

ABSTRACT

STUDENT PERCEPTIONS OF STUDENT PERSONNEL SERVICES AT MICHIGAN STATE UNIVERSITY

by Elwyn E. Zimmerman

The Problem

The purpose of this study was to determine student perceptions of student personnel services at Michigan State University. The students in the study rated selected personnel functions on their importance to college students and on the quality of the performance of these functions at Michigan State University. These functions are: student activities; admissions, registrar, and records functions; counseling; financial aid and placement; health service; housing and food service; student conduct functions; and special services. Emphasis was also placed on determining possible areas for improvement.

Procedure

The sample consisted of 50 seniors of the class of 1962 at Michigan State University. The sample was a stratified random sample with proportionate allocations in terms of sex, marital status, and place of residence.

Data were collected through a personal interview with a questionnaire adapted from the Student Personnel Services Questionnaire

developed by Fitzgerald in 1959. The members of the sample rated the questionnaire statements regarding personnel functions in terms of importance to college students and in terms of quality of performance at Michigan State University. The following questions were asked in regard to each area of service:

1. What contacts have you had with this area of service?
2. Have you been satisfied with your experiences in this area of service?

3. Has this attitude changed in any way, and if so, why?

4. How do other students feel about this area of service?

5. What could be done to improve this area of service?

The following questions were asked at the end of every interview:

1. Do you feel that any of these services are outstanding?
2. Do you feel that any of these services are particularly weak?

A pilot study was used which consisted of two phases. The purposes of the first phase were to determine whether students had any difficulty in understanding the questions, to acquaint the researcher thoroughly with the procedure, and to find and correct any possible difficulties in the procedure. The purpose of the second phase was to determine whether students understood the statements in the questionnaire.

Major Findings

The major findings of the study were as follows:

1. Personnel services are important to the student in college.

2. The attitude of the members of the sample toward these services at Michigan State University were, in general, very favorable.

3. The amount of student experience with the various personnel services varied widely.

4. The students of the sample were least satisfied with the area of student conduct.

5. The students of the sample were most satisfied with the placement service.

6. The methods of improving personnel services suggested most often by the students were improving communications between the various personnel services and the students and giving the students more responsibility in the areas of housing and conduct.

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STUDENT PERSONNEL SERVICES
AT MICHIGAN STATE UNIVERSITY

By

Elwyn E. ^{YNEST} Zimmerman

A THESIS

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

DOCTOR OF PHILOSOPHY

College of Education

1963

7/2/54

Acknowledgments

The writer wishes to acknowledge Dr. Willa Norris whose assistance as chairman of the committee was immeasurable. The writer wishes to acknowledge Dr. Walter F. Johnson who served as co-chairman during the final stages of the thesis and who was an inspiration to the writer throughout the entire doctoral program.

The writer also wishes to acknowledge the members of his committee: Dr. John X. Jamrich and Dr. Bill Kell. It would be impossible to list here all persons who in some way assisted the writer in this project; however, special thanks should be given to Dr. Donald Grummon, Dr. Wilbur Brookover, and Mr. Gerald Jennings.

This page would not be complete without acknowledging the writer's parents, Mr. and Mrs. H. P. Zimmerman, who assisted in typing and proofreading the drafts of this thesis. Last but not least, a very special word of thanks is extended to my wife, Carolyn, without whose assistance this work would not have been possible.

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Chapter I

THE PROBLEM

Statement of the Problem

The purpose of this study is to determine student perceptions of the student personnel services at Michigan State University. The students in the study rated selected personnel functions on their importance to college students and on the quality of the performance of these functions at Michigan State University. Emphasis is also placed on determining possible areas for improvement.

Scope of the Study

The study is an analysis of student perceptions of student personnel services at Michigan State University based on semistandardized interviews with 50 seniors, class of 1962, or 1.1 per cent of the senior class. This analysis is made from the students' responses to specific questions. These questions were designed to elicit the students' experiences with and attitudes toward these student personnel services, to determine their perception of the attitudes of other students toward these services, and to gain their suggestions for improving these services.

Background and Importance of the Problem

The changing nature of educational institutions and the ever increasing complexities of student life have made student personnel services more important than ever before. Student personnel services

today are recognized as integral parts of higher education, supplementing and complementing the instructional program. An ever increasing amount of time and money is being spent on this area of education. The question arises, "Is this investment of time and money in student personnel services worthwhile?" One way of determining the quality of a service is to ask the user.

