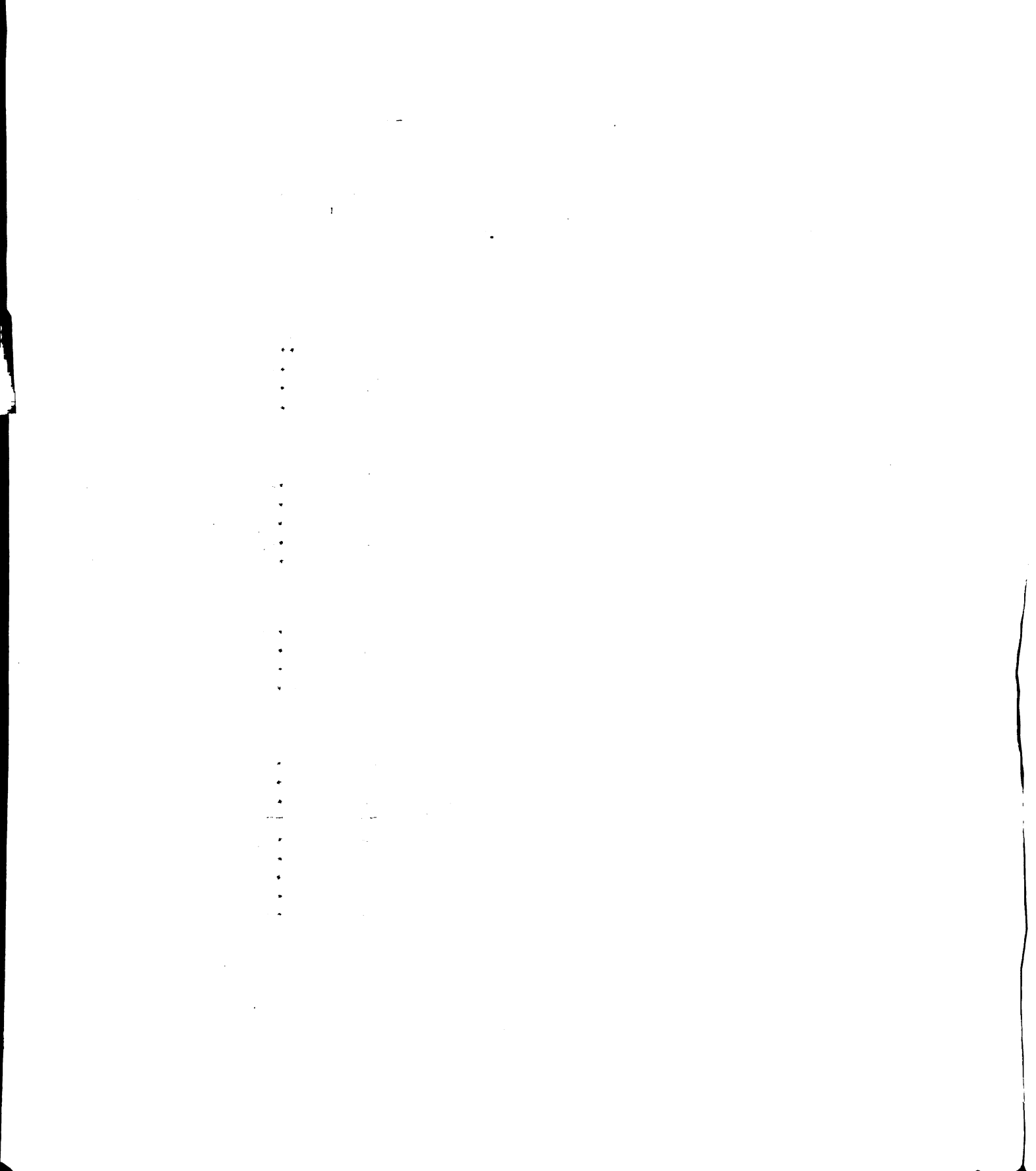
TABLE 18

TOTAL GROUP RESPONSE: STATEMENT NUMBER 31 --
COUNSELING SERVICE FUNCTIONS

"Interviews are conducted with students desiring to withdraw from school to assist these individuals in terms of the student's aspirations and the institutional welfare."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 43 | 36.13 % |
| Fairly Important | 52 | 43.70 % |
| Not Significant | 17 | 14.29 % |
| (No Answer Given) | 7 | 5.88 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 4 | 3.36 % |
| Satisfactory | 27 | 22.69 % |
| Not Accomplished | 13 | 10.92 % |
| Do Not Know (?) | 69 | 59.98 % |
| (No Answer Given) | 6 | 5.04 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 40 | 33.61 % |
| No | 7 | 5.88 % |
| Do Not Know (?) | 60 | 50.42 % |
| (No Answer Given) | 12 | 10.08 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 15 | 12.61 % |
| college | 10 | 8.40 % |
| department | 3 | 2.52 % |
| other | — | — % |
| all-campus and college | 3 | 2.52 % |
| all-campus and department | 4 | 3.36 % |
| college and department | 1 | .84 % |
| all-campus, college, and department | 3 | 2.52 % |
| (No Answer Given) | 80 | 67.23 % |

*119 responses to each question



Fifty-nine percent of the faculty sample "Do Not Know (?)" about the adequacy of the achievement of this function on the campus. Twenty-two percent indicated that it was "Satisfactory," and ten percent judged it to be "Not Accomplished." An additional three percent of the faculty sample perceive this as an "Outstanding" achievement of the campus. No answer was given by five percent of the respondents.

Fifty percent of the group "Do Not Know (?)" if there is specific provision for this function on the campus. Over one-third of the sample indicated that there is specific provision, while five percent indicated no provision is made for withdrawal interviews. Ten percent of the respondents did not indicate any answer to this section.

Twelve percent of the faculty sample believe that this function is performed by an "all-campus agency," and eight believe it is the responsibility of a "college" office. Smaller percents were indicated for the other responses and combinations of responses. However, sixty-seven percent of the group did not respond to this section of the questions regarding withdrawal interviews.

The general response to this function was to give it a "Fairly Important" place in higher education,

but little was known about the achievement on this campus. About half of the faculty group was unaware of specific provision for these interviews, and the majority of respondents did not indicate the specific assignment level of the office most concerned with this function.

"Counseling is available for students to assist them in overcoming personality defects which interfere with their personal happiness."

Table 19 presents the faculty responses to statement number 38 of the "Student Personnel Services Questionnaire." The function is perceived as being "Very Important" for higher education by forty-seven percent of the respondents. An additional thirty-nine percent ranked it as "Fairly Important," while ten percent indicated it is "Not Significant" for higher education.

The respondents judged the achievement on the Michigan State University campus as Satisfactory, with forty-seven percent giving this response; thirty-one percent "Do Not Know (?)" about the achievement on the campus. Ten percent of the respondents perceive the achievement of personal counseling for individual happiness as an "Outstanding" achievement on this campus, while seven percent believe that it is "Not Accomplished."

TABLE 19

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 38 --
COUNSELING SERVICE FUNCTIONS**

"Counseling is available for students to assist them in overcoming personality defects which interfere with their personal happiness."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 57 | 47.90% |
| Fairly Important | 47 | 39.49% |
| Not Significant | 13 | 10.92% |
| (No Answer Given). | 2 | 1.68% |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 13 | 10.92% |
| Satisfactory | 57 | 47.90% |
| Not Accomplished | 9 | 7.56% |
| Do Not Know (?) | 37 | 31.09% |
| (No Answer Given) | 3 | 2.52% |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 87 | 73.11% |
| No | 2 | 1.68% |
| Do Not Know (?) | 26 | 21.85% |
| (No Answer Given) | 4 | 3.36% |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 69 | 59.98% |
| college | 1 | 1.68% |
| department | 5 | 4.20% |
| other | 1 | .84% |
| all-campus and college | 1 | .84% |
| all-campus and department | 6 | 5.04% |
| college and department | — | —% |
| all-campus, college, and department | 3 | 2.52% |
| (No Answer Given) | 33 | 27.73% |

*119 responses to each question

More than seventy percent of the faculty respondents indicated that there is specific provision for the function on this campus, although an additional twenty-one percent responded in the "Do Not Know (?)" category.

Fifty-nine percent of the respondents recognized this responsibility as being performed by an "all-campus agency." Five percent indicated that "all-campus and department" offices shared the performance of the counseling function. No answer was given by twenty-seven percent of the faculty respondents.

This function is perceived as "Very Important" for higher education, and achieved in a "Satisfactory" manner at Michigan State University. The faculty members believe there is specific provision for the service by means of an "all-campus agency."

"A testing service is available for student use in the determination of academic aptitudes, achievement, vocational interests, and personality development."

The faculty perception of the statement of function presented above, number 48, is given in percentage form on Table 20. More than half of the respondents, fifty-four percent, perceive this function to be "Very Important" to higher education. One third of the faculty indicated it is "Fairly Important," and five percent judged it to be "Not Significant" for higher education.

TABLE 20

TOTAL GROUP RESPONSE: STATEMENT NUMBER 48 --
COUNSELING SERVICE FUNCTIONS

"A testing service is available for student use in the determination of academic aptitudes, achievement, vocational interests, and personality development."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 65 | 54.62% |
| Fairly Important | 40 | 33.61% |
| Not Significant | 7 | 5.88% |
| (No Answer Given). | 7 | 5.88% |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 27 | 22.6% |
| Satisfactory | 56 | 47.06% |
| Not Accomplished | 3 | 2.52% |
| Do Not Know (?) | 26 | 21.8% |
| (No Answer Given) | 7 | 5.88% |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 97 | 81.51% |
| No | — | — % |
| Do Not Know (?) | 14 | 11.76% |
| (No Answer Given) | 8 | 6.72% |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 87 | 73.11% |
| college | 2 | 1.68% |
| department | 2 | 1.68% |
| other | — | — % |
| all-campus and college | 3 | 2.52% |
| all-campus and department | 1 | .84% |
| college and department | 1 | .84% |
| all-campus, college, and department | 1 | .84% |
| (No Answer Given) | 22 | 18.19% |

*119 responses to each question

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Twenty-two percent believe it to be an "Outstanding" accomplishment of this campus, while forty-seven percent perceive it accomplished in a "Satisfactory" manner. Twenty-one percent "Do Not Know (?)" of the achievement of the testing service, while two percent believe it to be "Not Accomplished."

More than eighty percent of the respondents indicated that there is specific provision for this function on the campus, with an additional eleven percent responding in the "Do Not Know (?)" category. Six percent of the faculty gave no answer to this section.

The service is performed by an "all-campus agency" as is indicated by seventy-three percent of the faculty responses. Eighteen percent of the group did not answer the question, and smaller percentage responses were accorded to other categories, and combinations of categorical responses.

A testing service for determination of student academic aptitudes, achievement, interests, and personality development is considered to be "Very Important" for higher education by the Michigan State University faculty who also judge that it is achieved in a "Satisfactory" manner on the campus. They recognize that an "all-campus agency" is specifically provided for the achievement of this student personnel function.

"Counseling is available for students to assist them in overcoming personality defects which interfere with their academic effectiveness."

The faculty responses to statement number 60 are presented on Table 21. The provision of this function for higher education is perceived as "Very Important" by fifty percent of the faculty, and as "Fairly Important" by forty percent of the group. Six percent judged the function to be "Not Significant" for higher education.

Forty-three percent of the respondents indicated that it is achieved in a "Satisfactory" manner on the campus, while an additional ten percent consider it to be an "Outstanding" achievement of the campus. Thirty-four percent "Do Not Know (?)" about the accomplishment of this function, while seven percent indicated that it is "Not Accomplished."

Almost three-fourths of the respondents, seventy-three percent, indicated that there is specific provision on this campus. Twenty-one percent responded that they "Do Not Know (?)" whether or not there are specific provisions on the campus for this function. Only one person indicated that there were no provisions on the campus for personal counseling to overcome personality defects affecting academic effectiveness.

Fifty-eight percent of the respondents perceive this function as being performed by "an all-campus agency,"

TABLE 21

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 60 —
COUNSELING SERVICE FUNCTIONS**

"Counseling is available for students to assist them in overcoming personality defects which interfere with their academic effectiveness."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 60 | 50.42 % |
| Fairly Important | 48 | 40.33 % |
| Not Significant | 8 | 6.72 % |
| (No Answer Given). | 3 | 2.52 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 13 | 10.92 % |
| Satisfactory | 52 | 43.70 % |
| Not Accomplished | 9 | 7.56 % |
| Do Not Know (?) | 41 | 34.45 % |
| (No Answer Given) | 4 | 3.36 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 88 | 73.95 % |
| No | 1 | .84 % |
| Do Not Know (?) | 25 | 21.01 % |
| (No Answer Given) | 5 | 4.20 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 70 | 58.82 % |
| college | 1 | .84 % |
| department | 6 | 5.04 % |
| other | — | — % |
| all-campus and college | — | — % |
| all-campus and department | 5 | 4.20 % |
| college and department | — | — % |
| all-campus, college, and department | 5 | 4.20 % |
| (No Answer Given) | 32 | 26.89 % |

*119 responses to each question

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while five percent indicated that it was performed by a "departmental" office. Twenty-six percent of the faculty group did not respond to this question.

This counseling function is seen as "Very Important" by one-half of the faculty group, and also is judged to be achieved in a "Satisfactory" manner by a specific "all-campus agency" charged with responsibility for the performance of this student personnel service.

Chi Square Analysis

A total of twenty Chi^2 analyses were computed to determine differences in the responses given to the five statements of function concerning Counseling Services. These comparisons were made on the basis of tenure--academic ranks of Associate Professor or Professor--with non-tenure--academic ranks of Instructor and Assistant Professor--groups, and on the basis of whether or not the respondents indicate that they work closely with a student organization.

There was only one significant Chi^2 in the tenure and non-tenure group of analyses: the responses regarding "Importance for Higher Education?" for statement number 31. The figures are given on Table 22 for this statement. The faculty having tenure indicated both greater importance, and less significance to interviewing students wishing to withdraw from school, than did

the non-tenure group. The non-tenure faculty perceive this function as "Fairly Important" in greater degree than the tenure faculty.

TABLE 22

COMPARISON OF FACULTY RESPONSES BASED UPON TENURE:
STATEMENT NUMBER 31--COUNSELING SERVICE FUNCTIONS
"Interviews are conducted with students desiring to withdraw from school to assist these individuals in terms of the student's aspirations and the institutional welfare."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Tenure | 23 | 18 | 11 | 52 |
| Non Tenure | 20 | 34 | 6 | 60 |
| $\text{Chi}^2 = 6.06 \quad \text{df} = 2 \quad \text{P} = .05$ | | | | |

Tables 23 and 24 indicate the Chi^2 data pertaining to the P obtained for statement 1 of the comparison by the faculty members who indicated working closely with student groups with those faculty who do not. The data pertaining to "Importance for higher education?," Table 23, indicates a larger percentage of responses in the "Very Important" category, for the faculty members who work closely with student groups. The faculty members who do not work closely with student organizations

indicated "Very Important" to a lesser degree than the first faculty group, and also gave approximately equivalent responses to the "Very Important" and "Fairly Important" categories. The latter group indicated "Not Significant" to a greater degree than did the group working closely with students which gave only one response in that category.

TABLE 23

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 1--COUNSELING SERVICE FUNCTIONS "Specialized staff members work with faculty and students on problems concerning study habits, time scheduling, and other factors which may be causes of scholastic inefficiency."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 30 | 15 | 1 | 46 |
| No | 31 | 33 | 8 | 72 |
| Chi ² = 6.81 df = 2 P = .05 | | | | |

The responses for question b, "How adequately achieved on this campus?," are indicated on Table 24. The group working closely with student organizations gave a significantly higher percentage of responses to the first two categories, "Outstanding," and "Satisfactory," and a lower percentage of responses to "Not

Accomplished" and "Do Not Know (?)" than did the group which does not work closely with students.

TABLE 24

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 1--COUNSELING SERVICE FUNCTIONS "Specialized staff members work with faculty and students on problems concerning study habits, time scheduling, and other factors which may be causes of scholastic inefficiency."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 3 | 32 | 4 | 7 | 46 |
| No | 0 | 32 | 8 | 31 | 71 |
| Chi ² = 14.83 df = 3 P = .01 | | | | | |

The comparisons of responses of the faculty who say they work closely with student organizations with those who do not, on statement number 38, yielded significant differences for the importance accorded to it for higher education, and in the achievement of this function at Michigan State University. The figures for this Chi² are presented in Tables 25 and 26. With reference to "Importance for higher education?," Table 25, the faculty working closely with student organizations perceive this function to be "Very Important" for higher education to a greater degree than do the faculty

who are not working with student groups. And, the faculty who do not work with student organizations indicate the function as being "Not Significant" and "Fairly Important" in larger numbers.

TABLE 25

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 38--COUNSELING SERVICE FUNCTIONS "Counseling is available for students to assist them in overcoming personality defects which interfere with their personal happiness."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 28 | 15 | 2 | 45 |
| No | 29 | 32 | 11 | 72 |
| Chi ² = 6.51 df = 2 P = .05 | | | | |

Table 26 deals with responses to section b, concerning the adequacy of achievement at Michigan State University. This function is perceived as being accomplished in an "Outstanding" and "Satisfactory" manner in greater numbers by the faculty group working closely with student organizations. This group did not give any responses in the "Not Accomplished" category. In contrast, the faculty group which does not work closely with student organizations gave lower percentage responses to "Very Important" and "Fairly Important,"

and nine responses to "Not Accomplished," with a larger percentage indicated for "Do Not Know (?)."

TABLE 26

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 38--COUNSELING SERVICE FUNCTIONS "Counseling is available for students to assist them in overcoming personality defects which interfere with their personal happiness."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 8 | 27 | 0 | 10 | 45 |
| No | 5 | 30 | 9 | 27 | 71 |
| Chi ² = 12.46 df = 3 P = .01 | | | | | |

A significant difference in the responses given to part b, "How adequately achieved on this campus?" was determined for statement of function number 48, concerned with the testing service. Table 27 indicates the Chi² data for this response. The faculty group working closely with student groups gave a larger percentage response to "Outstanding" achievement on this campus, but also responded "Not Accomplished," and "Do Not Know" in greater percentage figures than did the staff group which does not work closely with student organizations. The latter faculty grouping tended to indicate "Satisfactory" to a greater degree than did the group working closely with students.

TABLE 27

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 48--COUNSELING SERVICE FUNCTIONS "A testing service is available for student use in the determination of academic aptitudes, achievement, vocational interests, and personality development."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 16 | 19 | 2 | 6 | 43 |
| No | 11 | 37 | 1 | 2 | 51 |
| $\text{Chi}^2 = 8.42 \quad \text{df} = 3 \quad P = .05$ | | | | | |

Statement number 60 showed a significant difference in the response patterns of the two groups varying in their work with student groups. The group which works closely with student organizations indicated "Outstanding" and "Satisfactory" achievement of the function at Michigan State University in higher percentages than did the group which does not work closely with students. Further, the group not working with student organizations indicated "Not Accomplished" and "Do Not Know (?)" in larger percentages than the first group. Table 28 indicates the data for this question.

It is difficult to draw inferences from these data, particularly in the case of the single significant Chi^2 involving the tenure and non-tenure faculty. It

TABLE 28

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 60--COUNSELING SERVICE FUNCTIONS "Counseling is available for students to assist them in overcoming personality defects which interfere with their academic effectiveness."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|--|-----------|--------|----------------|-----|----|
| Yes | 8 | 25 | 1 | 9 | 43 |
| No | 5 | 27 | 8 | 32 | 72 |
| $\text{Chi}^2 = 12.60 \quad \text{df} = 3 \quad P = .01$ | | | | | |

does appear, however, that in the one case of difference, non-tenure staff chose the response requiring a less definite statement of opinion.

With reference to the data involving comparison of faculty members working closely with student groups, and those who do not, it would appear that the former faculty group tends to give greater importance, and better achievement ratings to these functions, than does the group which does not work closely with student organizations. In one case, however, the function of testing services for students, the group working closely with students presented a larger percentage of respondents who "Do Not Know (?)" the performance achievement of the function on this campus.

Summary of Salient Data

On the basis of the data received from the responses to statements of student personnel function included for this chapter concerning the counseling services functions, the following information seems pertinent for student personnel services at Michigan State University.

All of these counseling functions are perceived as having some importance for higher educational institutions. However, the functions can be ranked in terms of the percentage of responses given to the combined categories concerned with importance for higher education. The range of responses indicating importance for higher education for these functions includes from 79 percent to 91 percent of the faculty group. The ranking is as follows: (1) study skills assistance; (2) personal counseling for academic effectiveness; (3) the testing services for students; (4) counseling for personal happiness; and, (5) interviews to assist students wishing to withdraw from school.

A similar ranking of the adequacy with which these functions are performed on the Michigan State University campus includes a percentage range of from 25 percent to 67 percent of the faculty indicating a satisfactory, or better, performance. A descending order ranking indicates: (1) the testing services for students;

(2) counseling for personal happiness; (3) study skills assistance; (4) counseling for academic effectiveness; and, (5) interviews to assist students wishing to withdraw from school. In addition, a significant percentage of the faculty members indicated that they did not have sufficient information to respond to this question, and a significant percentage indicated that they did not know whether or not these functions are specifically provided.

It would seem, therefore, that although these functions are perceived as important for higher education, a large proportion of the faculty members at Michigan State University are not well enough informed about these services to be able to express an opinion concerning the level of their performance on the campus. This suggests that insufficient information concerning counseling service functions is available to the faculty.

Examination of response data by faculty subgroups indicates that faculty members who work closely with student organizations view these functions as better accomplished, and that these faculty have fewer proportionate indications of lack of information about these functions. This suggests that close contact with students may provide these faculty members with information about the student personnel services which is not available for the faculty not working with student organizations.

CHAPTER V

HEALTH SERVICE FUNCTIONS

- " 5. Counseling and psychiatric care are available for students with emotional problems."
- "14. Physical examinations are required of new students."
- "30. Preventive medicine is provided, including regular examinations, programs of inoculation, and health education."
- "39. On the basis of a physical examination students are classified regarding their fitness for the variety of demands of college participation."
- "54. Medical and surgical care is available for injured students."

The five statements indicated above are included in the "Student Personnel Services Questionnaire" to assist in the determination of faculty perceptions of the role of health services in higher education. College health services now provide a useful and necessary adjunct to the educational program of the institution and for individual students. The services rendered by this student personnel service extend beyond the original function of screening students whose health would not permit them to participate in college programs. The scope of the health service program extends into

other student personnel services, as well as requiring cooperation with academic departments in making needed adjustments in the programs of individual students.

Examination of Cumulative Responses

The summary of faculty responses to the statements concerning health service functions is presented on Table 29, giving both numbers of responses in each category, and the percentages of these responses. Forty-seven percent of the responses indicated that these functions are "Very Important" for higher education, with thirty-six percent of the total responses falling in the "Fairly Important" response category. A cumulative percentage of twelve was accorded the "Not Significant" response category. However, this latter cumulative percentage is disproportionately high in comparison with the responses on an individual basis, as a result of a high percentage of responses given this category on one of the functional statements.

Over half of the responses indicated that the health service functions are performed in a "Satisfactory" manner on this campus, with an additional eleven percent indicating that they are achieved in an "Outstanding" manner. Twenty-six percent of the responses fell in the "Do Not Know (?)" response category. Six percent of the responses indicated that these functions are "Not Accomplished" at Michigan State University.

TABLE 29

SUMMARY OF RESPONSES: HEALTH SERVICE FUNCTIONS

Questionnaire statements numbered 5,11,30,39,54

| | <u>N=119*</u> | <u>Percent</u> |
|---|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 282 | 47.39 % |
| Fairly Important | 219 | 36.80 % |
| Not Significant | 73 | 12.26 % |
| (No Answer Given) | 21 | 3.53 % |
| | Total N = 595 | |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 70 | 11.76 % |
| Satisfactory | 305 | 51.26 % |
| Not Accomplished | 36 | 6.05 % |
| Do Not Know (?) | 160 | 26.89 % |
| (No Answer Given) | 24 | 4.03 % |
| | Total N = 595 | |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 432 | 72.61 % |
| No | 15 | 2.52 % |
| Do Not Know (?) | 121 | 20.34 % |
| (No Answer Given) | 27 | 4.54 % |
| | Total N = 595 | |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 404 | 67.90 % |
| college | 4 | .01 % |
| department | 10 | 1.68 % |
| other | 1 | — % |
| all-campus and college | 2 | — % |
| all-campus and department | 9 | 1.51 % |
| college and department | — | — % |
| all-campus, college, and department | 2 | — % |
| (No Answer Given) | 163 | 27.39 % |

*119 responses to each question, five questions included

Seventy-two percent of the responses indicated that there is specific provision for these functions on the campus, with an additional twenty percent indicating "Do Not Know (?)." Again, with reference to this latter response category, one of the statements of function received a higher number of responses for this question than did any of the other four statements, and this has been reflected in the cumulative percentage figures.

More than two-thirds of the responses indicated that these functions are performed by an "all-campus agency." Twenty-seven percent of the total number of possible responses were not given to this question for the five statements of health service functions.

Discussion of Responses to Individual Functional Statements

"Counseling and psychiatric care are available for students with emotional problems."

Table 30 presents the responses given by the faculty to statement number 5 given above. Sixty-two percent of the respondents indicated that this function is "Very Important" for higher education, with thirty-three percent perceiving it to be "Fairly Important" for higher education.

More than half of the respondents, fifty-five percent, perceive the achievement of this health service function to be "Satisfactory" on the campus, while

TABLE 30

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 5 —
HEALTH SERVICE FUNCTIONS**

"Counseling and psychiatric care are available for students with emotional problems."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 74 | 62.18 % |
| Fairly Important | 40 | 33.61 % |
| Not Significant | 4 | 3.36 % |
| (No Answer Given) | 1 | .84 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 15 | 12.61 % |
| Satisfactory | 66 | 55.46 % |
| Not Accomplished | 7 | 5.88 % |
| Do Not Know (?) | 29 | 24.37 % |
| (No Answer Given) | 2 | 1.68 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 101 | 84.87 % |
| No | 1 | .84 % |
| Do Not Know (?) | 15 | 12.61 % |
| (No Answer Given) | 2 | 1.68 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 92 | 77.31 % |
| college | — | — % |
| department | 3 | 2.52 % |
| other | — | — % |
| all-campus and college | — | — % |
| all-campus and department | 5 | 4.20 % |
| college and department | — | — % |
| all-campus, college, and department | 1 | .84 % |
| (No Answer Given) | 18 | 15.13 % |

*119 responses to each question

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twelve percent indicated that it is an "Outstanding" achievement. Twenty-four percent responded that they "Do Not Know (?)" about the performance at Michigan State, while five percent judged that it is "Not Accomplished."

The faculty recognizes that there is specific provision for this service on the campus, with an affirmative response of eighty-four percent. Twelve percent of the faculty indicated that they "Do Not Know (?)" if there is specific provision for the service.

Seventy-seven percent of the respondents indicated that this function is performed by an "all-campus agency," with an additional four percent indicating that it is performed by "all-campus and departmental" agencies.

The faculty respondents perceive counseling and psychiatric care for emotional problems of students as being "Very Important" for higher education, achieved in a "Satisfactory" manner by a specifically designated "all-campus agency."

"Physical examinations are required for new students."

The faculty responses received from the questions relating with statement number 14, above, are given on Table 31. The response was divided between "Very Important," forty-three percent, and "Fairly Important,"

TABLE 31

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 14 --
HEALTH SERVICE FUNCTIONS**

"Physical examinations are required of new students."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 52 | 43.70 % |
| Fairly Important | 48 | 40.33 % |
| Not Significant | 17 | 14.29 % |
| (No Answer Given) | 2 | 1.68 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 14 | 11.76 % |
| Satisfactory | 70 | 58.82 % |
| Not Accomplished | 5 | 4.20 % |
| Do Not Know (?) | 27 | 22.69 % |
| (No Answer Given) | 3 | 2.52 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 88 | 73.95 % |
| No | 5 | 4.20 % |
| Do Not Know (?) | 23 | 19.33 % |
| (No Answer Given) | 3 | 2.52 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 84 | 70.59 % |
| college | 2 | 1.68 % |
| department | 2 | 1.68 % |
| other | — | — % |
| all-campus and college | — | — % |
| all-campus and department | 1 | .84 % |
| college and department | — | — % |
| all-campus, college, and department | — | — % |
| (No Answer Given) | 30 | 25.21 % |

*119 responses to each question

forty percent. Fourteen percent of the respondents indicated that these examinations are "Not Significant" for higher education.

Fifty-eight percent of the faculty respondents perceive the achievement on this campus as "Satisfactory," and an additional eleven percent consider it an "Outstanding" accomplishment of Michigan State University. Four percent of the respondents indicated that it is "Not Accomplished." And, twenty-two percent "Do Not Know (?)" about the achievement of the service on this campus.

Nineteen percent of the respondents "Do Not Know (?)" if there is specific provision on this campus for this function. However, almost three-fourths of the sample group, or seventy-three percent, indicated there is specific responsibility allocated for this service. Less than five percent of the sample perceive Michigan State as having no specific provision for this function.

More than seventy percent of the respondents indicated that an "all-campus agency" performs this student personnel function, with an additional twenty-five percent of the faculty not responding to the question. Small numbers of responses were accorded the "college" and "department" categories.

The Michigan State University faculty perceives physical examinations of new students as having importance for higher education, although they are about equally divided in the degree of importance accorded to this function. The service is achieved in a satisfactory manner on this campus, and is performed by a specific "all-campus agency" having delegated responsibility for this function.

"Preventive medicine is provided, including regular examinations, programs of inoculation, and health education."

Statement number 30 of the "Student Personnel Services Questionnaire" is perceived as "Very Important" by forty-seven percent of the faculty respondents, while forty percent of the sample group indicated that it is "Fairly Important" for higher education. Five percent of the group responded that it is "Not Significant" for higher education, and an additional five percent of the faculty failed to respond to the question concerning this function. The numbers of responses and percentages are given on Table 32 which indicates all question responses to this student personnel function.

The achievement of this function on the Michigan State University campus is believed to be "Satisfactory" by forty-nine percent of the faculty, and fourteen percent indicate that it is an "Outstanding" achievement of

TABLE 32

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 30 —
HEALTH SERVICE FUNCTIONS**

"Preventive medicine is provided, including regular examinations, programs of inoculation, and health education."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 57 | 47.90% |
| Fairly Important | 48 | 40.33% |
| Not Significant | 7 | 5.88% |
| (No Answer Given) | 7 | 5.88% |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 17 | 14.29% |
| Satisfactory | 59 | 49.58% |
| Not Accomplished | 12 | 10.08% |
| Do Not Know (?) | 24 | 20.17% |
| (No Answer Given) | 7 | 5.88% |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 91 | 76.47% |
| No | 5 | 4.20% |
| Do Not Know (?) | 14 | 11.76% |
| (No Answer Given) | 9 | 7.56% |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 85 | 71.43% |
| college | 1 | .84% |
| department | 2 | 1.68% |
| other | — | —% |
| all-campus and college | 1 | .84% |
| all-campus and department | 1 | .84% |
| college and department | — | —% |
| all-campus, college, and department | — | —% |
| (No Answer Given) | 29 | 24.37% |

*119 responses to each question

the campus. Ten percent perceive it as "Not Accomplished" on this campus, and twenty percent of the group "Do Not Know (?)" about the achievement of this service.

More than three-fourths of the respondents, seventy-six percent, indicated that there is specific provision for this function on the campus, while eleven percent indicated that they "Do Not Know (?)" whether or not this service is specifically provided.

Seventy-one percent of the faculty recognize that the service is performed by an "all-campus agency." No answer was given to this question by twenty-four percent of the sample group.

The faculty sample response to this statement of function indicates that preventive medicine is judged to be "Very Important" by nearly fifty percent of the group, with forty percent perceiving it as "Fairly Important" for higher education. It is perceived to be accomplished in a "Satisfactory" manner on the Michigan State University campus, and is performed by an "all-campus agency" which is specifically delegated this responsibility.

"On the basis of a physical examination students are classified regarding their fitness for the variety of demands of college participation."

Statement number 39, above, is perceived as "Fairly Important" for higher education by the faculty

sample group. This response was indicated by forty-four percent of the faculty. Twenty-three percent perceive this service as being "Very Important" for higher education, with an additional twenty-eight percent judging it to be "Not Significant." Table 33 presents the data concerned with this statement.

Fifty-three percent of the respondents "Do Not Know (?)" how adequately this function is achieved on the Michigan State University campus. Thirty-four percent indicated that it is accomplished in a "Satisfactory" manner, while six percent believe that it is "Not Accomplished" on this campus.

Over half of the faculty respondents "Do Not Know (?)" if there is specific provision for classification of students based upon physical examinations. Forty-one percent indicate that this function is provided for by the student personnel services program on the campus. Five percent of the respondents gave no answer to section c of the questions concerning statement number 39.

Thirty-five percent of the respondents believe that the service is performed by an "all-campus agency," with much smaller percentage responses falling to the "department" and "all-campus and departmental" agency categories. Fifty-eight percent of the respondents gave no answer to this question.

TABLE 33

TOTAL GROUP RESPONSE: STATEMENT NUMBER 39 --
HEALTH SERVICE FUNCTIONS

"On the basis of a physical examination students are classified regarding their fitness for the variety of demands of college participation."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 28 | 23.53 % |
| Fairly Important | 53 | 44.54 % |
| Not Significant | 34 | 28.57 % |
| (No Answer Given) | 4 | 3.36 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 1 | .84 % |
| Satisfactory | 41 | 34.45 % |
| Not Accomplished | 8 | 6.72 % |
| Do Not Know (?) | 64 | 53.78 % |
| (No Answer Given) | 5 | 4.20 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 49 | 41.17 % |
| No | 3 | 2.52 % |
| Do Not Know (?) | 61 | 51.26 % |
| (No Answer Given) | 6 | 5.04 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 42 | 35.29 % |
| college | — | — % |
| department | 2 | 1.68 % |
| other | 1 | .84 % |
| all-campus and college | 1 | .84 % |
| all-campus and department | 2 | 1.68 % |
| college and department | — | — % |
| all-campus, college, and department | 1 | .84 % |
| (No Answer Given) | 70 | 58.82 % |

*119 responses to each question

This service to students is perceived as having some importance for higher education, but the faculty does not know about the performance of the service on this campus, nor whether or not there is specific provision for the achievement of the function.

"Medical and surgical care is available for injured students."

The responses to statement number 54 are presented on Table 34. Fifty-nine percent of the respondents indicated that this service is "Very Important" for higher education, with an additional twenty-five percent perceiving it as "Fairly Important" for higher education. Nine percent judged that it is "Not Significant" to the achievement of the purposes of higher education.

The medical and surgical facilities and care available for injured students at Michigan State are believed to be "Satisfactory" by fifty-nine percent of the faculty respondents. Nineteen percent indicated that these services are "Outstanding" in achievement, while three percent responded that they are "Not Accomplished." Thirteen percent of the faculty "Do Not Know (?)" about the achievement of the service on the campus. Five percent of the faculty did not respond to this question.

TABLE 34

TOTAL GROUP RESPONSE: STATEMENT NUMBER 54 --
HEALTH SERVICE FUNCTIONS

"Medical and surgical care is available for injured students."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 71 | 59.66 % |
| Fairly Important | 30 | 25.21 % |
| Not Significant | 11 | 9.24 % |
| (No Answer Given) | 7 | 5.88 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 23 | 19.33 % |
| Satisfactory | 69 | 59.98 % |
| Not Accomplished | 4 | 3.36 % |
| Do Not Know (?) | 16 | 13.45 % |
| (No Answer Given) | 7 | 5.88 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 103 | 86.55 % |
| No | 1 | .84 % |
| Do Not Know (?) | 8 | 6.72 % |
| (No Answer Given) | 7 | 5.88 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 101 | 84.87 % |
| college | 1 | .84 % |
| department | 1 | .84 % |
| other | — | — % |
| all-campus and college | — | — % |
| all-campus and department | — | — % |
| college and department | — | — % |
| all-campus, college, and department | — | — % |
| (No Answer Given) | 16 | 13.45 % |

*119 responses to each question

Eighty-six percent of the respondents recognized that there is specific provision for this function on the campus, while six percent indicated that they "Do Not Know (?)" if there is specific provision for medical and surgical care for injured students. No answer was given by five percent of the sample group.

The service is performed by an "all-campus agency" according to eighty-four percent of the faculty respondents. One person indicated that it is performed by a college, and one other checked that it is a departmental function. Thirteen percent of the faculty sample did not answer this question.

Medical care for injured students is believed to be "Very Important" for higher education by the Michigan State University faculty. The faculty also perceive that it is achieved in a "Satisfactory" manner by the "all-campus agency" specifically provided for this purpose.

Chi Square Analysis

Statistical analyses utilizing the Chi^2 technique were employed to determine differences in the responses given to questions concerning the health services by faculty members on the basis of tenure--determined from academic rank--and whether or not they indicated working closely with a student organization.

Twenty Chi Squares were analyzed for this section, and seven of them are considered to be "Significant" on the basis of a P of .05 or less.

None of the Chi Squares computed for the response comparisons of tenure and non-tenure staff were significant.

Responses for sections a and b, concerning the importance of the function for higher education and how adequately achieved at Michigan State, were significantly different for statement of function number 5 when compared on the basis of working with student organizations. Table 35 presents the data involved in the computation of responses for "Importance for higher education?." The faculty working closely with student groups had a significantly higher percentage of responses of "Very

TABLE 35

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 5--HEALTH SERVICE FUNCTIONS "Counseling and psychiatric care are available for students with emotional problems."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 35 | 10 | 0 | 45 |
| No | 39 | 30 | 4 | 73 |
| Chi ² = 8.02 df = 2 P = .02 | | | | |

Important," with no responses of "Not Significant." The comparison group gave a larger percentage of responses of "Fairly Important," and five percent of the latter group indicated that the service was "Not Significant."

The differences in perception of achievement at Michigan State indicate that faculty members working with student organizations perceive counseling and psychiatric care performed in an "Outstanding" and "Satisfactory" manner in much greater proportions than do the faculty members who do not work closely with student groups. In addition, those not working with student organizations indicate that the service is "Not Accomplished" and that they "Do Not Know (?)" of the achievement in significantly greater percentages. Table 36 contains the Chi^2 data.

TABLE 36

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 5--HEALTH SERVICE FUNCTIONS "Counseling and psychiatric care are available for students with emotional problems."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|--|-----------|--------|----------------|-----|----|
| Yes | 9 | 31 | 1 | 4 | 45 |
| No | 6 | 35 | 6 | 25 | 72 |
| $\text{Chi}^2 = 14.14 \quad \text{df} = 3 \quad P = .01$ | | | | | |

Statement number 14, analyzed and presented on Table 37, concerns physical examinations for new students. There is a significant difference in the perception of this function in "Importance for higher education?." The faculty working closely with student organizations indicated that this function is "Very Important" in greater proportion than did the comparison group. Further, the group not working closely with student organizations indicated that it is "Not Significant" for higher education in a much larger percentage of responses. The latter group also checked "Fairly Important" with greater frequency than did the faculty group working closely with student organizations.

TABLE 37

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 14--HEALTH SERVICE FUNCTIONS
"Physical examinations are required of new students."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|---|--------------|----------------|----------------|----|
| Yes | 29 | 14 | 3 | 46 |
| No | 23 | 34 | 14 | 71 |
| Chi ² = 11.32 df = 2 P = .01 | | | | |

Table 38 presents the Chi Square data for the comparison of responses regarding achievement of the preventive medicine program at Michigan State University. The faculty members working with student organizations tend to perceive the achievement of statement 30 as "Outstanding" in much greater proportion than do the members of the faculty comparison group. In addition, the faculty working with student groups have fewer responses in the categories of "Not Accomplished," and "Do Not Know (?)."

TABLE 38

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 30--HEALTH SERVICE FUNCTIONS "Preventive medicine is provided, including regular examinations, programs of inoculation, and health education."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|--|-----------|--------|----------------|-----|----|
| Yes | 12 | 22 | 4 | 6 | 44 |
| No | 5 | 37 | 8 | 18 | 68 |
| Chi ² = 9.31 df = 3 P = .05 | | | | | |

Physical examinations for classification of students regarding their fitness for college activities, statement 39, received significantly different responses

for the questions "Importance for higher education?" and "How adequately achieved on this campus?." Table 39 gives the Chi^2 analysis for part a of this statement. The faculty working with student organizations indicated this function to be "Very Important" for higher education in a significantly larger proportion, and also had fewer responses indicating that the function is "Not Significant." The staff not working with student groups gave greater proportionate response to the categories of "Fairly Important" and "Not Significant" for higher education.

TABLE 39

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 39--HEALTH SERVICE FUNCTIONS
 "On the basis of a physical examination, students are classified regarding their fitness for the variety of demands of college participation."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|---|--------------|----------------|----------------|----|
| Yes | 16 | 20 | 9 | 45 |
| No | 12 | 33 | 25 | 70 |
| $\text{Chi}^2 = 6.14 \quad \text{df} = 2 \quad P = .05$ | | | | |

The significant difference indicated in Table 40, below, may be attributed to a greater percentage of

response in the "Do Not Know (?)" category by the faculty members who do not work closely with a student organization. In addition, the faculty working with student groups indicate a larger percentage of responses in the "Satisfactory" category.

TABLE 40

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 39--HEALTH SERVICE FUNCTIONS
 "On the basis of a physical examination, students are classified regarding their fitness for the variety of demands of college participation."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 0 | 24 | 3 | 18 | 45 |
| No | 1 | 17 | 5 | 46 | 69 |
| Chi ² = 10.35 df = 3 P = .02 | | | | | |

The final significant difference in responses given by faculty members differing in their relationships with student organizations is found in the perception of "How adequately achieved on this campus?" section of statement number 54 concerning health services to injured students. The response data is presented in Table 41. The staff members working with student groups gave greater percentages of responses to "Outstanding" and "Satisfactory" accomplishment categories, as well as

a smaller proportion of responses in the "Do Not Know (?)" category than did the faculty members who do not work with student organizations.

TABLE 41

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 54--HEALTH SERVICE FUNCTIONS "Medical and surgical care is available for injured students."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 11 | 31 | 0 | 2 | 44 |
| No | 13 | 37 | 4 | 13 | 67 |
| $\text{Chi}^2 = 8.36 \quad \text{df} = 3 \quad P = .05$ | | | | | |

The differences found in the responses given by these two groups indicate that faculty members who **work closely** with a student organization tend to consistently perceive the health service function as being of greater importance to higher education than the faculty members not working with student groups. And, with reference to the achievement of these functions on the Michigan State campus, the faculty with a close working relationship to students perceives the accomplishment of these services in a more favorable light, and has fewer responses in the "Do Not Know (?)" category, than the comparison group.

Summary of Salient Data

On the basis of the data received from the responses to statements of student personnel function included for this chapter concerning the health service functions, the following information seems pertinent for student personnel services at Michigan State University.

All of these health service functions are perceived as having some importance for higher educational institutions. However, the functions can be ranked in terms of the percentage of responses given to the combined categories concerned with importance for higher education. The range of responses indicating importance for higher education for these functions includes from 68 percent to 95 percent of the faculty group. The ranking is as follows: (1) counseling and psychiatric care for students with emotional problems; (2) preventive medicine and health education; (3) medical and surgical care for injured students; (4) physical examinations for new students; and, (5) physical examinations for classification of students for college participation.

A similar ranking of the adequacy with which these functions are performed on the Michigan State University campus includes a percentage range of from 34 percent to 78 percent of the faculty indicating a

satisfactory, or better, performance. A descending order ranking indicates: (1) medical and surgical care for injured students; (2) physical examinations for new students; (3) counseling and psychiatric care for students with emotional problems; (4) preventive medicine and health education; and, (5) physical examinations for classification of students for college participation. With regard to the last student personnel function, more than half of the faculty respondents indicated that they did not know about the performance of this function on the campus, and also, that they did not know if it is specifically provided. In addition, with the exception of the first function mentioned in the performance ranking, approximately one-quarter of the faculty respondents indicated that they did not know about the performance for each of these functions.

It would seem, therefore, that health services are perceived as important for higher education, and generally accomplished in a satisfactory manner on the Michigan State University campus. However, since one-quarter of the responses to each function indicated that the faculty members could not assess the performance of the service, these responses suggest that there is insufficient information available to the faculty concerning the functioning of the health services.

Examination of response data by faculty subgroups indicates that faculty members who work closely with student organizations view these functions as better accomplished, and that these faculty have fewer proportionate indications of lack of information about these functions. This suggests that close contact with students may provide these faculty members with information about the student personnel service functions which is not available for the faculty not working with student groups.

CHAPTER VI

HOUSING, AND FOOD SERVICE FUNCTIONS

Every institution of higher education, regardless of size and location, must be concerned to some degree with housing, and food services. Most colleges have residence halls under the direction of college staff members; nearly all institutions are concerned with off-campus housing and the supervision of sorority and fraternity housing to some extent. The married undergraduate student is no longer a phenomenon on the college campus, and the housing of these students has been assumed by many institutions. With swelling enrollments and increased graduate programs, special housing facilities for unmarried graduate students are provided by many institutions. Food services located in the residences as well as in the student activity buildings are also the responsibility of the college or university. The nature of these services usually requires shared administrative responsibilities by business management and student personnel services.

"10. Well-balanced meals are available to the students through campus facilities."

- "22. Off-campus student housing units are inspected regularly to maintain standards of good living."
- "23. The housing of married undergraduate students is a responsibility of the institution."
- "40. Sorority and fraternity housing is under institutional supervision."
- "47. Special housing for unmarried graduate students is available on campus."

Examination of Cumulative Responses

Housing, and Food Services are perceived as being "Very Important" and "Fairly Important" for higher education to about the equivalent degree, both categories having received thirty-seven percent of the total responses given for the five statements of function concerning these services. Twenty-one percent of the faculty responses indicated that these services were "Not Significant" for higher education. Table 42 presents the cumulative responses, and percentages of the total responses accorded to each category of the questionnaire.

The achievement of these functions is considered "Satisfactory" by forty percent of the cumulative responses given to this question, while twenty-six percent of the total responses indicated that the achievement is "Outstanding." Twenty-two percent of the responses fell in the "Do Not Know (?)" category, and six percent were indicated as "Not Accomplished." The

TABLE 42

**SUMMARY OF RESPONSES: HOUSING AND FOOD SERVICE
FUNCTIONS**

Questionnaire statements numbered 10,22,23,40,47

| | <u>N=119*</u> | <u>Percent</u> |
|---|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 223 | 37.48 % |
| Fairly Important | 221 | 37.14 % |
| Not Significant | 130 | 21.85 % |
| (No Answer Given) | 21 | 3.53 % |
| | Total N = 595 | |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 159 | 26.72 % |
| Satisfactory | 239 | 40.17 % |
| Not Accomplished | 37 | 6.21 % |
| Do Not Know (?) | 136 | 22.86 % |
| (No Answer Given) | 24 | 4.03 % |
| | Total N = 595 | |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 441 | 74.12 % |
| No | 27 | 4.54 % |
| Do Not Know (?) | 95 | 15.96 % |
| (No Answer Given) | 32 | 5.38 % |
| | Total N = 595 | |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 420 | 70.58 % |
| college | 7 | 1.18 % |
| department | 2 | — % |
| other | 6 | 1.01 % |
| all-campus and college | — | — % |
| all-campus and department | 1 | — % |
| college and department | — | — % |
| all-campus, college, and department | — | — % |
| (No Answer Given) | 159 | 26.72 % |
| | Total N = 595 | |

*119 responses to each question, 5 questions included

1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12
1 2 3 4 5 6 7 8 9 10 11 12

response percentages of this section do not adequately reflect the variety of responses given to the individual statements.

Seventy-four percent of the total responses indicated that the faculty perceives specific provision for these functions on the campus, with an additional fifteen percent of the responses in the "Do Not Know (?)" category. Five percent of the total possible responses were not given in answer to this question.

An "all-campus agency" was the selection of seventy percent of the total responses for the location of the performance of these functions. No answer was given in a total of twenty-six percent of the possible responses.

Discussion of Responses to Individual Functional Statements

"Well-balanced meals are available to the students through campus facilities."

The faculty responses to statement number 10 are given on Table 43. The faculty perceives this function to be "Very Important" for higher education according to fifty-six percent of the respondents. An additional twenty-nine percent indicated that it is "Fairly Important" for higher education. Ten percent of the faculty sample judged it to be "Not Significant."

TABLE 43

TOTAL GROUP RESPONSE: STATEMENT NUMBER 10 --
HOUSING, AND FOOD SERVICE FUNCTIONS

"Well-balanced meals are available to the students through campus facilities."

| | <u>N=119*</u> | <u>Percent</u> | |
|--|---------------|----------------|---|
| a. <u>Importance for higher education?</u> | | | |
| Very Important | 67 | 56.30 | % |
| Fairly Important | 35 | 29.41 | % |
| Not Significant | 13 | 10.92 | % |
| (No Answer Given) | 4 | 3.36 | % |
| b. <u>How adequately achieved on this campus?</u> | | | |
| Outstanding | 33 | 27.73 | % |
| Satisfactory | 64 | 53.78 | % |
| Not Accomplished | 2 | 1.68 | % |
| Do Not Know (?) | 17 | 14.29 | % |
| (No Answer Given) | 3 | 2.52 | % |
| c. <u>Specific provisions on this campus?</u> | | | |
| Yes | 102 | 85.71 | % |
| No | 2 | 1.68 | % |
| Do Not Know (?) | 10 | 8.40 | % |
| (No Answer Given) | 5 | 4.20 | % |
| d. <u>If yes, where is the service performed?</u> | | | |
| all-campus agency | 95 | 79.83 | % |
| college | — | — | % |
| department | 1 | .84 | % |
| other | 4 | 3.36 | % |
| all-campus and college | — | — | % |
| all-campus and department | 1 | .84 | % |
| college and department | — | — | % |
| all-campus, college, and department | — | — | % |
| (No Answer Given) | 18 | 15.13 | % |

*119 responses to each question

Over half of the faculty respondents, fifty-three percent, perceive the achievement at Michigan State University as "Satisfactory," while twenty-seven percent judge it to be "Outstanding" on the campus. One percent indicated that it is "Not Accomplished," and fourteen percent "Do Not Know (?)" about the achievement of this service on the campus.

Eighty-five percent of the faculty members indicated that there is specific provision for this student service on the campus. Eight percent indicated that they "Do Not Know (?)" if there is specific provision for well-balanced meals through campus facilities.

Seventy-nine percent of the faculty sample group responded that an "all-campus agency" performed this function on this campus. Three percent indicated the category "other," but did not specify what agency performed this service. Fifteen percent of the group did not answer the question.

The faculty sample perceives this student personnel function to be "Very Important" for higher education, and achieved in a "Satisfactory" manner by a specific "all-campus agency" on the Michigan State campus.

"Off-campus student housing units are inspected regularly to maintain standards of good living."

Forty-three percent of the faculty respondents indicated that statement number 22 is "Fairly Important"

for higher education. In addition, twenty-eight percent indicated that it is "Very Important." It was judged to be "Not Significant" by twenty-four percent of the respondents, with an additional three percent not answering the question. Table 44 presents the response data.

Over half of the respondents, fifty-four percent, perceive the achievement on the Michigan State campus as "Satisfactory," with an additional four percent indicating that it is an "Outstanding" accomplishment on this campus. Five percent indicated that it is "Not Accomplished," and thirty-one percent "Do Not Know (?)" about the achievement on the campus.

Seventy-two percent of the faculty group indicated that specific provision is made on the campus for the inspection of off-campus student housing units. Twenty percent "Do Not Know (?)" if there is specific provision for this function, and no answer was given to the question by five percent of the respondents.

The service is performed by an "all-campus agency" as perceived by sixty-nine percent of the faculty group in response to the question of section d. Twenty-eight percent of the sample did not respond to this question.

The regular inspection of off-campus housing units to maintain standards of good living is seen as "Fairly Important" for higher education and performed

TABLE 44

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 22 --
HOUSING, AND FOOD SERVICE FUNCTIONS**

"Off-campus student housing units are inspected regularly to maintain standards of good living."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 34 | 28.57 % |
| Fairly Important | 52 | 43.70 % |
| Not Significant | 29 | 24.37 % |
| (No Answer Given). | 4 | 3.36 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 5 | 4.20 % |
| Satisfactory | 65 | 54.62 % |
| Not Accomplished | 6 | 5.04 % |
| Do Not Know (?) | 38 | 31.93 % |
| (No Answer Given) | 5 | 4.20 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 86 | 72.27 % |
| No | 3 | 2.52 % |
| Do Not Know (?) | 24 | 20.17 % |
| (No Answer Given) | 6 | 5.04 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 83 | 69.75 % |
| college | 1 | .84 % |
| department | -- | -- % |
| other | 1 | .84 % |
| all-campus and college | -- | -- % |
| all-campus and department | -- | -- % |
| college and department | -- | -- % |
| all-campus, college, and department | -- | -- % |
| (No Answer Given) | 34 | 28.57 % |

*119 responses to each question

in a "Satisfactory" manner. The faculty also recognizes that specific provisions are made for this function through the auspices of an "all-campus agency."

"The housing of married undergraduate students is a responsibility of the institution."

The responses to statement number 23, above, are given on Table 45. The faculty respondents indicated that this function is "Fairly Important" for higher education, with a forty-three percent response, and an additional twenty-five percent perceive it to be "Very Important." However, more than one-quarter of the faculty, twenty-six percent, indicated that this function is "Not Significant" for higher education.

Sixty-eight percent of the sample group perceive the achievement of the housing of the married undergraduate student as "Outstanding" on the Michigan State campus. An additional sixteen percent indicated that it is "Satisfactory." Ten percent responded that they "Do Not Know (?)," and five percent did not answer the question.

The faculty recognizes specific provision for this service on the campus by an eighty-nine percent response. Five percent of the sample group responded to the "Do Not Know (?)" category, and an additional five percent did not indicate an answer to the question.

TABLE 45

TOTAL GROUP RESPONSE: STATEMENT NUMBER 23 --
HOUSING, AND FOOD SERVICE FUNCTIONS

"The housing of married undergraduate students is a responsibility of the institution."

| | <u>N=119*</u> | <u>Percent</u> |
|---|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 30 | 25.21 % |
| Fairly Important | 52 | 43.70 % |
| Not Significant | 32 | 26.89 % |
| (No Answer Given) | 5 | 4.20 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 81 | 68.07 % |
| Satisfactory | 20 | 16.81 % |
| Not Accomplished | -- | -- % |
| Do Not Know (?) | 12 | 10.08 % |
| (No Answer Given) | 6 | 5.04 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 106 | 89.07 % |
| No | 1 | .84 % |
| Do Not Know (?) | 6 | 5.04 % |
| (No Answer Given) | 6 | 5.04 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 103 | 86.55 % |
| college | 2 | 1.68 % |
| department | -- | -- % |
| other | -- | -- % |
| all-campus and college | -- | -- % |
| all-campus and department | -- | -- % |
| college and department | -- | -- % |
| all-campus, college, and department | -- | -- % |
| (No Answer Given) | 14 | 11.76 % |

*119 responses to each question

Undergraduate married housing is perceived as being "Fairly Important" to higher education, and achieved in an "Outstanding" manner by an "all-campus agency" with the specific responsibility for this function.

"Sorority and fraternity housing is under institutional supervision."

Table 46 presents the faculty responses to statement number 40 of the "Student Personnel Services Questionnaire." Sixteen percent of the faculty respondents indicated that this function is "Not Significant" for higher education. In contrast, forty-seven percent perceive it as "Very Important," with an additional thirty-four percent indicating it is "Fairly Important" for higher education.

The achievement of this function is considered "Satisfactory" by fifty-four percent of the faculty group. Two percent indicated that it is "Not Accomplished" while eleven percent believe it to be an "Outstanding" accomplishment of the campus. Twenty-eight percent of the faculty group "Do Not Know (?)" about the achievement of this student personnel service.

Seventy-five percent of the faculty indicate that specific provision is made for this supervisory function, and twenty-one percent indicate that they "Do Not Know (?)" if this is specifically provided.

TABLE 46

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 40 --
HOUSING, AND FOOD SERVICE FUNCTIONS**

"Sorority and fraternity housing is under institutional supervision."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 56 | 47.06 % |
| Fairly Important | 41 | 34.45 % |
| Not Significant | 20 | 16.81 % |
| (No Answer Given) | 2 | 1.68 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 14 | 11.76 % |
| Satisfactory | 65 | 54.62 % |
| Not Accomplished | 3 | 2.52 % |
| Do Not Know (?) | 34 | 28.57 % |
| (No Answer Given) | 3 | 2.52 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 90 | 75.63 % |
| No | 1 | .84 % |
| Do Not Know (?) | 25 | 21.01 % |
| (No Answer Given) | 3 | 2.52 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 85 | 71.43 % |
| college | 2 | 1.68 % |
| department | 1 | .84 % |
| other | 1 | .84 % |
| all-campus and college | -- | -- % |
| all-campus and department | -- | -- % |
| college and department | -- | -- % |
| all-campus, college, and department | -- | -- % |
| (No Answer Given) | 30 | 25.21 % |

*119 responses to each question

The performance of the function is recognized as the responsibility of an "all-campus agency" by seventy-one percent of the faculty group. No answer was given to this section by twenty-five percent of the sample group.

The supervision of sorority and fraternity housing is seen as having importance for higher education, and is accomplished in a "Satisfactory" manner on the Michigan State campus by a specifically designated "all-campus agency."

"Special housing for unmarried graduate students is available on campus."

The faculty responses concerning the importance of statement number 47 are about equally divided: thirty percent of the faculty perceive it as "Very Important," thirty-four percent indicate that it is "Fairly Important," and thirty percent believe it to be "Not Significant" for higher education. Five percent of the sample group did not answer this question. Table 47 presents this data.

The responses are also divided concerning the achievement of this service on the Michigan State University campus. Twenty-one percent responded to each of three categories: "Outstanding," "Satisfactory," and "Not Accomplished." Twenty-nine percent indicated that they "Do Not Know (?)" about the achievement of

TABLE 47

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 47 ---
HOUSING, AND FOOD SERVICE FUNCTIONS**

"Special housing for unmarried graduate students is available on campus."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 36 | 30.25 % |
| Fairly Important | 41 | 34.45 % |
| Not Significant | 36 | 30.25 % |
| (No Answer Given) | 6 | 5.04 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 26 | 21.85 % |
| Satisfactory | 25 | 21.01 % |
| Not Accomplished | 26 | 21.85 % |
| Do Not Know (?) | 35 | 29.41 % |
| (No Answer Given) | 7 | 5.88 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 57 | 47.90 % |
| No | 20 | 16.81 % |
| Do Not Know (?) | 30 | 25.21 % |
| (No Answer Given) | 12 | 10.08 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 54 | 45.38 % |
| college | 2 | 1.68 % |
| department | -- | -- % |
| other | -- | -- % |
| all-campus and college | -- | -- % |
| all-campus and department | -- | -- % |
| college and department | -- | -- % |
| all-campus, college, and department | -- | -- % |
| (No Answer Given) | 63 | 52.94 % |

*119 responses to each question

this housing service on the campus. And, five percent of the respondents gave no answer to the question.

Forty-seven percent of the faculty believed that there is specific provision for unmarried graduate housing, while sixteen percent indicated that there was no provision for this service. Twenty-five percent "Do Not Know (?)" whether or not special housing is provided for these students. No answer was given by ten percent of the group.

An "all-campus agency" was indicated as the responsible office for the function by forty-five percent of the faculty. One percent of the faculty indicated that the "college" performed this service, and fifty-two percent did not answer the question.

The housing of unmarried graduate students is viewed with diverse opinions by the Michigan State University faculty, but generally could be considered "Fairly Important" for higher education. The achievement of this service on the campus also received a varied response. Less than half of the faculty believe that this housing is specifically provided on the campus, and about the same percentage believe that an "all-campus agency" is responsible for the performance of this student personnel function.

Chi Square Analysis

Faculty responses to individual statements concerning Housing, and Food Service Functions were analyzed utilizing the Chi Square statistical technique. The responses received from the questions "Importance for higher education?" and "How adequately achieved on this campus?" were analyzed on the basis of tenure and non-tenure faculty, as determined by academic rank, and by faculty who work closely with student groups compared with those faculty who do not.

Of the ten Chi Squares computed for the tenure, non-tenure comparisons, one was significant. The question concerning "Importance for higher education?" pertaining to the housing of unmarried graduate students, statement number 47, had a P of .05. Table 48 indicates the data for this computation. The faculty having

TABLE 48

COMPARISON OF FACULTY RESPONSES BASED UPON TENURE:
STATEMENT NUMBER 47--HOUSING, AND FOOD SERVICE FUNCTIONS
"Special housing for unmarried graduate students is available on the campus."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Tenure | 21 | 13 | 21 | 55 |
| Non Tenure | 15 | 28 | 15 | 58 |
| Chi ² = 7.41 df = 2 P = .05 | | | | |

tenure indicate that this function is "Very Important" and "Not Significant" for higher education in greater proportions than do the non-tenure faculty. The faculty without tenure perceive this service as "Fairly Important" for higher education to a greater degree than do the tenure faculty.

Five of the ten Chi Squares computed for response comparison between those faculty members indicating that they work closely with student organizations and those who do not, were significant for the purpose of this study. The achievement of the function concerning providing well-balanced meals through campus facilities, statement number 10, is viewed with significant difference by these two groups. The respondents working closely with student groups indicate the categories of "Outstanding" and "Satisfactory" in equal numbers, and to a greater proportion than do the faculty members who are not working closely with student groups. The latter faculty members also have less information concerning these services as indicated by a larger proportionate response in the "Do Not Know (?)" category of the question. The faculty not working with student organizations responded to a greater degree to the "Satisfactory" achievement category than did the comparison group. Table 49 presents this data.

TABLE 49

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 10--HOUSING, AND FOOD SERVICE FUNCTIONS. "Well-balanced meals are available to the students through campus facilities."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|--|-----------|--------|----------------|-----|----|
| Yes | 21 | 21 | 0 | 4 | 46 |
| No | 12 | 43 | 1 | 14 | 70 |
| $\text{Chi}^2 = 12.12 \quad \text{df} = 3 \quad P = .01$ | | | | | |

The importance for higher education of regular inspection of off-campus housing units also shows a significant difference in response. The faculty group which indicates a close working relationship with a student organization places greater importance for higher education on the performance of this function, and indicates a lower response proportion to the "Not Significant" category than does the comparison faculty group. The Chi Square computation data is given on Table 50.

The housing of married undergraduate students is a topic viewed with significant difference by the faculty members who work with student organizations and those who do not. Table 51 presents the data responses for the Chi Square computation for statement number 23.

TABLE 50

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 22--HOUSING, AND FOOD SERVICE FUNCTIONS. "Off-campus student housing units are inspected regularly to maintain standards of good living."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 19 | 19 | 6 | 44 |
| No | 15 | 33 | 23 | 71 |
| $\text{Chi}^2 = 8.32 \quad \text{df} = 2 \quad \text{P} = .02$ | | | | |

The faculty working with student groups view this function as being of greater importance to higher education than do the faculty members who are not working closely with a student organization. The latter faculty group indicates that this function is "Not Significant" in greater proportionate numbers.

TABLE 51

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 23--HOUSING, AND FOOD SERVICE FUNCTIONS. "The housing of married undergraduate students is a responsibility of the institution."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 16 | 22 | 6 | 44 |
| No | 14 | 30 | 26 | 70 |
| $\text{Chi}^2 = 8.37 \quad \text{df} = 2 \quad \text{P} = .02$ | | | | |

Statement number 23, concerned with the housing of married undergraduate students, also showed significant difference in the responses accorded to the adequacy of achievement on the Michigan State University campus. The faculty members who work closely with student organizations indicate that the achievement is "Outstanding" to a much greater degree than do the members of the comparison faculty group. In addition, the latter faculty group tends to indicate that they "Do Not Know (?)" about the achievement of this housing service with greater frequency than do the faculty working with student groups. Table 52 includes the data for the computation.

TABLE 52

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 23--HOUSING, AND FOOD SERVICE FUNCTIONS. "The housing of married undergraduate students is a responsibility of the institution."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|--|-----------|--------|----------------|-----|----|
| Yes | 38 | 4 | -- | 2 | 44 |
| No | 43 | 16 | -- | 10 | 60 |
| Chi ² = 7.69 df = 2 P = .05 | | | | | |

The accomplishment of supervision of sorority and fraternity housing is perceived differently by the two faculty groups when compared on the basis of working closely with student organizations. Those faculty who work closely with student groups indicate "Outstanding" and "Satisfactory" achievement of this function to a larger extent than the faculty who do not work closely with student organizations. In addition, this latter group indicates "Do Not Know (?)" more frequently than does the faculty group working closely with student organizations. The responses and Chi Square data are presented on Table 53.

TABLE 53

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 10--HOUSING, AND FOOD SERVICE FUNCTIONS. "Well-balanced meals are available to the students through campus facilities."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 9 | 29 | 1 | 7 | 46 |
| No | 5 | 36 | 2 | 27 | 70 |
| $\text{Chi}^2 = 9.43 \quad \text{df} = 3 \quad P = .05$ | | | | | |

The significant differences determined by means of the Chi Square technique tend to indicate that the

faculty members who work closely with student organizations perceive Housing, and Food Service functions as being of greater importance for higher education and better achieved on the Michigan State University campus, than they are viewed by faculty members who do not work closely with student organizations. In addition, the latter group indicates the response "Do Not Know (?)" to a greater extent than the faculty group working closely with student organizations.

Only one significant difference was determined by means of comparison of tenure with non-tenure faculty. The responses in this instance tend to indicate that non-tenure faculty chose the category requiring less definite expression of opinion, while the tenure group chose the two responses with the greatest diversity of opinion in about equal proportions.

Summary of Salient Data

On the basis of the data received from the responses to statements of student personnel function included for this chapter concerning housing, and food service functions, the following information seems pertinent for student personnel services at Michigan State University.

There was greater diversity of opinion expressed by the faculty regarding the importance of these student personnel services functions for higher education than

has been noted for the services discussed in earlier chapters of this study. The response category indicating no significance for higher education was checked in greater numbers for these functions. However, in all cases, more than fifty percent of the respondents indicated that these functions were important for higher education, and the statements can be ranked in terms of the percentage of responses given to the combined categories concerned with importance. The range of responses indicating importance for higher education for these functions includes from 64 percent to 81 percent of the faculty group. The ranking is as follows: (1) institutional supervision of sorority and fraternity housing; (2) well-balanced meals for students through campus facilities; (3) regular inspection of off-campus housing; (4) the housing of married undergraduate students; and, (5) special campus housing for unmarried graduate students.

A similar ranking of the adequacy with which these functions are performed on the Michigan State University campus includes a percentage range of from 42 percent to 84 percent of the faculty indicating a satisfactory, or better, performance. A descending order ranking indicates: (1) the housing of married undergraduate students; (2) well-balanced meals for students through campus facilities; (3) institutional

supervision of sorority and fraternity housing; (4) regular inspection of off-campus housing; and, (5) special campus housing for unmarried graduate students. The faculty responses indicating a lack of information concerning the performance increased, in order, with the last three functions ranked for this section.

With reference to the housing of unmarried graduate students, the faculty responses for the category indicating lack of information presented the largest proportionate grouping for that section. In addition, for the same function, the faculty indicated that this function was not accomplished to the same proportionate degree as the responses given for each of the categories relating to the extent of performance achievement. It is also interesting to note that the faculty members have less information concerning the specific provision for housing, and housing standards for groups of students living off-campus, such as the approved off-campus housing, and the sororities and fraternities. The faculty is better informed about married undergraduate housing, and meals provided on the campus.

Examination of response data by faculty subgroups indicates that faculty members who work closely with student organizations view these functions as being more important for higher education, better

accomplished on the campus, and they gave fewer responses indicating a lack of information about these functions. These data suggest that close contact with students may provide these faculty members with information about the housing, and food services functions which is not available for the faculty not working with student groups.

CHAPTER VII

STUDENT ACTIVITIES FUNCTIONS

Extracurricular activities of college students are increasingly regarded as a part of a student's educational experience. Every institution develops policies appropriate to the needs of the campus, and frequently utilizes student government groups as participating units contributing to student activities policy and controls development. In order to maintain the complementary educational nature of these activities they are usually centrally scheduled and limited in numbers in an attempt to provide for balance in the total educational program. Some activities exist for social, emotional, and personality development, and may include religious groups, and organizations formed for social purposes such as sorority and fraternity groups. In order that these activities may be more completely integrated into the total educational matrix, it is essential that faculty members be well informed about the student activities program and services on each college campus.

These statements concern the student activities functions of a student personnel program and are included in the "Student Personnel Services Questionnaire."

- " 4. A program of religious activity is made available through the institution."
- "18. Student organizations exist for the furtherance of social contacts and competence."
- "37. Student activities are centrally scheduled and limited for balance in the total program."
- "41. Institutional policy makes provision for informing instructional faculty members about the student life program and services of the campus."
- "52. Student government shares in the educational program and policy development pertaining to student behavioral standards and methods of dealing with campus violations."

Examination of Cumulative Responses

The summary of faculty responses to the statements concerned with student activities functions is presented on Table 54. Forty-eight percent of the cumulative responses indicate the student activities functions are considered to be "Fairly Important" for higher education, with an additional twenty-seven percent of the responses falling in the "Very Important" category. Twenty percent of the sample faculty group responses indicate these functions are "Not Significant" for higher education, and three percent of the total possible responses were not given to this question.

TABLE 54

SUMMARY OF RESPONSES: STUDENT ACTIVITIES FUNCTIONS

Questionnaire statements numbered 4,18,37,41,52

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 163 | 27.39 % |
| Fairly Important | 288 | 48.40 % |
| Not Significant | 122 | 20.50 % |
| (No Answer Given). | 22 | 3.70 % |
| | Total N = 595 | |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 50 | 8.40 % |
| Satisfactory | 264 | 44.37 % |
| Not Accomplished | 87 | 14.62 % |
| Do Not Know (?) | 168 | 28.24 % |
| (No Answer Given) | 26 | 4.37 % |
| | Total N = 595 | |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 332 | 55.80 % |
| No | 30 | 5.04 % |
| Do Not Know (?) | 198 | 33.28 % |
| (No Answer Given) | 35 | 5.88 % |
| | Total N = 595 | |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 225 | 37.82 % |
| college | 14 | 2.35 % |
| department | 16 | 2.69 % |
| other | 32 | 5.38 % |
| all-campus and college | 13 | 2.18 % |
| all-campus and department | 12 | 2.02 % |
| college and department | 5 | .84 % |
| all-campus, college, and department | 18 | 3.02 % |
| (No Answer Given) | 260 | 43.70 % |
| | Total N = 595 | |

*119 responses to each question, 5 questions included

The achievement of these functions is judged to be "Satisfactory" as shown by forty-four percent of the responses for these grouped functions. Twenty-eight percent of the faculty responses indicated that the respondents "Do Not Know (?)" about the achievement of these functions on the Michigan State University campus. The functions concerning student activities were perceived as "Not Accomplished" by a total of fourteen percent of the cumulative responses, while eight percent of the total was allocated to the "Outstanding" response category of this question.

The totaled responses indicate that about half, fifty-five percent, of the faculty perceives that specific provision is made for these functions on the campus. Thirty-three percent of the responses were given to the "Do Not Know (?)" category, with five percent of the cumulative responses indicating that provision is not made for student activities functions. An additional five percent of the totaled responses were not given to any category of this question.

Forty-three percent of the total responses were not given to the specific identification of where the service is performed on the Michigan State University campus. Thirty-seven percent of the total indicated that an "all-campus agency" is responsible for these

services. Smaller percentages of response were given to the categories of "other"--but not specified--"all-campus, college, and department," "department," "college," "all-campus and college," and "all-campus and department" with percentages of five percent or less.

Discussion of Responses to Individual Functional Statements

"A program of religious activity is made available through the institution."

The responses to statement number 4 given above, are presented in percentage form on Table 55. Forty-one percent of the respondents perceive campus religious activity "Fairly Important" for higher education, with an additional twenty-nine percent indicating that it is "Very Important." This function is considered "Not Significant" by twenty-six percent of the faculty respondents.

In response to the question "How adequately achieved on this campus?," forty-seven percent of the faculty members indicated that it is "Satisfactory" with seven percent perceiving it as an "Outstanding" accomplishment on the Michigan State University campus. Twenty-eight percent of the respondents "Do Not Know (?)" about the achievement of the student religious program on the campus, and fourteen percent indicated that it is "Not Accomplished."

TABLE 55

TOTAL GROUP RESPONSE: STATEMENT NUMBER 4 --
STUDENT ACTIVITIES FUNCTIONS

"A program of religious activity is made available through the institution."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 35 | 29.41 % |
| Fairly Important | 49 | 41.17 % |
| Not Significant | 32 | 26.89 % |
| (No Answer Given) | 3 | 2.52 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 9 | 7.56 % |
| Satisfactory | 56 | 47.06 % |
| Not Accomplished | 17 | 14.29 % |
| Do Not Know (?) | 34 | 28.57 % |
| (No Answer Given) | 3 | 2.52 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 65 | 54.62 % |
| No | 16 | 13.45 % |
| Do Not Know (?) | 32 | 26.89 % |
| (No Answer Given) | 6 | 5.04 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 28 | 23.53 % |
| college | 5 | 4.20 % |
| department | 7 | 5.88 % |
| other | 22 | 18.49 % |
| all-campus and college | -- | -- % |
| all-campus and department | 4 | 3.36 % |
| college and department | 1 | .84 % |
| all-campus, college, and department | -- | -- % |
| (No Answer Given) | 52 | 43.70 % |

*119 responses to each question

Specific provision for this activities function is perceived by fifty-four percent of the respondents. Thirteen percent indicated that there was no specific provision for religious activities, while twenty-six percent of the faculty "Do Not Know (?)" whether or not this is a part of the student activities program.

Twenty-three percent of the respondents perceive this function as a responsibility of an "all-campus agency," five percent believe it is the function of a "department" on the campus, and eighteen percent indicated that it is performed by "other" agencies which they did not specify. No answer was given to this question by forty-three percent of the faculty respondents.

A program of religious activity available through institutional policy is seen as "Fairly Important" for higher education, and accomplished in a "Satisfactory" manner on the Michigan State University campus. The faculty perceives that there is specific provision for this activity function, indicating, to some extent, that it is performed by an "all-campus agency."

"Student organizations exist for the furtherance of social contacts and competence."

Table 56 presents the faculty responses to statement number 18 which is indicated above. More than

TABLE 56

TOTAL GROUP RESPONSE: STATEMENT NUMBER 18 --
STUDENT ACTIVITIES FUNCTIONS

"Student organizations exist for the furtherance of social contacts and competence."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 32 | 26.89 % |
| Fairly Important | 64 | 53.78 % |
| Not Significant | 18 | 15.13 % |
| (No Answer Given) | 5 | 4.20 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 21 | 17.65 % |
| Satisfactory | 71 | 59.66 % |
| Not Accomplished | 3 | 2.52 % |
| Do Not Know (?) | 18 | 15.13 % |
| (No Answer Given) | 6 | 5.04 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 89 | 74.79 % |
| No | 1 | .84 % |
| Do Not Know (?) | 22 | 18.49 % |
| (No Answer Given) | 7 | 5.88 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 48 | 40.33 % |
| college | 3 | 2.52 % |
| department | 5 | 4.20 % |
| other | 6 | 5.04 % |
| all-campus and college | 8 | 6.72 % |
| all-campus and department | 6 | 5.04 % |
| college and department | 3 | 2.52 % |
| all-campus, college, and department | 10 | 8.40 % |
| (No Answer Given) | 30 | 25.21 % |

*119 responses to each question

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half of the faculty perceive this function as "Fairly Important" for higher education, with an additional twenty-six percent indicating that it is "Very Important" for the purposes of higher education. This function is judged to be "Not Significant," by fifteen percent of the respondents.

Fifty-nine percent of the faculty group perceive the achievement of this function of the student activities program to be "Satisfactory" on this campus. Seventeen percent indicate that it is an "Outstanding" achievement of this campus, while only two percent indicate that it is "Not Accomplished." The achievement of student organizations for social purposes is not known by fifteen percent of the faculty who responded "Do Not Know (?)" in answer to the question in section b of the Questionnaire. No answer was given by five percent of the respondents.

Almost three-fourths of the sample group indicated that specific provisions exist on this campus for this function, with seventy-four percent indicating the "yes" category of response. Eighteen percent of the faculty "Do Not Know (?)" if there is provision for these groups. No answer was given by five percent of the sample group.

An "all-campus agency" is perceived as the office most responsible for the performance and provision of

this function. "All-campus, college, and department" offices are perceived as the specified campus offices by eight percent of the staff. Six percent of the faculty indicated that this is performed by both "all-campus and college" agencies, while five percent indicated that "all-campus and departmental" agencies perform this function. No answer was given by twenty-five percent of the staff respondents.

Student organizations existing for social contacts and the development of social competence are perceived as being "Fairly Important" for higher education, and accomplished in a "Satisfactory" manner on the Michigan State University campus. These groups are specifically provided by all-campus agencies, and by the combined efforts of all-campus, college, and departmental agencies.

"Student activities are centrally scheduled and limited for balance in the total program."

The faculty responses to the questions concerning statement number 37 are given on Table 57. The perception of this student personnel function is that forty-six percent of the faculty believe it to be "Fairly Important" for higher education, with twenty-three percent perceiving it to be "Very Important" for the purposes of higher education. One-quarter, twenty-five percent, of the faculty sample group indicated that

TABLE 57

TOTAL GROUP RESPONSE: STATEMENT NUMBER 37 ---
STUDENT ACTIVITIES FUNCTIONS

"Student activities are centrally scheduled and limited for balance in the total program."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 28 | 23.53 % |
| Fairly Important | 55 | 46.22 % |
| Not Significant | 30 | 25.21 % |
| (No Answer Given) | 6 | 5.04 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 6 | 5.04 % |
| Satisfactory | 41 | 34.45 % |
| Not Accomplished | 16 | 13.45 % |
| Do Not Know (?) | 48 | 40.33 % |
| (No Answer Given) | 8 | 6.72 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 53 | 44.54 % |
| No | 8 | 6.72 % |
| Do Not Know (?) | 48 | 40.33 % |
| (No Answer Given) | 10 | 8.40 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 42 | 35.29 % |
| college | 2 | 1.68 % |
| department | 2 | 1.68 % |
| other | 2 | 1.68 % |
| all-campus and college | — | — % |
| all-campus and department | — | — % |
| college and department | 1 | .84 % |
| all-campus, college, and department | 4 | 3.36 % |
| (No Answer Given) | 66 | 55.46 % |

*119 responses to each question

central scheduling, with limitations for total balance of activities are "Not Significant" for higher education. Five percent of the sample group did not respond to the question.

Forty percent of the faculty "Do Not Know (?)" how adequately this function is achieved on this campus. Thirty-four percent of the respondents indicated that the central scheduling is "Satisfactory" in achievement, with five percent indicating that it is "Outstanding." Thirteen percent perceive that this function is "Not Accomplished," and six percent did not answer the question.

Forty-four percent of the faculty indicated that specific provisions exist on the campus for the performance of this function, while six percent perceive that central scheduling is not done for student activities. About two-fifths, or forty percent, of the respondents indicated that they "Do Not Know (?)" if there is specific provision for this function. Eight percent of the faculty did not answer this question.

Thirty-five percent of the responses placed the performance of this function with an "all-campus agency," and indicated the other possible categories with much smaller percentages. More than half of the sample group did not respond to the question.

Limitation of activities, and central scheduling of student events is perceived to be "Fairly Important" for higher education, with the largest percentage of the faculty not aware of the achievement of this function on the Michigan State University campus. The faculty group was divided in their perceptions of this service being specifically provided on the campus, and in not having this information at their disposal. For the faculty who indicated that there is provision for central scheduling, the majority of those respondents indicated that it is performed by an "all-campus agency."

"Institutional policy makes provision for informing instructional faculty members about the student life program and services of the campus."

Table 58 indicates the responses and percentages relating to faculty perceptions of statement 41, above.

This function is perceived as being "Fairly Important" for higher education, with fifty-three percent of the respondents indicating this category. The remaining faculty were almost equally divided between perceiving this function as "Very Important" for higher education, twenty-one percent, and "Not Significant" for higher education, twenty-two percent.

The largest number of responses to the question "How well achieved on this campus" was accorded to the

TABLE 58

TOTAL GROUP RESPONSE: STATEMENT NUMBER 41 --
STUDENT ACTIVITIES FUNCTIONS

"Institutional policy makes provision for informing instructional faculty members about the student life program and services of the campus."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 25 | 21.01 % |
| Fairly Important | 64 | 53.78 % |
| Not Significant | 27 | 22.69 % |
| (No Answer Given) | 3 | 2.52 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 4 | 3.36 % |
| Satisfactory | 35 | 29.41 % |
| Not Accomplished | 41 | 34.45 % |
| Do Not Know (?) | 36 | 30.25 % |
| (No Answer Given) | 3 | 2.52 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 37 | 31.09 % |
| No | 4 | 3.36 % |
| Do Not Know (?) | 73 | 61.34 % |
| (No Answer Given) | 5 | 4.20 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 27 | 22.69 % |
| college | 2 | 1.68 % |
| department | 1 | .84 % |
| other | -- | -- % |
| all-campus and college | 3 | 2.52 % |
| all-campus and department | 1 | .84 % |
| college and department | -- | -- % |
| all-campus, college, and department | 4 | 3.36 % |
| (No Answer Given) | 81 | 68.07 % |

*119 responses to each question

"Not Accomplished" response category, thirty-four percent. Thirty percent of the faculty sample indicated they "Do Not Know (?)" about the achievement on the campus, which in this case might also be considered "Not Accomplished" since the function pertains to information they should be receiving about the student life program. Twenty-nine percent indicated that the achievement of the function is "Satisfactory," with an additional three percent perceiving it as an "Outstanding" accomplishment on the campus. No answer was given by four percent of the faculty sample group.

Sixty-one percent of the respondents indicated they "Do Not Know (?)" whether or not there is specific provision for this function, which closely relates this response with the figures for "Not Accomplished" and "Do Not Know (?)" of the previous question concerning this statement. Three percent responded that there was "no" provision for this service on the campus, while thirty-one percent perceive that there is specific provision for informing instructional faculty members about the student life program and student services.

An "all-campus" agency is perceived as performing this service on the campus by twenty-two percent of the faculty respondents. Sixty-eight percent of the sample group did not answer this question.

Providing the instructional faculty with information about student services and activities programs is perceived as "Fairly Important" for higher education, and "Not Accomplished" at Michigan State University. The majority of the faculty respondents "Do Not Know (?)" if there is specific provision for the performance of this function.

"Student government shares in the educational program and policy development pertaining to student behavioral standards and methods of dealing with campus violations."

Forty-seven percent of the faculty respondents perceive statement number 52, above, as being "Fairly Important" for higher education, with an additional thirty-six percent indicating that it is "Very Important" for higher education. Twelve percent responded that student participation in the educational program and policy development relating to behavioral standards and campus violations is "Not Significant" for higher education. Four percent did not respond to the question. Table 59 presents the response data for this statement of function.

Approximately half, or fifty-one percent, of the faculty members indicated that the achievement of this function is "Satisfactory" for the Michigan State campus. Eight percent perceive it as an "Outstanding" achievement on the campus, while an equivalent number of faculty members responded that it is "Not Accomplished."

TABLE 59

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 52 --
STUDENT ACTIVITIES FUNCTIONS**

"Student government shares in the educational program and policy development pertaining to student behavioral standards and methods of dealing with campus violations."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 43 | 36.13 % |
| Fairly Important | 56 | 47.06 % |
| Not Significant | 15 | 12.61 % |
| (No Answer Given) | 5 | 4.20 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 10 | 8.40 % |
| Satisfactory | 61 | 51.26 % |
| Not Accomplished | 10 | 8.40 % |
| Do Not Know (?) | 32 | 26.89 % |
| (No Answer Given) | 6 | 5.04 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 88 | 73.95 % |
| No | 1 | .84 % |
| Do Not Know (?) | 23 | 19.33 % |
| (No Answer Given) | 7 | 5.88 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 80 | 67.23 % |
| college | 2 | 1.68 % |
| department | 1 | .84 % |
| other | 2 | 1.68 % |
| all-campus and college | 2 | 1.68 % |
| all-campus and department | 1 | .84 % |
| college and department | — | — % |
| all-campus, college, and department | — | — % |
| (No Answer Given) | 31 | 26.05 % |

*119 responses to each question

"Do Not Know (?)" was indicated by twenty-six percent of the faculty group, and an additional five percent did not answer the question.

Seventy-three percent of the respondents perceive that there is specific provision for this function on the campus. Nineteen percent "Do Not Know (?)" whether or not this is provided in the student activities program. Five percent of the faculty members did not answer the question.

Two-thirds, sixty-seven percent, of the faculty sample group indicated that an "all-campus agency" performs this function, and an additional twenty-six percent of the total group did not answer the question.

Student government participation in the educational program and policy development for student behavioral standards is considered to be "Fairly Important" for higher education, and is achieved in a "Satisfactory" manner on the Michigan State University campus by means of performance by a specifically designated all-campus office.

Chi Square Analysis

Responses given by faculty members compared on the basis of tenure--determined by academic rank--and by whether or not they work closely with student groups were analyzed for the five statements relating to student

activities functions. Twenty Chi Squares were computed to determine differences in the responses of these groups to the first two questions concerning each of the five statements: a. "Importance for higher education?," and b. "How adequately achieved on this campus?."

There were no significant differences in the responses to these statements when compared by tenure and non-tenure faculty groups.

However, there were four Chi Squares with a significant P determined by the computations for the faculty members who work closely with student groups when compared with faculty members who do not. Table 60, below, presents the data received from b, "How adequately achieved on this campus?," for statement number 4 which concerns the program of religious activity available on the campus. The faculty members working closely with student organizations indicate that the achievement is "Outstanding" and "Satisfactory" in greater proportions than do the faculty members not working closely with student groups. In addition, the latter faculty category responded that this function was "Not Accomplished" and that they "Do Not Know (?)" to a greater degree than did the staff members having a close working relationship with student organizations.

TABLE 60

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 4--STUDENT ACTIVITIES FUNCTIONS "A program of religious activity is made available through the institution."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 5 | 28 | 3 | 9 | 45 |
| No | 4 | 28 | 14 | 25 | 71 |
| $\text{Chi}^2 = 9.40 \quad \text{df} = 3 \quad P = .05$ | | | | | |

Statement number 18, "Student organizations exist for the furtherance of social contacts and competence" received significantly different responses for both questions when faculty groups were compared on the basis of working relationships with student organizations. Table 61 presents the data from part a, concerning the importance of this function for higher education. The faculty members who work closely with student groups indicate that this function is "Very Important" for higher education in much greater proportions, and that it is "Not Significant" to a smaller degree than do the faculty members who are not working closely with a student organization.

The responses received from the second question regarding statement number 18 are presented on Table 62.

TABLE 61

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 18--STUDENT ACTIVITIES FUNCTIONS "Student organizations exist for the furtherance of social contacts and competence."

a. Importance for higher education?

| Group | Very Imp. | Fairly Imp. | Not Signif. | N |
|---|-----------|-------------|-------------|----|
| Yes | 19 | 23 | 2 | 44 |
| No | 13 | 41 | 16 | 70 |
| $\text{Chi}^2 = 11.76 \quad \text{df} = 2 \quad \text{P} = .01$ | | | | |

The faculty working closely with student groups indicate "Outstanding" and "Satisfactory" achievement of this function in larger proportions, with fewer responses proportionately in the "Do Not Know (?)" category than does the faculty group which is not working closely with student organizations.

TABLE 62

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 18--STUDENT ACTIVITIES FUNCTIONS "Student organizations exist for the furtherance of social contacts and competence."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not Accomp. | (?) | N |
|---|-----------|--------|-------------|-----|----|
| Yes | 13 | 29 | 0 | 2 | 44 |
| No | 8 | 42 | 3 | 16 | 69 |
| $\text{Chi}^2 = 12.54 \quad \text{df} = 3 \quad \text{P} = .01$ | | | | | |

"Importance for higher education" received a significantly different response from the two faculty groups concerning statement number 41, provision for informing instructional faculty members about the student life program and services of the campus. The faculty members working closely with student organizations gave more importance to this function, and a significantly lower response in the "Not Significant" category when compared with the faculty members who do not work closely with student groups. Table 63 indicates the figures involved in the Chi Square computation.

TABLE 63

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 41--STUDENT ACTIVITIES FUNCTIONS "Institutional policy makes provision for informing instructional faculty members about the student life program and services of the campus."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 14 | 27 | 4 | 45 |
| No | 11 | 37 | 23 | 71 |
| Chi ² = 9.97 df = 2 P = .01 | | | | |

Student activities functions are viewed somewhat differently by faculty members who work closely with student organizations than they are by faculty members

who do not. In those cases of significant difference, the faculty having a close working relationship with student organizations tend to place more importance on the existence of these functions for higher education, and perceive that they are better accomplished on the Michigan State University campus than did the faculty group which does not work with student groups.

Summary of Salient Data

On the basis of the data received from the responses to statements of student personnel function included for this chapter concerning the student activities functions, the following information seems pertinent for student personnel services at Michigan State University.

All of these student activities functions are perceived as having some importance for higher educational institutions. However, the functions can be ranked in terms of the percentage of responses given to the combined categories concerned with importance for higher education. The range of responses indicating importance for higher education for these functions includes from 69 percent to 83 percent of the faculty group. The ranking is as follows: (1) student government participation in the educational program and policy development relating to student behavioral

standards; (2) student organizations for the furtherance of social contacts and competence; (3) providing faculty members with information about the student activities program; (4) a religious activity program made available through the institution; and, (5) centralized scheduling for educational balance in the student activities program. Approximately one-quarter of the faculty respondents indicated that each of the last three functions included in the ranking is not significant for the purposes of higher education.

A similar ranking of the adequacy with which these functions are performed on the Michigan State University campus includes a percentage range of from 32 percent to 76 percent of the faculty indicating a satisfactory, or better, performance. A descending order ranking indicates: (1) student organizations for the furtherance of social contacts and competence; (2) student government participation in the educational program and policy development relating to student behavioral standards; (3) a religious activity program made available through the institution; (4) centralized scheduling for educational balance in the student activities program; and, (5) providing faculty members with information about the student activities program.

With reference to the last function indicated by the ranking, almost two-thirds of the faculty sample indicated that this function is not achieved, in contrast to about the same number indicating that it is important for higher education. More than half of the faculty group indicated that they do not know if provision is made for informing faculty about student activities on the Michigan State campus. In response to each of the five functions concerned with student activities, about one-quarter, or more, of the faculty indicated that they did not know about the performance of the function on the campus.

It would seem, therefore, that although these functions are perceived as important for higher education, a large proportion of the faculty members at Michigan State University are not well enough informed about these activities. The faculty are unable to express an opinion about the level of performance of these functions, and are uncertain about the provision of these services for students.

Examination of response data by faculty subgroups indicates that faculty members who work closely with student organizations view student activities as having more importance for higher education, better accomplished on this campus, and this faculty group gives

fewer indications of lack of information concerning these functions. The contact with these student organizations seems to provide faculty members with information about the total student activities program which is not available for the faculty not working with student organizations.

CHAPTER VIII

FINANCIAL AID, AND PLACEMENT FUNCTIONS

- " 3. All types of financial aid are coordinated, including scholarships, loans, and placement assistance."
- "17. Alumni are assisted in further professional programs by acquainting them with opportunities for advancement in their fields."
- "28. Data are available to potential employers regarding the student's educational preparation, job and extra-curricular experience, and letters of recommendation."
- "35. All student vocational placement functions are coordinated."
- "45. Information is communicated to staff and students about the job market, salaries, and placement trends in a wide variety of fields."

The statements of function indicated above are included in the "Student Personnel Services Questionnaire" for the student personnel functions of financial aid, and placement services. Financial aid programs have become more important for higher education with the recognition that able students should have the opportunity for higher education regardless of their economic position. Scholarships are granted primarily

for high scholastic ability, with financial need a secondary factor; loans or grants-in-aid are given primarily for economic need with adequate scholastic achievement as a secondary factor. Employment assistance during the college years may emphasize the economic needs of the student, or be an attempt to relate with his academic program and ultimate vocational goal, or both. The placement staff, regardless of size or administrative structure, serves to coordinate data for potential employers which will be helpful to the job applicant whether he is currently enrolled or an alumnus of the institution. The dissemination of information to students, and staff personnel concerning trends in employment and placement can be a useful contribution to the educational climate of the institution.

Examination of Cumulative Responses

Examination of the faculty responses given for question a, "Importance for higher education?," for the five statements relating to this Chapter indicate that forty-four percent of the totaled responses fell in the "Very Important" category. An additional thirty-six percent of the responses were given to "Fairly Important." Thirteen percent of the faculty responses indicate these functions are "Not Significant." A total of five percent of the possible responses were not utilized for

this question. Response data for the four questions relating to this section are given on Table 64.

The summarized faculty responses for part b, "How adequately achieved on this campus?" indicate that "Satisfactory" received forty-four percent of the responses, with an additional fourteen percent of the responses given to "Outstanding." These functions are "Not Accomplished" as indicated by eight percent of the totaled responses, and twenty-six percent of the total fell to the "Do Not Know (?)" category.

Sixty-four percent of the cumulative responses indicate that there is specific provision for these services to students on the Michigan State University campus. Twenty-five percent of the total was given to "Do Not Know (?)" for this question.

Less than one-half, forty-four percent, of the faculty responses indicate that these functions are performed by an "all-campus agency." Six percent of the responses fell to the "all-campus, college, and departmental" agencies category. Thirty-five percent of the totaled possible responses were not given to this question for the five statements of function.

Discussion of Responses to Individual Functional Statements

"All types of financial aid are coordinated, including scholarships, loans, and placement assistance."

TABLE 64

**SUMMARY OF RESPONSES: FINANCIAL AID, AND PLACEMENT
FUNCTIONS**

Questionnaire statements numbered 3,17,28,35,45

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 262 | 44.03% |
| Fairly Important | 218 | 36.64% |
| Not Significant | 81 | 13.61% |
| (No Answer Given) | 34 | 5.71% |
| | Total N = 595 | |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 84 | 14.12% |
| Satisfactory | 267 | 44.87% |
| Not Accomplished | 52 | 8.74% |
| Do Not Know (?) | 158 | 26.55% |
| (No Answer Given) | 34 | 5.71% |
| | Total N = 595 | |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 383 | 64.37% |
| No | 18 | 3.02% |
| Do Not Know (?) | 153 | 25.71% |
| (No Answer Given) | 41 | 6.89% |
| | Total N = 595 | |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 262 | 44.03% |
| college | 16 | 2.69% |
| department | 18 | 3.02% |
| other | 1 | —% |
| all-campus and college | 17 | 2.86% |
| all-campus and department | 23 | 3.87% |
| college and department | 5 | .84% |
| all-campus, college, and department | 40 | 6.72% |
| (No Answer Given) | 213 | 35.80% |
| | Total N = 595 | |

*119 responses to each question, 5 questions included

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Numbers of responses and percentages in each category are given for statement number 3, page 154, on Table 65. More than fifty percent of the faculty respondents perceive this function as "Very Important" for higher education, and an additional thirty-six percent perceive it to be "Fairly Important." Nine percent of the respondents believe it "Not Significant" to the achievement of the purposes of higher education.

Fifty-two percent responded that it is achieved in a "Satisfactory" manner on the Michigan State campus, and eight percent perceive it as an "Outstanding" accomplishment of the student personnel services. Nine percent believe that it is "Not Accomplished," with an additional twenty-seven percent indicating that they "Do Not Know (?)" about the achievement of coordination of financial and placement aid functions.

About two-thirds of the faculty perceive that there is specific provision for coordination of financial aid on the campus, while five percent indicate that it is not coordinated. Twenty-two percent "Do Not Know (?)" if coordination of these services is specifically provided on the campus.

Forty-six percent view an "all-campus agency" as performing this function; seven percent indicate that "all-campus and college" agencies coordinate these

TABLE 65

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 3 —
FINANCIAL AID, AND PLACEMENT FUNCTIONS**

"All types of financial aid are coordinated, including scholarships, loans, and placement assistance."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 62 | 52.10 % |
| Fairly Important | 44 | 36.97 % |
| Not Significant | 11 | 9.24 % |
| (No Answer Given) | 2 | 1.68 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 10 | 8.40 % |
| Satisfactory | 63 | 52.94 % |
| Not Accomplished | 11 | 9.24 % |
| Do Not Know (?) | 33 | 27.73 % |
| (No Answer Given) | 2 | 1.68 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 80 | 67.23 % |
| No | 6 | 5.04 % |
| Do Not Know (?) | 27 | 22.69 % |
| (No Answer Given) | 6 | 5.04 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 55 | 46.22 % |
| college | 2 | 1.68 % |
| department | 3 | 2.52 % |
| other | -- | -- % |
| all-campus and college | 9 | 7.56 % |
| all-campus and department | 3 | 2.52 % |
| college and department | -- | -- % |
| all-campus, college, and department | 6 | 5.04 % |
| (No Answer Given) | 41 | 34.45 % |

*119 responses to each question

activities; and, five percent of the respondents perceive this as the responsibility of "all-campus, college, and departmental" agencies. Thirty-four percent of the faculty members did not respond to this question.

The faculty group perceives this function as being "Very Important" for higher education, and accomplished in a "Satisfactory" manner on the Michigan State campus by a specifically provided "all-campus agency."

"Alumni are assisted in further professional programs by acquainting them with opportunities for advancement in their fields."

The faculty respondents were divided in their perception of the importance of this function for higher education. Thirty-six percent indicated that it is "Very Important;" thirty-six percent responded that it is "Fairly Important;" and, twenty-two percent indicated that it is "Not Significant" for higher education. Four percent of the sample group did not respond to the question concerning importance for higher education. Table 66 includes all responses and percentage figures for statement number 17.

Thirty-eight percent of the respondents indicated that they believe the achievement of this function on the campus to be "Satisfactory," and an additional thirty-eight percent of the faculty group "Do Not Know (?)" about the assistance available to alumni for professional advancement. Six percent of the

TABLE 66

TOTAL GROUP RESPONSE: STATEMENT NUMBER 17 —
FINANCIAL AID, AND PLACEMENT FUNCTIONS

"Alumni are assisted in further professional programs by acquainting them with opportunities for advancement in their fields."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 44 | 36.97 % |
| Fairly Important | 43 | 36.13 % |
| Not Significant | 27 | 22.69 % |
| (No Answer Given) | 5 | 4.20 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 8 | 6.72 % |
| Satisfactory | 46 | 38.65 % |
| Not Accomplished | 13 | 10.92 % |
| Do Not Know (?) | 46 | 38.65 % |
| (No Answer Given) | 6 | 5.04 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 57 | 47.90 % |
| No | 6 | 5.04 % |
| Do Not Know (?) | 49 | 41.17 % |
| (No Answer Given) | 7 | 5.88 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 28 | 23.53 % |
| college | 5 | 4.20 % |
| department | 6 | 5.04 % |
| other | — | — % |
| all-campus and college | 3 | 2.52 % |
| all-campus and department | 2 | 1.68 % |
| college and department | 4 | 3.36 % |
| all-campus, college, and department | 10 | 8.40 % |
| (No Answer Given) | 61 | 51.26 % |

*119 responses to each question

respondents perceive the achievement of this service as "Outstanding," while ten percent perceive that it is "Not Accomplished."

Approximately one-half of the responding group, forty-seven percent, indicated that there is specific provision for this service on the campus, while five percent judged that there is "no" specific provision for this function. Forty-one percent of the faculty responded that they "Do Not Know (?)" if this assistance is specifically provided for alumni of this institution. Five percent of the sample group did not respond to this question.

Less than one-quarter of the faculty sample group, twenty-three percent, perceive this service as performed by an "all-campus agency." Eight percent indicated that it is performed by "all-campus, college, and departmental" agencies, and five percent of the group responded that the "department" performed this service. No answer was given by fifty-one percent of the total sample group.

Assisting alumni by acquainting them with opportunities for professional advancement in their fields is perceived as having some importance for higher education, but there was no definite agreement concerning the degree of importance. The accomplishment

on the campus is generally considered "Satisfactory" although an equally large percentage of the faculty "Do Not Know (?)" about the achievement of the service. The faculty perceives this function as being performed by a specifically designated office of the institution, and probably by an "all-campus agency."

"Data are available to potential employers regarding the students' educational preparation, job and extracurricular experience, and letters of recommendation."

Table 67 presents the data for the numbers of responses and percentages for the questions relating to statement number 28, above. This placement function is considered to be "Very Important" for higher education by sixty-three percent of the faculty respondents. And, an additional twenty-two percent perceive it as "Fairly Important" for higher education. Seven percent of the respondents have indicated that it is "Not Significant" for higher education, with five percent of the sample group not responding to the question of importance of placement credentials to the purposes of higher educational institutions.

Approximately one-half, or forty-eight percent, of the faculty sample group indicated that this service to students is achieved in a "Satisfactory" manner. Thirty-one percent perceive that it is an "Outstanding" accomplishment. Only one person indicated that it is "Not Accomplished," but twelve percent of the faculty

TABLE 67

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 28 --
FINANCIAL AID, AND PLACEMENT FUNCTIONS**

"Data are available to potential employers regarding the students' educational preparation, job and extracurricular experience, and letters of recommendation."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 76 | 63.87 % |
| Fairly Important | 27 | 22.69 % |
| Not Significant | 9 | 7.56 % |
| (No Answer Given) | 7 | 5.88 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 38 | 31.93 % |
| Satisfactory | 58 | 48.74 % |
| Not Accomplished | 1 | .84 % |
| Do Not Know (?) | 15 | 12.61 % |
| (No Answer Given) | 7 | 5.88 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 102 | 85.71 % |
| No | — | — % |
| Do Not Know (?) | 10 | 8.40 % |
| (No Answer Given) | 7 | 5.88 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 78 | 65.55 % |
| college | 3 | 2.52 % |
| department | 4 | 3.36 % |
| other | 1 | .84 % |
| all-campus and college | 1 | .84 % |
| all-campus and department | 7 | 5.88 % |
| college and department | — | — % |
| all-campus, college, and department | 8 | 6.72 % |
| (No Answer Given) | 17 | 14.29 % |

*119 responses to each question

group responded that they "Do Not Know (?)" about the achievement on the Michigan State University campus.

More than eighty-five percent perceive that specific provision is made for the performance of this student personnel function, while eight percent of the faculty indicated that they "Do Not Know (?)" whether or not placement credentials are specifically provided to potential employers by placement services on the campus.

An "all-campus agency" is perceived as performing this service for students as is indicated by the response given by sixty-five percent of the faculty sample. Six percent perceive it as being performed by "all-campus, college, and departmental" agencies, with an additional five percent responding to the "all-campus and departmental" category. Fourteen percent of the faculty did not indicate any response to this question.

The provision of placement credentials materials regarding students' educational, vocational and personal background is perceived as "Very Important" for higher education, and achieved in a "Satisfactory" manner on this campus. It is also recognized that this service is performed by an "all-campus agency" specifically provided for this purpose.

"All student vocational placement functions are coordinated."

Faculty responses to the four questions concerning statement number 35 are given on Table 68. The responses indicate that the faculty perceives this function to be "Fairly Important" for higher education with forty-seven percent of the sample group giving this response. In addition, twenty-eight percent of the sample group perceive this function as "Very Important" for higher education. In contrast, fifteen percent of the faculty believe this service is "Not Significant," and eight percent did not answer the question.

Forty percent of the respondents perceive achievement of placement coordination on the Michigan State campus as "Satisfactory," with eleven percent indicating that it is "Outstanding." The coordination of vocational placement functions is perceived as "Not Accomplished" by four percent of the faculty respondents, and thirty-six percent of this group indicate that they "Do Not Know (?)" about the achievement of this service.

There are specific provisions for coordinated placement services according to the responses of sixty-two percent of the faculty members. Twenty-eight percent of the sample group "Do Not Know (?)" if this is provided on the campus, and eight percent did not answer the question.

TABLE 68

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 35 --
FINANCIAL AID, AND PLACEMENT
FUNCTIONS**

"All student vocational placement functions are coordinated."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 34 | 28.57 % |
| Fairly Important | 56 | 47.06 % |
| Not Significant | 19 | 15.97 % |
| (No Answer Given) | 10 | 8.40 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 14 | 11.76 % |
| Satisfactory | 48 | 40.33 % |
| Not Accomplished | 5 | 4.20 % |
| Do Not Know (?) | 43 | 36.13 % |
| (No Answer Given) | 9 | 7.56 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 74 | 62.18 % |
| No | 1 | .84 % |
| Do Not Know (?) | 34 | 28.57 % |
| (No Answer Given) | 10 | 8.40 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 55 | 46.22 % |
| college | 3 | 2.52 % |
| department | — | — % |
| other | — | — % |
| all-campus and college | 1 | .84 % |
| all-campus and department | 6 | 5.04 % |
| college and department | — | — % |
| all-campus, college, and department | 8 | 6.72 % |
| (No Answer Given) | 46 | 38.65 % |

*119 responses to each question

Nearly half of the respondents, forty-six percent, perceive this vocational placement coordination is performed by an "all-campus agency." Six percent indicate that it is performed by "all-campus, college, and departmental" agencies, and five percent indicate that "all-campus and departmental" agencies perform this service. Thirty-eight percent of the faculty sample did not give an answer to this question.

Coordination of all student vocational placement functions is perceived by most of the faculty to be "Fairly Important" for higher education, and achieved in a "Satisfactory" manner on the Michigan State campus. However, a large percentage of the faculty "Do Not Know (?)" about the achievement of this service. The faculty perceives that the service is performed by an "all-campus agency" specifically provided for this purpose.

"Information is communicated to staff and students about the job market, salaries, and placement trends in a wide variety of fields."

This function is perceived as "Very Important" and "Fairly Important" for higher education in about equal numbers by the faculty respondents. Data are given on Table 69 for this statement, number 45. In addition to about forty percent indicating each of the first two categories, twelve percent perceive this

TABLE 69

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 45 --
FINANCIAL AID, AND PLACEMENT FUNCTIONS**

"Information is communicated to staff and students about the job market, salaries, and placement trends in a wide variety of fields."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 46 | 38.65 % |
| Fairly Important | 48 | 40.33 % |
| Not Significant | 15 | 12.61 % |
| (No Answer Given) | 10 | 8.40 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 14 | 11.76 % |
| Satisfactory | 52 | 43.70 % |
| Not Accomplished | 22 | 18.49 % |
| Do Not Know (?) | 21 | 17.65 % |
| (No Answer Given) | 10 | 8.40 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 70 | 58.82 % |
| No | 5 | 4.20 % |
| Do Not Know (?) | 33 | 27.73 % |
| (No Answer Given) | 11 | 9.24 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 46 | 38.65 % |
| college | 3 | 2.52 % |
| department | 5 | 4.20 % |
| other | — | — % |
| all-campus and college | 3 | 2.52 % |
| all-campus and department | 5 | 4.20 % |
| college and department | 1 | .84 % |
| all-campus, college, and department | 8 | 6.72 % |
| (No Answer Given) | 48 | 40.33 % |

*119 responses to each question

function as "Not Significant" for higher education, and eight percent of the sample group did not give any answer to this question.

Forty-three percent of the faculty indicated that the achievement of this service is "Satisfactory," while eleven percent responded that it is "Outstanding" on the Michigan State University campus. It is "Not Accomplished" according to eighteen percent, and seventeen percent "Do Not Know (?)" about the achievement of the service, which, to some extent, indicates that it is "Not Accomplished" since the function includes communicating information to staff members about the current job market, salaries, and placement trends.

There is specific provision for this service on the campus according to fifty-eight percent of the faculty respondents. Four percent indicated that there is "no" provision for this function, and twenty-three percent responded that they "Do Not Know (?)" if there is specific provision. No answer was given by nine percent of the faculty sample.

There was no clear-cut indication from the faculty designating where the service was performed. Thirty-eight percent indicated that it is performed by an "all-campus agency," and six percent indicated that "all-campus, college and departmental" agencies perform

this service. Smaller percentages of responses were accorded several of the other response categories.

Communication of placement information is seen as having importance for higher education, and is performed in a "Satisfactory" manner on this campus.

The majority of the faculty perceive that specific provision has been made for this function, and that it is probably performed by an "all-campus agency."

Chi Square Analysis

Responses to these statements were examined by the Chi Square statistical technique to determine differences in the perceptions of these functions in relation to the purposes of higher education, and achievement on this campus. The faculty groups used for response comparison were those having tenure compared with faculty members who do not have tenure, determined by academic rank of the respondents. In addition, twenty Chi Squares were computed on the comparative basis of faculty who say they work closely with student organizations, and those who do not.

Of the twenty Chi Squares computed for the responses of tenure and non-tenure groups, only one significant difference was determined. The responses to statement 28, concerning placement credentials, is perceived differently by the faculty, dependent upon tenure status. The faculty members without tenure

perceive the function in about equal proportions in the "Very Important" response category with tenure faculty, but perceive this service "Fairly Important" for higher education to a much greater extent, and have significantly fewer responses in the "Not Significant" category than does the tenure group. Data for this computation are presented on Table 70.

TABLE 70

COMPARISON OF FACULTY RESPONSES BASED UPON TENURE: STATEMENT NUMBER 28--FINANCIAL AID, AND PLACEMENT FUNCTIONS. "Data are available to potential employers regarding the students' educational preparation, job and extracurricular experience, and letters of recommendation."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|---|--------------|----------------|----------------|----|
| Tenure | 36 | 7 | 8 | 51 |
| Non Tenure | 40 | 20 | 1 | 61 |
| Chi ² = 11.11 df = 2 P = .01 | | | | |

Significant differences were found in the response comparisons for the faculty who work closely with students and those who do not, in their perception of the "Importance for higher education?" and "How adequately achieved on this campus?" questions for statement number 17, concerning alumni professional advancement. Table 71 indicates the responses from part a of

this statement. The faculty working closely with students has a proportionately higher response in the "Very Important" for higher education response category, and a lower response in the "Not Significant" category than does the comparison group.

TABLE 71

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 17--FINANCIAL AID, AND PLACEMENT FUNCTIONS. "Alumni are assisted in further professional programs by acquainting them with opportunities for advancement in their fields."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 24 | 15 | 5 | 44 |
| No | 20 | 28 | 22 | 70 |
| Chi ² = 9.57 df = 2 P = .01 | | | | |

Table 72 presents the Chi Square data for part b of the statement regarding alumni contacts with the campus placement service for professional advancement. Faculty members working closely with student groups tend to perceive this function as performed in an "Outstanding" and "Satisfactory" manner in greater proportions than do the faculty members not working closely with student organizations. In addition, this latter

faculty group has a higher percentage of response in the "Not Accomplished" and "Do Not Know (?)" response categories.

TABLE 72

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 17--FINANCIAL AID, AND PLACEMENT FUNCTIONS. "Alumni are assisted in further professional programs by acquainting them with opportunities for advancement in their fields."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 6 | 24 | 2 | 12 | 44 |
| No | 2 | 22 | 11 | 34 | 69 |
| Chi ² = 13.99 df = 3 P = .01 | | | | | |

Significant differences were determined by means of the Chi Square computation for statement 28, parts a and b, concerning placement credentials. The data regarding the importance of this function for higher education are presented on Table 73. Faculty members working closely with student organizations indicated that this service is "Very Important" for higher education in much greater proportion than do the faculty members who are not working closely with student groups. In addition, this latter group perceives this function as "Fairly Important" and "Not Significant" in greater

numbers than the faculty members working closely with student organizations.

TABLE 73

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 28--FINANCIAL AID, AND PLACEMENT FUNCTIONS. "Data are available to potential employers regarding the students' educational preparation, job and extracurricular experience, and letters of recommendation."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 37 | 5 | 2 | 44 |
| No | 39 | 22 | 7 | 68 |
| Chi ² = 8.80 df = 2 P = .02 | | | | |

The achievement of this function at Michigan State is also perceived differently by these two faculty groups. The faculty respondents working closely with student groups indicated that this function is achieved in an "Outstanding" manner to a much greater extent than do the faculty who do not have this close working relationship. The latter group responded to the "Satisfactory" and "Do Not Know (?)" categories concerning the achievement of this service, to a greater extent than the faculty working closely with student organizations. Table 74 presents the Chi Square data, and numbers of responses.

TABLE 74

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 28--FINANCIAL AID, AND PLACEMENT FUNCTIONS. "Data are available to potential employers regarding the students' educational preparation, job and extracurricular experience, and letters of recommendation."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 23 | 17 | 1 | 3 | 44 |
| No | 15 | 41 | 0 | 12 | 68 |
| Chi ² = 13.49 df = 3 P = .01 | | | | | |

The coordination of all student vocational placement functions, statement number 35, is also perceived differently by the two faculty groups compared on the basis of working relationship with student organizations. Table 75 indicates the responses and Chi Square P for section a of this statement. Faculty working closely with students presented a greater proportion of responses in the "Very Important" for higher education response category than those faculty who do not work closely with student groups. This latter faculty group also has a higher proportion of responses in the "Not Significant" for higher education response category.

TABLE 75

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 35--FINANCIAL AID, AND PLACEMENT FUNCTIONS. "All student vocational placement functions are coordinated."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 19 | 20 | 4 | 43 |
| No | 15 | 36 | 15 | 66 |
| Chi ² = 6.86 df = 2 P = .05 | | | | |

Table 76 indicates the responses pertaining to the achievement of this service at Michigan State University, part b of statement 35. The faculty working closely with student organizations presents a higher percentage of responses in the "Satisfactory" response

TABLE 76

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 35--FINANCIAL AID, AND PLACEMENT FUNCTIONS. "All student vocational placement functions are coordinated."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|--|-----------|--------|----------------|-----|----|
| Yes | 6 | 25 | 2 | 10 | 43 |
| No | 8 | 23 | 3 | 33 | 67 |
| Chi ² = 8.02 df = 3 P = .05 | | | | | |

category, and a lower percentage of responses in the "Do Not Know (?)" category than does the faculty group not having a close working relationship with student groups.

The final significant Chi Square computation for this section was determined in the achievement ranking for the statement concerned with placement communication to staff and students, number 45. Table 77 presents the data. The faculty working closely with students indicated that the achievement of this function is "Outstanding" or "Satisfactory" to a greater degree than the comparison group. In addition, the faculty members not working closely with student organizations perceive this function as "Not Accomplished" or they responded "Do Not Know (?)" to a greater extent than the faculty group working closely with student organizations.

TABLE 77

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 45--FINANCIAL AID, AND PLACEMENT FUNCTIONS. "Information is communicated to staff and students about the job market, salaries, and placement trends in a wide variety of fields."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 8 | 25 | 4 | 5 | 42 |
| No | 6 | 26 | 19 | 16 | 67 |
| Chi ² = 10.68 df = 3 P = .02 | | | | | |

The differences determined by the Chi Square technique tend to indicate that the non-tenure group perceives credential preparation by placement services as having greater importance for higher education than faculty members having tenure. And, that placement functions have greater importance for higher education, and are performed more adequately on the campus when perceived by faculty members working closely with student groups than when viewed by faculty not having this close relationship with student organizations.

Summary of Salient Data

On the basis of the data received from the responses to statements of student personnel function included for this chapter concerning financial aid, and placement functions, the following information seems pertinent for student personnel services at Michigan State University.

All of these student personnel functions are perceived as having some importance for higher educational institutions. However, the functions can be ranked in terms of the percentage of responses given to the combined categories concerned with importance for higher education. The range of responses indicating importance for higher education for these functions includes from 72 percent to 88 percent of the faculty

group. The ranking is as follows: (1) the coordination of all types of financial aid, including placement and scholarships; (2) provision of data for potential employers regarding students' educational and vocational background; (3) information about the job market and placement trends is communicated to staff and students; (4) all student vocational placement functions are coordinated; and, (5) alumni are informed about opportunities for professional advancement in their fields. About one-fifth of the faculty indicated that the last function listed by ranking is not significant for higher education.

A similar ranking of the adequacy with which these functions are performed on the Michigan State University campus includes a percentage range of from 44 percent to 80 percent of the faculty indicating a satisfactory, or better, performance. A descending order ranking indicates: (1) provision of data for potential employers regarding students' educational and vocational background; (2) the coordination of all types of financial aid, including placement and scholarships; (3) information about the job market and placement trends is communicated to staff and students; (4) all student vocational placement functions are coordinated; and, (5) alumni are informed about opportunities for professional advancement in their fields. With reference to

the function ranked third in this section, more than one-third of the faculty respondents indicated that this function was not accomplished on this campus.

With the exception of the function regarding provision of placement data for potential employers, one quarter, or more, of the faculty did not know if there is specific provision for these financial aid, and placement functions. It would appear, therefore, that although these functions are perceived as important for higher education, a significant number of the faculty members of Michigan State University are not well enough informed about these services. This suggests that insufficient information concerning financial aid, and placement service functions is available to the faculty.

Examination of response data by faculty subgroups indicates that faculty members who have a close working relationship with student organizations perceive financial aids, and placement service functions to be of more importance for higher education, and performed in a more satisfactory manner than faculty members who do not work with student groups. The faculty members with the close relationship to a student organization also gave fewer responses in the category indicating lack of information upon which to base an

opinion of the achievement of the functions. These data suggest that close contact with students may provide these faculty members with information about the student personnel services which is not available for the faculty members not working with student organizations.

CHAPTER IX

DISCIPLINARY FUNCTIONS

"The concept of discipline in a college or university today places emphasis on the student's acceptance of his own personal-social responsibility. In this concept, discipline is recognized as an educational function. Responsibility for achieving discipline among students rests with student personnel services." (12:23-24)

Specific provisions for the support of a constructive policy of discipline will include some of the statements of disciplinary function included in the Questionnaire for this section: information and instructions concerning standards, regulations and traditions of the institution are provided to incoming students; students and staff are cognizant of the well-defined policy regarding standards of student behavior. In addition, the philosophy underlying the regulation of student conduct recognizes that misbehavior is symptomatic of the need for re-education and social rehabilitation. Frequently institutions of higher education cooperate with nearby communities in the enforcement of certain disciplinary actions, and are concerned with violations of public laws.

- " 9. There is a well-defined policy regarding standards of student behavior.
- "27. The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience."
- "33. Specific information and instructions on standards, regulations, and traditions of the institution are provided to incoming students."
- "50. Campus disciplinary policy covers students involved in violations of public laws."
- "58. The institution encourages acceptance by the individual of societal standards of morality."

Examination of Cumulative Responses

Table 78 presents the cumulative responses received from the faculty sample for the questions concerning the five statements dealing with disciplinary functions. The responses for the categories of "Very Important" and "Fairly Important" are about equally divided, each receiving about thirty-eight percent of the totaled cumulative responses. "Not Significant" received seventeen percent of the responses, and no answer was indicated for a total of six percent of the cumulative responses.

The achievement of these functions is perceived as "Satisfactory" according to the forty-three percent total of the responses for the question in section b. Thirty-three percent of these responses fell in the

TABLE 78

SUMMARY OF RESPONSES: DISCIPLINARY FUNCTIONS

Questionnaire statements numbered 9,27,33,50,58

| | <u>N=119*</u> | <u>Percent</u> |
|---|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 224 | 37.65 % |
| Fairly Important | 231 | 38.82 % |
| Not Significant | 102 | 17.14 % |
| (No Answer Given) | 38 | 6.38 % |
| | Total N = 595 | |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 52 | 8.74 % |
| Satisfactory | 259 | 43.53 % |
| Not Accomplished | 47 | 7.90 % |
| Do Not Know (?) | 197 | 33.11 % |
| (No Answer Given) | 40 | 6.72 % |
| | Total N = 595 | |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 348 | 58.48 % |
| No | 19 | 3.19 % |
| Do Not Know (?) | 179 | 30.08 % |
| (No Answer Given) | 49 | 8.24 % |
| | Total N = 595 | |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 289 | 48.57 % |
| college | 4 | .67 % |
| department | 8 | 1.34 % |
| other | 4 | .67 % |
| all-campus and college | 14 | 2.35 % |
| all-campus and department | 8 | 1.34 % |
| college and department | -- | -- % |
| all-campus, college, and department | 20 | 3.36 % |
| (No Answer Given) | 248 | 41.68 % |
| | Total N = 595 | |

*119 responses to each question, 5 questions included

"Do Not Know (?)" response category, indicating that one-third of the responses point to a lack of knowledge about the accomplishment of the disciplinary functions on the campus. Eight percent of the total responses were accorded to the "Outstanding" category, with an additional seven percent indicating that these functions are "Not Accomplished."

More than half of the totaled responses indicate that these functions are perceived as specifically provided on the Michigan State University campus, although thirty percent of the cumulative responses fell to the "Do Not Know (?)" category. Eight percent of the total possible responses were not given for this question.

Forty-eight percent of the responses indicate that disciplinary functions are performed by an "all-campus agency," with much smaller responses received by the other categories for this question. Forty-one percent of the total possible responses were not given for this question.

Discussion of Responses to Individual Functional Statements

"There is a well-defined policy regarding standards of student behavior."

The faculty responses to this statement, number 9, are presented in percentage form on Table 79. The

TABLE 79

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 9 ---
DISCIPLINARY FUNCTIONS**

There is a well-defined policy regarding standards of student behavior.

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 51 | 42.86 % |
| Fairly Important | 51 | 42.86 % |
| Not Significant | 15 | 12.61 % |
| (No Answer Given) | 2 | 1.68 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 12 | 10.08 % |
| Satisfactory | 65 | 54.62 % |
| Not Accomplished | 15 | 12.61 % |
| Do Not Know (?) | 25 | 21.01 % |
| (No Answer Given) | 2 | 1.68 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 86 | 72.27 % |
| No | 7 | 5.88 % |
| Do Not Know (?) | 21 | 17.65 % |
| (No Answer Given) | 5 | 4.20 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 73 | 61.34 % |
| college | 1 | .84 % |
| department | 1 | .84 % |
| other | 1 | .84 % |
| all-campus and college | 5 | 4.20 % |
| all-campus and department | 2 | 1.68 % |
| college and department | — | — % |
| all-campus, college, and department | 3 | 2.52 % |
| (No Answer Given) | 33 | 27.73 % |

*119 responses to each question

respondents were equally divided in their perception of the importance of this function for higher education: "Very Important," forty-two percent; "Fairly Important," forty-two percent of the responses. This function is considered to be "Not Significant" for higher education by twelve percent of the faculty sample.

More than half, fifty-four percent, of the faculty respondents perceive this disciplinary function as achieved in a "Satisfactory" manner on this campus. Ten percent indicated that it is achieved in an "Outstanding" way, while twelve percent responded that it is "Not Accomplished." Twenty-one percent of the sample group "Do Not Know (?)" if there is a well-defined policy regarding student behavioral standards.

Seventy-two percent indicated that there is specific definition of policy regarding student behavior; five percent of the group responded that there was no specific provision. Seventeen percent "Do Not Know (?)" if this is provided on the Michigan State University campus. No response was given by four percent of the faculty sample group.

More than sixty-one percent perceive this policy definition as performed by an "all-campus agency." Four percent indicated that it is done by "all-campus

and college" agencies. No response was received from twenty-seven percent of the group.

Providing a well-defined policy regarding standards of student behavior is perceived as having importance for higher education, but there is division in the opinions expressed concerning the degree of importance of this function. The policy clarification is perceived as being achieved in a "Satisfactory" manner on this campus, and the responsibility is placed with an "all-campus agency" which is specifically provided for this purpose.

"The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience."

This function of discipline is perceived as "Fairly Important" for higher education by forty-one percent of the faculty respondents, and an additional thirty-two percent indicated that it is "Very Important" for the purposes of higher education. In contrast, fifteen percent of the faculty respondents perceive this function as "Not Significant" for higher education, and ten percent did not answer the question. The response data for statement number 27 are given on Table 80.

Forty percent of the responding faculty "Do Not Know (?)" about the achievement of rehabilitative

TABLE 80

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 27 --
DISCIPLINARY FUNCTIONS**

"The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 39 | 32.77 % |
| Fairly Important | 49 | 41.17 % |
| Not Significant | 19 | 15.97 % |
| (No Answer Given) | 12 | 10.08 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 5 | 4.20 % |
| Satisfactory | 40 | 33.61 % |
| Not Accomplished | 15 | 12.61 % |
| Do Not Know (?) | 48 | 40.33 % |
| (No Answer Given) | 11 | 9.24 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 69 | 59.98 % |
| No | 5 | 4.20 % |
| Do Not Know (?) | 31 | 26.05 % |
| (No Answer Given) | 14 | 11.76 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 59 | 49.58 % |
| college | 1 | .84 % |
| department | 2 | 1.68 % |
| other | 1 | .84 % |
| all-campus and college | 3 | 2.52 % |
| all-campus and department | — | — % |
| college and department | — | — % |
| all-campus, college, and department | 3 | 2.52 % |
| (No Answer Given) | 50 | 42.02 % |

*119 responses to each question

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and re-educative disciplinary actions. Thirty-three percent perceive this function as "Satisfactory," and four percent indicate that it is "Outstanding." Twelve percent of the faculty indicated that this is "Not Accomplished" on this campus, and nine percent of the sample group did not respond to the question.

However, the faculty members perceive that there is specific provision for this type of disciplinary functioning, with a response to this category by fifty-nine percent of the faculty group. Twenty-six percent indicated that they "Do Not Know (?)" if there is provision for this function on the campus, while four percent perceive that there is "no" specific provision for this action. No answer was given to this question by eleven percent of the total sample group.

Approximately half of the responding group, forty-nine percent, indicated that rehabilitative disciplinary action is performed by an "all-campus agency," with smaller percentages allocated to other of the response categories. Forty-two percent failed to answer the question.

Regulating student conduct by means of positive rehabilitative and educative experiences is perceived as "Fairly Important" for higher education, but most of the faculty respondents indicated that they "Do Not

Know (?)" if this is achieved on the Michigan State University campus. The faculty perceives that there is specific provision for educative disciplinary functions, and that these actions are performed by an "all-campus agency."

"Specific information and instructions on standards, regulations, and traditions of the institution are provided to incoming students."

Table 81 presents the faculty responses received from questions regarding statement number 33. Forty-eight percent of the respondents indicated that this function is "Fairly Important" for higher education, with an additional thirty-seven percent indicating that it is "Very Important" for higher education. Ten percent perceive that this service to students is "Not Significant" for the purpose of higher education.

More than fifty percent of the responding faculty perceive the achievement of this function as "Satisfactory" on the Michigan State campus. It is considered to be an "Outstanding" accomplishment by twelve percent of the faculty members, while four percent indicated that it is "Not Accomplished." Twenty-six percent of the group "Do Not Know (?)" about the achievement of this service.

TABLE 81

TOTAL GROUP RESPONSE: STATEMENT NUMBER 33 --
DISCIPLINARY FUNCTIONS

"Specific information and instructions on standards, regulations, and traditions of the institution are provided to incoming students."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 45 | 37.81 % |
| Fairly Important | 58 | 48.74 % |
| Not Significant | 12 | 10.08 % |
| (No Answer Given). | 4 | 3.36 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 15 | 12.61 % |
| Satisfactory | 63 | 52.94 % |
| Not Accomplished | 5 | 4.20 % |
| Do Not Know (?) | 31 | 26.05 % |
| (No Answer Given) | 5 | 4.20 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 82 | 68.91 % |
| No | — | — % |
| Do Not Know (?) | 32 | 26.89 % |
| (No Answer Given) | 5 | 4.20 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 63 | 52.94 % |
| college | 1 | .84 % |
| department | 1 | .84 % |
| other | 1 | .84 % |
| all-campus and college | 4 | 3.36 % |
| all-campus and department | 3 | 2.52 % |
| college and department | — | — % |
| all-campus, college, and department | 8 | 6.72 % |
| (No Answer Given) | 38 | 31.93 % |

*119 responses to each question

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The majority of the faculty members, sixty-eight percent, indicated that this information is specifically provided to students. Twenty-six percent indicated that they "Do Not Know (?)" if this function is specifically provided by Michigan State University.

Fifty-two percent of the respondents perceive this function as being performed by an "all-campus agency," while an additional six percent indicated that it is performed by "all-campus, college, and departmental" offices on the campus. No answer was given to this question by thirty-one percent of the faculty respondents.

The provision of information on standards, regulations, and traditions of the institution for incoming students is perceived to be important for higher education, and accomplished in a "Satisfactory" manner on the Michigan State University campus. The faculty considers that this function is performed by an "all-campus agency" provided for this specific purpose.

"Campus disciplinary policy covers students involved in violations of public laws."

Statement number 50, above, is perceived as having different importance values by about equal numbers of the faculty respondents. Thirty percent of the faculty group indicated that it is "Very Important"

for higher education, thirty-three percent indicated that this function is "Fairly Important," and twenty-nine percent perceive this disciplinary function as "Not Significant" for the purposes of higher education. Six percent of the faculty respondents did not answer this question. The numbers of responses and percentage values for each category are presented on Table 82.

The achievement is perceived as "Satisfactory" by forty percent of the faculty members, while an additional nine percent indicated that it is an "Outstanding" accomplishment at Michigan State University. Thirty-nine percent of the respondents "Do Not Know (?)" if campus disciplinary policy includes violations of public laws, and whether or not it is enforced on this campus. Three percent believe that it is "Not Accomplished." No answer was given to this question by seven percent of the faculty sample group.

Fifty-six percent of the faculty believe that specific campus disciplinary policy includes student violations of public laws, while one percent of the respondents do not believe that this is included. Thirty-one percent "Do Not Know (?)" whether or not this is a part of the disciplinary program at Michigan State University. No answer was given by ten percent of the faculty.

TABLE 82

TOTAL GROUP RESPONSE: STATEMENT NUMBER 50 --
DISCIPLINARY FUNCTIONS

"Campus disciplinary policy covers students involved in violations of public laws."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 36 | 30.25 % |
| Fairly Important | 40 | 33.61 % |
| Not Significant | 35 | 29.41 % |
| (No Answer Given) | 8 | 6.72 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 11 | 9.24 % |
| Satisfactory | 48 | 40.33 % |
| Not Accomplished | 4 | 3.36 % |
| Do Not Know (?) | 47 | 39.49 % |
| (No Answer Given) | 9 | 7.56 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 67 | 56.30 % |
| No | 2 | 1.68 % |
| Do Not Know (?) | 38 | 31.93 % |
| (No Answer Given) | 12 | 10.08 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 63 | 52.94 % |
| college | 1 | .84 % |
| department | — | — % |
| other | 1 | .84 % |
| all-campus and college | 1 | .84 % |
| all-campus and department | — | — % |
| college and department | — | — % |
| all-campus, college, and department | 1 | .84 % |
| (No Answer Given) | 52 | 43.70 % |

*119 responses to each question

This disciplinary function is performed by an "all-campus agency" according to fifty-two percent of the respondents, while forty-three percent of the sample did not reply to the question.

This function of disciplinary policy is perceived as having importance for higher education, although approximately one-third of the faculty indicated that it is "Not Significant" for the purposes of higher education. The accomplishment of this function is considered to be "Satisfactory," and is not known by about equal numbers of faculty respondents. However, the faculty perceives that this disciplinary action is performed by an "all-campus agency" which is specifically delegated with this responsibility.

"The institution encourages acceptance by the individual of societal standards of morality."

The responses to statement number 58 are presented on Table 83. This function is considered to be "Very Important" by forty-four percent of the faculty group, while an additional twenty-seven percent indicated that it is "Fairly Important" for the purposes of higher education. Seventeen percent indicated that it is "Not Significant," and no answer was given by ten percent of the faculty sample.

Slightly more than one-third of the respondents perceive the achievement of this function as "Satisfactory" on the Michigan State University campus, while

TABLE 83

TOTAL GROUP RESPONSE: STATEMENT NUMBER 58 —
DISCIPLINARY FUNCTIONS

"The institution encourages acceptance by the individual of societal standards of morality."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 53 | 44.54 % |
| Fairly Important | 33 | 27.73 % |
| Not Significant | 21 | 17.65 % |
| (No Answer Given) | 12 | 10.08 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 9 | 7.56 % |
| Satisfactory | 43 | 36.13 % |
| Not Accomplished | 8 | 6.72 % |
| Do Not Know (?) | 46 | 38.65 % |
| (No Answer Given) | 13 | 10.92 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 44 | 36.97 % |
| No | 5 | 4.20 % |
| Do Not Know (?) | 57 | 47.90 % |
| (No Answer Given) | 13 | 10.92 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 31 | 26.05 % |
| college | — | — % |
| department | 4 | 3.36 % |
| other | — | — % |
| all-campus and college | 1 | .84 % |
| all-campus and department | 3 | 2.52 % |
| college and department | — | — % |
| all-campus, college, and department | 5 | 4.20 % |
| (No Answer Given) | 75 | 63.03 % |

*119 responses to each question

seven percent indicated that it is an "Outstanding" accomplishment. In contrast, six percent believe that it is "Not Accomplished," and thirty-eight percent "Do Not Know" whether or not it is achieved on the campus.

Forty-seven percent "Do Not Know (?)" whether or not there is specific provision for the performance of the function on the campus, although thirty-six percent of the faculty members indicated that it is provided. Four percent of the total faculty sample indicated that it is not provided, and no answer was given to this question by ten percent of the respondents.

The majority of the faculty did not respond to the question regarding the agency performing this function. Sixty-three percent did not give any answer, and only slightly more than twenty-five percent indicated that it is performed by an "all-campus agency."

The responsibility of the institution to encourage student acceptance of campus and the larger society's moral standards is considered to be "Very Important" by the faculty of Michigan State University, but this group is well divided in their perception of the achievement of this function. Equal numbers indicate that it is a "Satisfactory" accomplishment of the campus, and that they "Do Not Know (?)" if it is achieved or not. The majority of responses indicate that faculty

"Do Not Know (?)" if there are specific provisions for this function, nor where it is performed.

Chi Square Analysis

Statistical analyses employing the Chi^2 technique were utilized to determine differences in the responses given to questions concerning disciplinary functions by faculty members on the basis of tenure as determined from academic rank, and whether or not they indicated working closely with a student organization. Twenty Chi Squares were analyzed for this section, and seven of them are considered to be "Significant" on the basis of a P of .05 or below.

None of the Chi Squares computed for the response comparisons of tenure and non-tenure staff were significant.

However, there were seven Chi Squares with a significant P determined in the computations of the responses for the faculty members who work closely with student groups when compared with faculty members who do not. Table 84, below, presents the responses and Chi Square data for statement number 9 regarding the importance of a definite policy for student behavioral standards. The faculty members who work closely with student groups have a significantly higher proportion of responses in the "Very Important" category, with no

responses in the "Not Significant" category. The faculty members who do not work with student groups have indicated less importance for this function, and greater numbers of "Not Significant" responses.

TABLE 84

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 9--DISCIPLINARY FUNCTIONS
"There is a well-defined policy regarding standards of student behavior."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|---|--------------|----------------|----------------|----|
| Yes | 25 | 21 | 0 | 46 |
| No | 26 | 31 | 15 | 72 |
| Chi ² = 11.78 df = 2 P = .01 | | | | |

Significant differences in responses were determined for parts a and b of the questions relating to statement 27 concerning the rehabilitative and educational nature of discipline. Table 85 gives the responses and Chi Square data for this comparison. The faculty members who work closely with student groups indicate that this function of the discipline procedure is "Very Important" for higher education to a greater extent than the faculty members who do not work with student groups. The latter faculty members perceive

this educational aspect of discipline "Not Significant" for higher education in a greater proportionate response than does the comparison group which works closely with student organizations.

TABLE 85

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 27--DISCIPLINARY FUNCTIONS. "The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 20 | 18 | 2 | 40 |
| No | 19 | 31 | 17 | 67 |
| Chi ² = 9.08 df = 2 P = .02 | | | | |

Table 86 gives the responses and Chi Square data for the question concerning achievement on this campus for statement number 27. Faculty members who work closely with students perceive this function as "Outstanding" and "Satisfactory" in larger proportionate responses than does the comparison group. Further, the faculty not working with student organizations perceives this function as "Not Accomplished," and they respond that they "Do Not Know (?)" about the achievement of this function in much greater percentages than the faculty working with student groups.

TABLE 86

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 27--DISCIPLINARY FUNCTIONS
 "The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 3 | 21 | 3 | 14 | 41 |
| No | 2 | 19 | 12 | 34 | 67 |
| $\text{Chi}^2 = 8.25 \quad \text{df} = 3 \quad P = .05$ | | | | | |

The provision of specific information and instructions about standards, regulations and traditions of the institution to incoming students is perceived in different ways by these two faculty groups. Table 87 presents the data used for the Chi Square computation of statement number 33 responses concerning the "Importance for higher education?." The faculty members working closely with student organizations indicate a significantly higher proportion of responses in the "Very Important" for higher education category, and proportionately fewer in the "Not Significant" response category. The faculty members who do not have a close working relationship with student organizations gave a higher percentage of responses to the "Fairly Important," and "Not Significant" for higher education categories than the staff members who work closely with student groups.

TABLE 87

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 33--DISCIPLINARY FUNCTIONS "Specific information and instructions on standards, regulations, and traditions of the institution are provided to incoming students."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|---|--------------|----------------|----------------|----|
| Yes | 26 | 17 | 2 | 45 |
| No | 19 | 41 | 10 | 70 |
| Chi ² = 11.46 df = 2 P = .01 | | | | |

The accomplishment of providing this information about the institution to incoming students is perceived as "Outstanding" to a greater degree by those faculty members who work closely with student groups. They also did not give any responses in the "Not Accomplished" category. In comparison, the faculty members who do not work closely with student organizations responded that this function is "Not Accomplished," and that they "Do Not Know (?)" about the adequacy of the provision of this information to incoming students, in greater proportionate responses than the comparison group of faculty members. Chi Square data for section b of statement 33 are presented on Table 88.

TABLE 88

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 33--DISCIPLINARY FUNCTIONS "Specific information and instructions on standards, regulations, and traditions of the institution are provided to incoming students."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|--|-----------|--------|----------------|-----|----|
| Yes | 10 | 26 | 0 | 9 | 45 |
| No | 5 | 37 | 5 | 22 | 69 |
| Chi ² = 9.40 df = 3 P = .05 | | | | | |

Statement number 58, concerning the responsibility of the institution of higher education to encourage the acceptance of societal standards of morality within the student body, received differing responses from the faculty groups divided on the basis of working with student groups. Table 89 indicates the responses for part a, dealing with the importance of this function for higher education. Faculty members who work closely with student groups gave a significantly higher percentage of responses to "Very Important." This group also had fewer responses of "Fairly Important" and "Not Significant" for higher education, in comparison with responses received from faculty members who do not work closely with student organizations.

TABLE 89

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 58--DISCIPLINARY FUNCTIONS
 "The institution encourages acceptance by the individual of societal standards of morality."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|--|--------------|----------------|----------------|----|
| Yes | 29 | 1 | 2 | 32 |
| No | 24 | 23 | 19 | 66 |
| Chi ² = 25.70 df = 2 P = .001 | | | | |

Table 90 presents the responses received from part b of statement 58, "How adequately achieved on this campus?." The response of faculty members who do not work with student groups indicates significantly higher perceptions within this group of "Not Accomplished," and more response of "Do Not Know (?)" than were received from the comparison faculty group. The faculty members working closely with student organizations perceive the accomplishment of this function as more "Outstanding," and "Satisfactory."

The results of the Chi Square analyses of differences in responses given to the questions concerning disciplinary functioning on the Michigan State University campus and its importance for higher education indicate that there were no differences in perception of these functions on the basis of tenure. Faculty members

TABLE 90

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 58--DISCIPLINARY FUNCTIONS
 "The institution encourages acceptance by the individual of societal standards of morality."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|--|-----------|--------|----------------|-----|----|
| Yes | 5 | 23 | 1 | 13 | 43 |
| No | 4 | 20 | 7 | 33 | 64 |
| Chi ² = 9.35 df = 3 P = .05 | | | | | |

working closely with student groups view these functions as more important for higher education, achieved in a more satisfactory and outstanding manner, and have fewer indications of lack of information than faculty members who do not have a close working relationship with student organizations.

Summary of Salient Data

On the basis of the data received from the responses to statements of student personnel function included for this chapter concerning disciplinary functions, the following information seems pertinent for student personnel services at Michigan State University.

All of these disciplinary functions are perceived as having some importance for higher educational

institutions. However, the functions can be ranked in terms of the percentage of responses given to the combined categories concerned with importance for higher education. The range of responses indicating importance for higher education for these functions includes from 63 percent to 85 percent of the faculty group.

The ranking is as follows: (1) incoming students are given specific information and instructions on standards, regulations, and traditions of the institution; (2) there is a well-defined policy regarding standards of student behavior; (3) the regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience; (4) the institution encourages acceptance of societal standards of morality; and, (5) campus disciplinary policy covers students involved in violations of public laws. The last function received approximately a one-third response from the faculty indicating that it is not significant for the purposes of higher education.

A similar ranking of the adequacy with which these functions are performed on the Michigan State University campus includes a percentage range of from 37 percent to 64 percent of the faculty indicating a satisfactory, or better, performance. A descending order ranking indicates: (1) incoming students are

given specific information and instructions on standards, regulations, and traditions of the institution; (2) there is a well-defined policy regarding standards of student behavior; (3) campus disciplinary policy covers students involved in violations of public laws; (4) the institution encourages acceptance of societal standards of morality; and, (5) the regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience. It should be noted that in all cases approximately one-quarter, or more, of the faculty respondents indicated that they did not know about the performance of these functions on the Michigan State University campus. In addition, approximately this same proportion of response was given to the category which indicates lack of knowledge concerning whether or not there is specific provision for these disciplinary functions on the campus.

Therefore, although these functions are perceived as important for higher education by faculty members at Michigan State University, the faculty members perceive the functions to be performed in a satisfactory manner, and a significant number of the respondents indicated that they did not have sufficient information upon which to base an opinion regarding the provision or achievement of these functions. This response suggests that insufficient information is

available to faculty members concerning the disciplinary functions of the campus.

Significant differences were determined between the perceptions of disciplinary functions given by faculty members who work with student organizations, in contrast to responses from faculty members who do not. Differences were determined in responses to four of the five functional statements. Examination of these data suggest that faculty members who work closely with student organizations perceive disciplinary functions to be of greater significance for higher education, and better achieved on the Michigan State campus than the faculty members who do not work closely with student groups. In addition, this latter faculty grouping more frequently indicated a lack of information concerning the performance of these functions, and the specific provisions for these services. These responses suggest that close contact with students provides faculty members with information about disciplinary policy and functions which is not available for the faculty members who do not work closely with a student group.

CHAPTER X

SPECIAL CLINICS, AND SPECIAL SERVICE FUNCTIONS

- "11. Assistance is given for the special problems of foreign or exchange students."
- "12. Campus protective services (police or fire) are provided."
- "15. There is provision for the driving and parking of student vehicles on the campus."
- "16. A program of new student orientation is provided."
- "57. Counseling services are extended to non-college persons in the community on a fee basis."

The responsibilities and functions of special clinics, and special services often are included in the scope of the student personnel services program. Some of these functions require full-time, or nearly full-time staffing, while others may be distributed among the student personnel and academic staff of the institution.

Extending counseling services to non-college persons in the nearby geographical area of the institution is being undertaken by many colleges and universities. Frequently work with the Veterans Administration is included in this service. Campus police

and fire protection must be provided, whether this becomes the sole responsibility of the institution, or is arranged on a cooperative basis with a local community. The orientation of new students, and assistance given to foreign and exchange students frequently involves academic and administrative staff in addition to the personnel workers on a campus.

Examination of Cumulative Responses

The totaled responses from the five statements included for this chapter indicate a well-divided expression of perception regarding the importance for higher education of special clinics, and special services functions. However, these cumulative percentage data are not representative of the responses given to individual statements because of disproportionate percentages accorded to one of the five statements. However, the figures on Table 91 include these totaled responses, and indicate that thirty-seven percent of the responses fell to "Very Important," thirty-four percent indicated that these functions are "Fairly Important," and twenty-four percent were given to the category indicating that these functions are "Not Significant" for the purposes of higher education.

The accumulated responses for section b, dealing with the adequacy of achievement on this campus,

TABLE 91

**SUMMARY OF RESPONSES: SPECIAL CLINICS, AND SPECIAL
SERVICES FUNCTIONS**

Questionnaire statements numbered 11,12,15,16,57

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 221 | 37.14% |
| Fairly Important | 204 | 34.28% |
| Not Significant | 143 | 24.03% |
| (No Answer Given) | 27 | 4.54% |
| | Total N = 595 | |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 128 | 21.51% |
| Satisfactory | 250 | 42.02% |
| Not Accomplished | 29 | 4.87% |
| Do Not Know (?) | 158 | 26.55% |
| (No Answer Given) | 30 | 5.04% |
| | Total N = 595 | |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 432 | 72.61% |
| No | 5 | .84% |
| Do Not Know (?) | 122 | 20.50% |
| (No Answer Given) | 36 | 6.05% |
| | Total N = 595 | |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 359 | 60.34% |
| college | 6 | 1.01% |
| department | 10 | 1.68% |
| other | 4 | .01% |
| all-campus and college | 15 | 2.52% |
| all-campus and department | 11 | 1.85% |
| college and department | 1 | —% |
| all-campus, college, and department | 21 | 3.53% |
| (No Answer Given) | 168 | 28.24% |
| | Total N = 595 | |

*119 responses to each question, 5 questions included

also are not accurate in reflecting the general responses given to this section for the individual functions. Because of the diversity of these functions, they received varying percentages in the similar categories for each of the statements. The percentages indicated on Table 91, however, present the totals for each category of part b. The cumulative response accorded to "Satisfactory" achievement on this campus was forty-two percent, with an additional twenty-one percent falling to the "Outstanding" accomplishment category of response. Twenty-six percent of the total responses indicate "Do Not Know (?)" about the performance of these functions, with an additional four percent indicating that these functions are "Not Accomplished."

The majority of the responses, seventy-two percent, indicate recognition of specific provision for the performance of these functions in the student personnel program at Michigan State University. Twenty percent of the cumulative responses were given to the "Do Not Know (?)" category.

More than sixty percent of the totaled responses were given to the response category indicating that these services are performed by an "all-campus agency." Much smaller response percentages were given to other possible categories. Twenty-eight percent of the total possible responses were not given for this question.

Discussion of Response to Individual Functional State-
ments

"Assistance is given for the special problems of foreign or exchange students."

Sixty percent of the faculty respondents indicated that this service is "Very Important" for higher education. An additional thirty-two percent perceive this function to be "Fairly Important" for higher education. It is considered "Not Significant" by four percent of the respondents in the faculty sample group. The numbers of responses given each category of the questions concerning this statement of function, number 11, are presented on Table 92.

The achievement of this function on the Michigan State University campus is perceived as "Satisfactory" by forty percent of the faculty respondents. Twenty-six percent of the group indicated that they "Do Not Know (?)" if assistance is adequately given for the special problems of foreign and exchange students. Twenty-three percent of the sample group indicated that this service is an "Outstanding" accomplishment of the campus, while five percent responded that it is "Not Accomplished."

More than three-quarters of the respondents indicated that this service is specifically provided on this campus, with an additional twenty percent of the

TABLE 92

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 11 --
SPECIAL CLINICS, AND SPECIAL SERVICES FUNCTIONS**

"Assistance is given for the special problems of foreign or exchange students."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 72 | 60.50 % |
| Fairly Important | 39 | 32.77 % |
| Not Significant | 5 | 4.20 % |
| (No Answer Given) | 3 | 2.52 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 28 | 23.53 % |
| Satisfactory | 48 | 40.33 % |
| Not Accomplished | 7 | 5.88 % |
| Do Not Know (?) | 32 | 26.89 % |
| (No Answer Given) | 4 | 3.36 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 91 | 76.47 % |
| No | — | — % |
| Do Not Know (?) | 24 | 20.17 % |
| (No Answer Given) | 4 | 3.36 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 68 | 57.14 % |
| college | 1 | .84 % |
| department | 6 | 5.04 % |
| other | 1 | .84 % |
| all-campus and college | 3 | 2.52 % |
| all-campus and department | 7 | 5.88 % |
| college and department | — | — % |
| all-campus, college, and department | 7 | 5.88 % |
| (No Answer Given) | 26 | 21.85 % |

*119 responses to each question

sample responding that they "Do Not Know (?)" if this service is specifically provided by the student personnel services of Michigan State University.

Fifty-seven percent of the faculty indicated that this service is performed by an "all-campus agency." The response categories of "department," "all-campus and department," and "all-campus, college, and department" each received five percent of the responses indicating that foreign or exchange students receive special assistance by means of these agencies. No response was given by twenty-one percent of the sample group.

Assistance for the problems experienced by foreign or exchange students is perceived as "Very Important" for higher education, and accomplished in a "Satisfactory" manner at Michigan State University. The faculty members perceive that this service is specifically provided by an "all-campus agency," and is assisted by college and departmental level agencies.

"Campus protective services (police or fire) are provided."

Table 93 presents the response data for statement number 12. This special student personnel services function is perceived as "Very Important" and "Fairly Important" for higher education in about equal proportions, forty-four and thirty-six percent responses, respectively. Fifteen percent of the faculty respondents perceive this function as "Not Significant" for higher education.

TABLE 93

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 12 --
SPECIAL CLINICS, AND SPECIAL SERVICES FUNCTIONS**

Campus protective services (police or fire) are provided.

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 53 | 44.54% |
| Fairly Important | 43 | 36.13% |
| Not Significant | 18 | 15.13% |
| (No Answer Given) | 5 | 4.20% |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 39 | 32.77% |
| Satisfactory | 64 | 53.78% |
| Not Accomplished | 3 | 2.52% |
| Do Not Know (?) | 7 | 5.88% |
| (No Answer Given) | 6 | 5.04% |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 108 | 90.76% |
| No | — | —% |
| Do Not Know (?) | 5 | 4.20% |
| (No Answer Given) | 6 | 5.04% |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 103 | 86.55% |
| college | — | —% |
| department | 1 | .84% |
| other | 1 | .84% |
| all-campus and college | — | —% |
| all-campus and department | 1 | .84% |
| college and department | — | —% |
| all-campus, college, and department | 1 | .84% |
| (No Answer Given) | 12 | 10.08% |

*119 responses to each question

The achievement of these services on the Michigan State University campus is perceived as "Satisfactory" by fifty-three percent of the faculty sample group. In addition, thirty-two percent indicated that it is an "Outstanding" accomplishment on the campus. Two percent of the sample group responded that it is "Not Accomplished," while five percent indicated that they "Do Not Know (?)" about the achievement of these services. No answer was given to this question by five percent of the respondents.

Ninety percent of the faculty respondents recognize that specific provision is made for these protective services on the campus. Four percent indicated that they "Do Not Know (?)" whether or not these services are provided, and an additional five percent of the group did not answer the question.

These services are performed at the "all-campus agency" level according to the responses received from eighty-six percent of the faculty sampling. No answer was given by ten percent of the total group.

Provision of protective services on the campus is perceived as having importance for higher education, and is accomplished in a "Satisfactory" manner on the campus. The majority of the faculty recognize that these services are provided by "all-campus" agencies specifically designated for this responsibility.

"There is provision for the driving and parking of student vehicles on the campus."

The responses to statement number 15, above, are given on Table 94. The faculty opinions regarding the importance of this service for higher education are about equally divided between "Fairly Important," forty-one percent, and "Not Significant," thirty-six percent. Eighteen percent of the faculty respondents indicated that provision for student vehicles on the campus is "Very Important" for higher education.

This function is performed in a "Satisfactory" manner on the campus, according to fifty-seven percent of the faculty group replies. In addition, eighteen percent of the respondents indicated that it is an "Outstanding" achievement on the Michigan State University campus. Six percent of the group perceive this function as "Not Accomplished," and fourteen percent indicate that they "Do Not Know (?)" about the achievement of this function on the campus.

Ninety-one percent of the faculty perceive that specific provision is made for the accomplishment of this function. Five percent "Do Not Know (?)" whether or not this service is provided by Michigan State University.

Provision for the driving and parking of student vehicles on the Michigan State University campus is

TABLE 94

TOTAL GROUP RESPONSE: STATEMENT NUMBER 15 --
SPECIAL CLINICS, AND SPECIAL SERVICES FUNCTIONS

"There is provision for the driving and parking of student vehicles on the campus."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 22 | 18.49 % |
| Fairly Important | 49 | 41.17 % |
| Not Significant | 44 | 36.97 % |
| (No Answer Given) | 4 | 3.36 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 22 | 18.49 % |
| Satisfactory | 68 | 57.14 % |
| Not Accomplished | 8 | 6.72 % |
| Do Not Know (?) | 17 | 14.29 % |
| (No Answer Given) | 4 | 3.36 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 109 | 91.60 % |
| No | -- | -- % |
| Do Not Know (?) | 6 | 5.04 % |
| (No Answer Given) | 4 | 3.36 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 105 | 88.23 % |
| college | -- | -- % |
| department | 1 | .84 % |
| other | -- | -- % |
| all-campus and college | 1 | .84 % |
| all-campus and department | -- | -- % |
| college and department | -- | -- % |
| all-campus, college, and department | -- | -- % |
| (No Answer Given) | 12 | 10.08 % |

*119 responses to each question

regulated by an "all-campus agency" according to eighty-eight percent of the faculty respondents to this question. Ten percent of the group did not answer this question.

Provision for student driving and parking on the campus is perceived as being "Fairly Important" and "Not Significant" for higher education in about equivalent numbers by the Michigan State faculty sample group. The achievement of this function is considered "Satisfactory" as it is performed by an "all-campus agency" which is specifically provided for this purpose.

"A program of new student orientation is provided."

New student orientation is perceived to be "Very Important" for higher education by fifty-five percent of the faculty respondents to this question. An additional thirty-five percent of the responses were given to the "Fairly Important" response category. Six percent of the faculty members perceive this service as "Not Significant" for the purposes of higher education. The responses to statement number 16, given above, are recorded on Table 95.

The faculty respondents indicated this service is achieved in a "Satisfactory" manner, with a forty-seven percent response to this category. In addition, thirty-one percent of the sample group indicated that

TABLE 95

**TOTAL GROUP RESPONSE: STATEMENT NUMBER 16 --
SPECIAL CLINICS, AND SPECIAL SERVICES FUNCTIONS**

***A program of new student orientation is provided.**

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 66 | 55.46 % |
| Fairly Important | 42 | 35.29 % |
| Not Significant | 8 | 6.72 % |
| (No Answer Given) | 3 | 2.52 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 38 | 31.93 % |
| Satisfactory | 57 | 47.90 % |
| Not Accomplished | 2 | 1.68 % |
| Do Not Know (?) | 19 | 15.97 % |
| (No Answer Given) | 3 | 2.52 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 107 | 89.91 % |
| No | — | — % |
| Do Not Know (?) | 9 | 7.56 % |
| (No Answer Given) | 3 | 2.52 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 71 | 59.66 % |
| college | 4 | 3.36 % |
| department | — | — % |
| other | 2 | 1.68 % |
| all-campus and college | 10 | 8.40 % |
| all-campus and department | 3 | 2.52 % |
| college and department | 1 | .84 % |
| all-campus, college, and department | 12 | 10.08 % |
| (No Answer Given) | 16 | 13.45 % |

*119 responses to each question

the achievement of this service is an "Outstanding" accomplishment on this campus. Only two individuals perceived this service as "Not Accomplished," and fifteen percent of the faculty sample group "Do Not Know (?)" about the achievement of this student personnel service.

Eighty-nine percent of the faculty sample perceive specific provision for the accomplishment of new student orientation. Seven percent of the group "Do Not Know (?)" whether or not this service is specifically provided by Michigan State University.

More than half, fifty-nine percent, of the group indicated that new student orientation is performed at the "all-campus agency" level, with ten percent indicating that it is performed by "all-campus, college, and departmental" agencies, and eight percent of the faculty respondents perceiving the performance of this function is at the "all-campus and college" level. Thirteen percent of the faculty group did not respond to the question.

Programs of new student orientation are perceived to be "Very Important" for the purposes of higher education, and accomplished in a "Satisfactory" and "Outstanding" manner at Michigan State University. The faculty recognizes that this is the specific responsibility of an "all-campus agency."

"Counseling services are extended to non-college persons in the community on a fee basis."

Faculty responses and percentage data for statement number 57 are given on Table 96. The extension of counseling services to non-college persons of the community on a fee basis is perceived as "Not Significant" for higher education, with fifty-seven percent of the responses given to this category. Twenty-six percent of the faculty sample group perceive this service as "Fairly Important" for higher education, with an additional six percent indicating that it is "Very Important." No response was given to this question by ten percent of the faculty sample group.

Sixty-nine percent of the faculty respondents indicated that they "Do Not Know (?)" about the achievement performance level of this service performed by Michigan State University. Ten percent perceive this function as "Satisfactory," and seven percent indicate that it is "Not Accomplished."

Sixty-five percent of the faculty sample group responded that they "Do Not Know (?)" if there is specific provision for this service made by Michigan State University counseling personnel. Fourteen percent of the respondents indicated that there is provision, and four percent indicated that no specific provision is made for fee counseling with community personnel.

TABLE 96

TOTAL GROUP RESPONSE: STATEMENT NUMBER 57 --
SPECIAL CLINICS, AND SPECIAL SERVICES FUNCTIONS

"Counseling services are extended to non-college persons in the community on a fee basis."

| | <u>N=119*</u> | <u>Percent</u> |
|--|---------------|----------------|
| a. <u>Importance for higher education?</u> | | |
| Very Important | 8 | 6.72 % |
| Fairly Important | 31 | 26.05 % |
| Not Significant | 68 | 57.14 % |
| (No Answer Given) | 12 | 10.08 % |
| b. <u>How adequately achieved on this campus?</u> | | |
| Outstanding | 1 | .84 % |
| Satisfactory | 13 | 10.92 % |
| Not Accomplished | 9 | 7.56 % |
| Do Not Know (?) | 83 | 69.75 % |
| (No Answer Given) | 13 | 10.92 % |
| c. <u>Specific provisions on this campus?</u> | | |
| Yes | 17 | 14.29 % |
| No | 5 | 4.20 % |
| Do Not Know (?) | 78 | 65.55 % |
| (No Answer Given) | 19 | 15.97 % |
| d. <u>If yes, where is the service performed?</u> | | |
| all-campus agency | 12 | 10.08 % |
| college | 1 | .84 % |
| department | 2 | 1.68 % |
| other | — | — % |
| all-campus and college | 1 | .84 % |
| all-campus and department | — | — % |
| college and department | — | — % |
| all-campus, college, and department | 1 | .84 % |
| (No Answer Given) | 102 | 85.71 % |

*119 responses to each question

No answer was given to this question by fifteen percent of the faculty group.

Eighty-five percent of the faculty sample group did not identify any campus agency as performing this service. Ten percent indicated that it is performed at the "all-campus agency" level.

Counseling of community persons on a fee basis is perceived as "Not Significant" for higher education, and the faculty of Michigan State University "Do Not Know (?)" how adequately this is achieved, nor if there are specific provisions for this service to the community, nor where the service might be performed.

Chi Square Analysis

Responses to the statements of function pertaining to special clinics and special services were analyzed by the Chi Square statistical technique to determine if there were differences in the responses given by two designated groups. Questions a and b for each statement were examined for differences in response between faculty members having tenure and those without tenure--determined from academic rank--and comparisons were made between faculty who indicated that they work closely with student organizations, and faculty members who do not. Twenty Chi Squares were computed for these analyses.

None of the comparisons of response for the tenure and non-tenure groups were found to be significant.

Significant differences were determined by means of Chi Square computation for the responses to statement number 12 pertaining to protective services. The response comparison based upon working relationships with student organizations indicates that faculty who work closely with student groups perceive the protective services as being "Very Important" for higher education in greater proportion than the faculty group not having a close working relationship with student organizations. Further, this latter faculty group perceives the protective service function of student personnel to be "Not Significant" for higher education to a greater degree than the faculty who work closely with student organizations. Data for this Chi Square are presented on Table 97.

Table 98 reports the response data, and Chi Square P for part b of statement 12 relating to the protective services. Faculty members working closely with student groups perceive the achievement of these services to be "Outstanding" to a greater proportionate degree than do the faculty members not working closely with student groups. In addition, this latter faculty

TABLE 97

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 12--SPECIAL CLINICS, AND SPECIAL FUNCTIONS. "Campus protective service (police or fire) are provided."

a. Importance for higher education?

| Group | Very
Imp. | Fairly
Imp. | Not
Signif. | N |
|---|--------------|----------------|----------------|----|
| Yes | 29 | 15 | 1 | 45 |
| No | 25 | 28 | 16 | 69 |
| Chi ² = 12.98 df = 2 P = .01 | | | | |

group perceives this function as "Not Accomplished" and indicates that they "Do Not Know (?)" about the accomplishment of the protective services, whereas the comparison group, working with student organizations, has no responses in the latter two categories.

TABLE 98

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 12--SPECIAL CLINICS, AND SPECIAL FUNCTIONS. "Campus protective service (police or fire) are provided."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 22 | 23 | -- | -- | 45 |
| No | 17 | 41 | 3 | 7 | 68 |
| Chi ² = 11.50 df = 3 P = .01 | | | | | |

Part b, "How adequately achieved on this campus?" of statement of function number 16 relates to the provision of a program of new student orientation. There are significant differences in the responses accorded the question for this student personnel function when analyzed on the basis of working relationship with student organizations. The data for this computation are presented on Table 99. Faculty members working closely with student organizations perceive the achievement of this service as "Outstanding" to a much greater degree than does the comparison faculty group. In addition, the faculty respondents having this close relationship to a student group have no responses in the "Not Accomplished" response category, and significantly fewer responses in the "Do Not Know (?)" category than the comparison group.

TABLE 99

RESPONSES OF FACULTY WHO WORK CLOSELY WITH STUDENT ORGANIZATIONS COMPARED WITH RESPONSES OF THOSE WHO DO NOT: STATEMENT NUMBER 16--SPECIAL CLINICS, AND SPECIAL SERVICES FUNCTIONS. "A program of new student orientation is provided."

b. How adequately achieved on this campus?

| Group | Outstand. | Satis. | Not
Accomp. | (?) | N |
|---|-----------|--------|----------------|-----|----|
| Yes | 22 | 23 | -- | 1 | 46 |
| No | 16 | 34 | 2 | 18 | 70 |
| Chi ² = 16.00 df = 3 P = .01 | | | | | |

The results from the three significant differences between responses received from these two faculty groupings tend to indicate that faculty members who work closely with student groups perceive these functions as having greater importance for higher education, and as being better achieved on the Michigan State University campus than the comparison faculty group, faculty members not working closely with a student organization.

Summary of Salient Data

On the basis of the data received from the responses to statements of student personnel function included for this chapter concerned with special clinics, and special service functions, the following information seems pertinent for student personnel services at Michigan State University.

The diverse nature of the student personnel functions included in this chapter makes generalization of data very difficult. The function included in this grouping which does not pertain to an on-campus service received a significant response indicating that it is not important for higher education. However, these five functions can be ranked in terms of the percentage of responses given to the combined categories concerned with importance for higher education. The range of responses

indicating importance for higher education for these functions includes from 32 percent to 92 percent of the faculty group. The ranking is as follows: (1) assistance is given for the special problems of foreign or exchange students; (2) a program of new student orientation is provided; (3) campus protective services are provided; (4) there is provision for the driving and parking of student vehicles on the campus; and, (5) counseling services are extended to non-college persons in the community on a fee basis. The last function is perceived to be not significant for higher education by more than half of the faculty respondents.

A similar ranking of the adequacy with which these functions are performed on the Michigan State University campus includes a percentage range of from 10 percent to 86 percent of the faculty indicating a satisfactory, or better, performance. A descending order ranking indicates: (1) campus protective services are provided; (2) a program of new student orientation is provided; (3) there is provision for the driving and parking of student vehicles on the campus; (4) assistance is given for the special problems of foreign or exchange students; and, (5) counseling services are extended to non-college persons in the community on a fee basis. In addition, the majority of the faculty responses indicated a lack of information concerning

whether or not fee case counseling is provided by the University. One-quarter of the faculty members indicated that they did not know about the achievement of counseling assistance for foreign or exchange students.

Examination of responses by faculty sub-groups indicates significant differences in responses to questions concerning two of these statements of function. Faculty members who indicate a close working relationship with a student group perceive that these functions are achieved in a more outstanding manner, and also have significantly fewer responses in the categories indicating not accomplished or lack of information concerning this performance, than do the faculty members who do not have a close working relationship with student groups. This suggests that contact with student organizations may provide these faculty members with information about student personnel services which is not available to faculty members who do not work closely with a student organization.

CHAPTER XI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Results of the Investigation

This study was an attempt to determine the perceptions of student personnel services in higher education held by staff members with instructional responsibilities. A questionnaire instrument, "The Student Personnel Services Questionnaire" was developed which facilitated the expression of these perceptions by the faculty members. The questionnaire was administered to a selected sample of faculty members with instructional responsibilities on the Michigan State University campus. On the basis of several comparisons, the selected group appeared to be a representative sample of the total faculty membership.

Chapters III through X of this text present the detailed response examinations which discuss the perceptions of the staff members concerning each of eight areas of student personnel work. The student personnel services areas included in this study were:

"Admissions, Registrations, and Records Functions," "Counseling Service Functions," "Health Service Functions," "Housing, and Food Service Functions," "Student Activities Functions," "Financial Aid, and Placement Functions," "Disciplinary Functions," "Special Clinics, and Special Services Functions." Brief summaries conclude the presentation of data for each section.

In general, the faculty responses indicate that student personnel services functions are recognized as having importance for the achievement of the philosophy and purposes of higher education. The degree of importance accorded these functions is, to some extent, dependent upon the nature of the service. Highest indications of the importance of these functions for higher education were placed on those functions relating most directly with the academic purposes of the institution. Of slightly less importance are those functions which facilitate student life activities while the individual is engaged in academic pursuits, and of least importance, according to faculty ranking responses, are those functions which deal only indirectly with the student in the academic setting.

Special note must be made of the nature of student personnel services included in Chapter X, "Special

Clinics, and Special Services." The special services, primarily involving non-intellectual activities and with less direct concern for students, were perceived to be significantly less important for higher education.

Chi Square statistical analyses for the determination of differences of perception within the faculty sample indicated that faculty members who work closely with student organizations are more favorable in their perceptions of the importance of student personnel services functions for higher education, and they indicate that these services are accomplished in a more satisfactory and outstanding manner than is expressed by faculty personnel not working closely with student groups. The latter faculty more frequently indicate that they do not have sufficient knowledge concerning these functions to be able to express an opinion about their performance, or to indicate whether or not they are specifically provided on the campus.

Statistical analyses to determine differences expressed by faculty on the basis of tenure with the institution proved to be not significant for the purposes of the study. The few differences in perceptions did indicate that non-tenure faculty chose responses requiring less definite expression of opinion or knowledge than the faculty members having tenure.

Conclusions

By means of an instrument requiring diversified responses relating directly to statements of function involved in the student personnel program for an institution of higher education, it is possible to obtain an assessment of the perceptions of student personnel services from faculty members with instructional responsibilities.

Of particular interest and value to the student personnel services of the campus employing this type of research, is the frequency of indication of lack of knowledge of information concerning the achievement, specificity of provisions for, and location of the responsibility for these student personnel functions. This type of research might well become the stimulant for increased, and more effective communication emanating from the student personnel program offices. For example, there is sufficient indication from the responses received from the study on the Michigan State University campus to indicate a significant percentage of the faculty members do not believe that they have adequate information concerning the functions of student personnel services on the campus.

The differences determined between the responses indicated by faculty members who have a close working relationship with student organizations, and those faculty

personnel who do not, may be significant for staff selection in the institutions of higher education. The predictions relating to increasing enrollments for higher education may cause re-structuring of some of the student personnel functions on the college and university campus. If it should become necessary to involve the academic faculty personnel to a greater degree in the performance of some of the student personnel functions, one of the selection criteria for new academic personnel may well become an indication of whether or not this individual would be willing to work in an advisory capacity with a student organization of the campus.

Recommendations for Further Research

1. The results of this study suggest that faculty members with instructional responsibilities have favorable perceptions of student personnel functions on the college campus.
 - a. A replication of this study might be made on the campuses of public and private institutions with the expressed purpose of comparing faculty responses with those received from this study of faculty of a large land-grant university.
 - b. A replication of this study might be made on campuses of institutions of varying size, and with

the expressed purpose of comparing faculty responses with those received from this study.

2. By means of this study it has been determined that differences in perceptions of student personnel services exist between faculty members who work closely with student organizations, and faculty members who do not.
 - a. There is a need for research to determine if these differences are based upon the contacts that faculty members working with student organizations may have had with the student personnel services of a campus, and/or if these favorable perceptions have developed from the comments received from students with whom these faculty work on an advisory basis.
 - b. There is opportunity for research to assist in the determination of whether or not personality factors of the faculty personnel are the greatest contributors to the perception of student personnel service functions on the college campus.
 - c. What are the factors involved in determining whether or not a faculty member develops a close working relationship with a student organization?
3. Since it may be assumed that faculty members working with student organizations may have more reason to be familiar with the student personnel functions on

a college campus, additional research might attempt to determine if perceptions of student personnel functions can be determined apart from the experiences of the faculty members as a participant in higher education on a specified campus scene.

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APPENDIX A

THE STUDENT PERSONNEL SERVICES QUESTIONNAIRE

No. _____

STUDENT PERSONNEL SERVICES QUESTIONNAIRE

This questionnaire concerns some of the services other than classroom instruction which are provided for students by colleges and universities. The content refers to services for which specific provision has been made on the college campus, not to those services which are incidental to instruction.

The questionnaires are numbered only for the follow-up of non-respondents. Your name will not be mentioned in the use of the data you give.

PERSONAL DATA

1. Are you teaching courses this term? Yes ____ No ____

If yes, please approximate the total number
of students in your classes this term _____

2. What is your academic rank? Instructor ____ Assistant Professor ____

Associate Professor ____ Professor ____

3. Number of completed years on the staff of this institution _____

4. Have you been employed here in a non-teaching position? Yes ____

No ____

5. If yes, please specify the nature of work and the
number of years _____

6. Total number of years you have been employed full-time in higher
education _____

7. Do you work closely with a student organization on this campus?

Yes ____ No ____

8. Highest degree earned _____. Name of the college or university
granting this degree _____.

No. _____

STUDENT PERSONNEL SERVICES QUESTIONNAIRE

Listed below are sixty statements concerning functions or responsibilities of some of the services for students on the college and university campus. For each statement you are requested to respond in terms of three questions:

HOW DOES THE STATEMENT RELATE TO THE PHILOSOPHY AND PURPOSES OF HIGHER EDUCATION? In terms of your views of the philosophy and purposes of higher education, please give your opinion of the importance of the provision of this service on college and university campuses.

HOW DO YOU EVALUATE THE PERFORMANCE OF THIS FUNCTION ON THIS CAMPUS? As a second step, please indicate your evaluation of how well this service is accomplished on the local campus.

HAS SPECIFIC PROVISION BEEN MADE FOR THIS FUNCTION ON THIS CAMPUS? Finally, please indicate whether official responsibility has been given to an office or offices for the performance of this function. Please respond on the basis of your present knowledge of the services, and without further investigation.

INSTRUCTIONS

Step 1. For each statement check the response which best expresses your opinion of the IMPORTANCE of this function or responsibility FOR HIGHER EDUCATION.

Please indicate whether the function is ...

Very Important___ Fairly Important___ Not Significant___

Step 2. For the same statement, check the response which best indicates YOUR EVALUATION of the performance of this function on the local campus.

Is the achievement of the function ...

Outstanding___ Satisfactory___ Not Accomplished___

If you DO NOT KNOW about the performance, please check (?)___

Step 3. Finally, check whether or not formal provision exists for the accomplishment of the function. One or more offices may share this responsibility. In this case, please check the appropriate sub-responses. If other is checked, please specify your response.

Is there specific provision on this campus?

Yes___ No___ (?)___

If yes, where is the service performed?

all-campus agency___ college___ departmental___ other(specify)

1. Specialized staff members work with faculty and students on problems concerning study habits, time scheduling, and other factors which may be causes of scholastic inefficiency.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

2. Information is available to individual students concerning all types of occupational opportunities for college graduates, including requirements for these fields.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

3. All types of financial aid are coordinated, including scholarships, loans, and placement assistance.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

4. A program of religious activity is made available through the institution.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

5. Counseling and psychiatric care are available for students with emotional problems.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

6. The institution's requirements and services are interpreted to the prospective student.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

7. Background information concerning individual students is provided to teachers to facilitate individualization of the educational process.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

8. Records are maintained which reflect the student's academic relationship with the institution and administrative actions pertaining to the student.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

9. There is a well-defined policy regarding standards of student behavior.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

10. Well-balanced meals are available to the students through campus facilities.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

11. Assistance is given for the special problems of foreign or exchange students.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

12. Campus protective services (police or fire) are provided.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

13. S
d

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13. Special remedial services are provided for students with poorly developed academic skills.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

14. Physical examinations are required of new students.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

15. There is provision for the driving and parking of student vehicles on the campus.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

16. A program of new student orientation is provided.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

17. Alumni are assisted in further professional programs by acquainting them with opportunities for advancement in their fields.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

18. Student organizations exist for the furtherance of social contacts and competence.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

19. Causes of excessive absence are analyzed, and steps are taken toward the improvement of attendance and attitudes.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

20. The procedure for obtaining financial assistance is an educational experience for the student.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

21. Medical and hospital facilities are available for students.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

22. Off-campus student housing units are inspected regularly to maintain standards of good living.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

23. The housing of married undergraduate students is a responsibility of the institution.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

24. A wide range of recreational opportunities for students is provided by the institution.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

25. All contacts with prospective students are coordinated.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

26. Counseling is available to students for better understanding of their potentialities and limitations.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

27. The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

28. Data are available to potential employers regarding the students' educational preparation, job and extracurricular experience, and letters of recommendation.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

29. The living units contribute to the development of responsible group membership, leadership, and sound morale.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

30. Preventive medicine is provided, including regular examinations, programs of inoculation, and health education.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

31. Interviews are conducted with students desiring to withdraw from school to assist these individuals in terms of the student's aspirations and the institutional welfare.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

32. Financial aid is available to deserving and able students.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

33. Specific information and instructions on standards, regulations, and traditions of the institution are provided to incoming students.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

34. Special assistance is given to veterans regarding problems related to college attendance.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

35. All student vocational placement functions are coordinated.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

36. A program of lectures and concerts is supported by the institution.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

37. Student activities are centrally scheduled and limited for balance in the total program.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

38. Counseling is available for students to assist them in overcoming personality defects which interfere with their personal happiness.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

39. On the basis of a physical examination students are classified regarding their fitness for the variety of demands of college participation.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

40. Sorority and fraternity housing is under institutional supervision.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

41. Institutional policy makes provision for informing instructional faculty members about the student life program and services of the campus.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

42. Students of superior ability who are not achieving at their capacity receive individual assistance to stimulate achievement.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

43. Eligibility requirements, "rushing" regulations, and participation in campus activities by social organizations are regulated and supervised.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

44. Pre-college counseling and college planning is offered on an individual basis.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other _____

45. Information is communicated to staff and students about the job market, salaries, and placement trends in a wide variety of fields.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

46. Records of participation in extracurricular activities are included in the permanent record file of each student.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

47. Special housing for unmarried graduate students is available on the campus. X

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

48. A testing service is available for student use in the determination of academic aptitudes, achievement, vocational interests, and personality development.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

49. Appropriate recommendations are made for enrolled students with special health problems.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

50. Campus disciplinary policy covers students involved in violations of public laws.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

51. Assistance is provided for obtaining part-time employment.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

52. Student government shares in the educational program and policy development pertaining to student behavioral standards and methods of dealing with campus violations.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

53. Faculty supervision of student professional organizations is provided to further the educative experience of the activity.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

54. Medical and surgical care is available for injured students.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

55. The residence halls are supervised by qualified personnel who are in communication with counselors and other faculty members.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

56. Student activities are available to contribute to the development and training of student leaders.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

57. Counseling services are extended to non-college persons in the community on a fee basis. X

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

58. The institution encourages acceptance by the individual of societal standards of morality.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

59. The institution makes provision for assistance to students involved in violations of public laws.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

60. Counseling is available for students to assist them in overcoming personality defects which interfere with their academic effectiveness.

Importance for higher education?

Very Important___ Fairly Important___ Not Significant___

How adequately achieved on this campus?

Outstanding___ Satisfactory___ Not Accomplished___ (?)___

Specific provisions on this campus? Yes___ No___ (?)___. If yes, where is the service performed? all-campus agency___ college___ department___ other_____

No. _____

- A. Please list the campus offices to which you have directly referred students.

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

- B. Place a check before those offices listed above which have sent you written information concerning their functions or responsibilities.

If there are any additional offices which have sent you student personnel information, please list them below.

Please return this questionnaire to:

Laurine Fitzgerald
A.E.S. Department
College of Education
c/o Walter Johnson

APPENDIX B

LETTER TO SELECTED FACULTY MEMBERS
FOLLOW-UP LETTER
THANK YOU LETTER

November 7, 1958

A graduate research project is being conducted to investigate faculty perceptions of student personnel programs in higher education. The study is concerned with student services for which specific provision has been made on the all-campus, college or departmental level. The research project is under the supervision of Professor Walter F. Johnson, Administrative and Educational Services, College of Education.

Your indication of the importance of student personnel services to higher education in general, as well as your frank appraisal of these services on the local campus, will contribute materially to the study. Your name was selected by means of a random sampling of Michigan State University staff members with instructional responsibilities. Your name will not be used in the treatment of the data you give. The number assigned to the questionnaire is to be used only for the follow-up of non-respondents.

Will you please check the appropriate responses on the enclosed questionnaire? Although there are ten pages, there are only sixty items to which responses are requested. A self-addressed envelope is attached for return by Campus Mail.

Since there is a dearth of information about faculty understanding and attitudes concerning college student personnel services, it is hoped that this study will contribute significantly to knowledge in this area.

Sincerely,

Laurine E. Fitzgerald
Graduate student

November 26, 1958

Recently you received a questionnaire concerning a study of instructional staff perceptions of student personnel services on the college and university campus. This questionnaire is a part of a graduate research project. The instrument is not designed to "test" your knowledge of these services on the campus, but rather is to provide for an expression of your opinion of the importance of the student personnel functions, as well as an evaluation of these services.

It would be very much appreciated if you could find the time to check the appropriate responses on the questionnaire. Your reactions would contribute materially to the study. If you have misplaced the original questionnaire sent to you, a duplicate will be sent if you will call University Extension 3561 and leave a message for me.

If you have already completed and returned the questionnaire, thank you very much.

Sincerely,

Laurine E. Fitzgerald
Graduate student

Thank you very much for your contribution to the research project concerning instructional staff perceptions of student personnel services.

I am hopeful that the completed research will have significance for student personnel workers, and that it may prove beneficial for higher education as a result of better understanding of attitudes and perceptions regarding these services.

Sincerely,

Laurine E. Fitzgerald
Graduate student

APPENDIX C

SELECTED COMMENTS FROM WRITTEN COMMUNICATION
RECEIVED FROM NON-RESPONDENTS WITHIN THE
SELECTED FACULTY GROUP

"I do not believe I'm qualified to answer your questionnaire. I do hold an appointment as Associate Professor of ..., but only for the purpose of being on the graduate faculty staff, and to work with graduate students.

Associate Professor _____
College of Science and Arts"

* * *

"I am returning the questionnaire submitted to me for checking, inasmuch as I do not feel qualified to pass opinions on most of the questions asked.

I would suggest that you submit it to someone else who has the information.

Professor _____
College of Science and Arts"

* * *

"I must beg to be excused from filling out your questionnaire. I have just returned from the hospital, and I am asked to guard my blood pressure.

Assistant Professor _____
College of Science and Arts"

* * *

"I am willing to agree that most of the subjects considered are worthwhile human services, and have the distinct feeling that the vast majority have nothing more nor less to do with higher education than they do with any other collection of people. To give a rating in terms of significance of these services relative to higher education could at best only be a relative rating of importance which would make necessary the inclusion of the true aims of higher education (which are not included).

In my opinion, these services are 'frosting on the cake' which should be as thick and sweet as one can afford AFTER he has had a healthy, well-balanced meal.

Associate Professor _____
College of Engineering"

* * *

"I think this is a case where random sampling fails. I do not believe all staff members have this intensive knowledge. Certainly I do not and am therefore returning the questionnaire unmarked.

Associate Professor _____
College of Science and Arts"

* * *

"You will probably have difficulty punching onto cards the answers on this questionnaire: this is because I refuse to say 'yes' or 'no' to questions like 'Have you stopped beating your wife yet?' I am certain that any results you may get from these questionnaires will be invalidated by the ambiguity of nearly all the questions on it: the haziness of the term 'higher education' itself assures this.

P.S. This criticism is not meant personally; you can scarcely be blamed for having learned so well what is taught in the College of Education.

Assistant Professor _____
College of Science & Arts"

* * *

"This is being returned incomplete. I do not feel justified in taking University time, which could better be used on our own work, nor do I wish to use my own time for this purpose.

In my opinion, little if any good to the agencies referred [sic] to will come from this project. As to the need, justification, and value of each agency I believe that there are administrative officers at M.S.U. who are competent to judge them.

Assistant Professor _____
College of Agriculture"

* * *

"I studied carefully the Student Personnel Services questionnaire you sent me, but I do not feel qualified to fill it properly. My experience has been with a relatively limited number of students, and has been only class-room experience in most cases. With most of the services you mention I have had no contact whatsoever and would be completely unable to judge of their good or bad functioning.

I return the questionnaire to you hoping you can send it to somebody who knows more about these questions than I do.

Assistant Professor _____
College of Science and Arts"

* * *

"The questions were of such a nature that, should I have filled out this questionnaire, I would have been inclined to rate the various items as being very desirable and the facilities on campus as being outstanding. However, these ratings would have been based on opinions without information. The only way that a person can answer these questions is to be thoroughly familiar with the various operations about which you ask as they are available on the Michigan State campus.

It is my policy not to waste time filling out questionnaires of this sort; therefore, I recommend to you that you circulate my copy to someone else.

Professor _____
College of Agriculture"

ROOM USE ONLY.

~~SEP 3 1967~~

~~AUG 5 1967~~ 76

~~JUN 21 1968~~

~~MAY 29 1968~~

~~MAR 2 1969~~

~~APR 25 1969~~

~~MAR 9 1970~~

~~MAY 11 1970~~

~~MAY 25 1970~~

~~JUN 1 1970~~

~~JUN 25 1970~~

~~JUL 9 1970~~

~~JUL 16 1970~~

~~JUL 25 1970~~

~~AUG 2 1970~~

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