The idea of student evaluation is not inconsistent with the policy and philosophy of Michigan State University. When President Hannah appointed a faculty committee in 1959 to study the future of the University, he stated, "We will ask the parent committee and the subordinate committees to listen to anyone who has anything to say concerning the future of our University so as to garner every bright idea that develops."

(40:ix) This committee sent 11,000 questionnaires to students and held two open hearings with students.

The recent appointment of a new Dean of Students at Michigan State University may result in changes in some aspects of the program of student personnel services. Dr. John Fusak was appointed Dean of Students on July 1, 1961. The previous Dean had served from July 1, 1950, to June 30, 1961. Dean Fusak has encouraged the writer in this research, since such a study at this time may well provide useful information in assessing the present situation and pointing to possible improvements.

Review of Related Literature

Background and Definitions in Student Personnel Services

It is difficult to pinpoint the origin of student personnel work. Certainly a milestone in student personnel work is the statement of the student personnel point of view in 1937 by the Committee on Student

Personnel Work of the American Council on Education (2). Rackham (45), in tracing the bases for student personnel work to a much earlier time, states:

"To many people the student personnel point of view is considered to be something new, an innovation which has a brief and rather stormy history. As a matter of fact student personnel work has its roots deep in antiquity. When one considers that during the time of Socrates, Plato and Aristotle, Athenian education was concerned with developing the mind and body equally; when one realizes that the idea of guidance, of the need for individualization in teaching, has been present for centuries in many important philosophies from the time of Plato to the time of Dewey, he should realize that the guidance concept springs from sources which have long been considered eminently sound and eminently respectable." (45:1)

The literature is filled with statements of the student personnel point of view and with definitions of student personnel work. The importance of the individual is the central theme in Burnette (12), Lloyd-Jones and Smith (36,37), Wrenn (55), and the 1949 pamphlet of the American Council on Education, entitled The Student Personnel Point of View (3). Wrenn concisely states, "Above all else, personnel service in education is predicated upon seeing the learner totally." (54:41) Wrenn (55) and Lloyd-Jones and Smith (37) closely link the student personnel point of view with higher education.

Definitions of student personnel services by Bradshaw (9) and Cowley (16), in 1936, indicate a dichotomy between student personnel services and the instructional or curricular aspects of college. The more recent literature shows a trend away from this separation. Dressel states, "The mere fact that there is need to discuss the interrelations of personnel work and classroom instruction suggests that their separation has proceeded too far." (21:246) He further states since personnel work and teaching have the same objectives and are

confronted with the same problems, they need "to join forces." (21:256) Burnette (12), Buxton (13), and the American Council on Education pamphlet The Student Personnel Point of View (3) also stress the need for cooperation between the teaching faculty and student personnel workers.

Evaluation in Student Personnel Services

A study of the literature shows that there has been some concern about evaluation of student personnel services. Wrenn defines evaluation as follows:

"Evaluation is a particularized form of research. The distinctive characteristic of evaluation is the establishment of criteria against which the performance of the function is measured or judged. Almost any method of research may be employed, but evaluation must always be against criteria." (55:476-477)

Schoenfeld discusses six criteria of student personnel programs which he calls "hallmarks of sound student welfare." (47:50)

There is general agreement in the literature as to the merit of evaluation in any worthwhile undertaking. The American Council on Education pamphlet, The Student Personnel Point of View gives the following statement: "Without stress upon a critical and experimental self study, student personnel services will deteriorate into ritual observance which yields little assistance to growing students." (3:20) In his recent book, Student Personnel Services in Colleges and Universities, Williamson states, "It is the mark of an effective program and of effective staff work when personnel workers are interested in constant evaluation of their efforts." (57:131) Wrenn asserts, "Opinion must be sought and their influence recognized if the attitude of those stating the opinions has any significance for the service in

question." (54:500) Arbuckle (4), Coleman (15), Gilbert (26), Hopkins (30), Kvaraceus (35), and Wilk (53) all stress the need for evaluation of student personnel services.

In spite of the agreement about the merit of evaluation of personnel services, Rothney and Farwell (46) state, "As the guidance movement enters into its second half-century, there is general recognition of the need for evaluation of its services but little evidence that the need is being met." (46:168) In 1941 the American College Personnel Association Committee on Research and Publications as reported in The Encyclopedia of Educational Research (8) found that of 230 papers on various aspects of student personnel work presented at conventions between 1924 and 1940, not one was on evaluation of the total student personnel program. In a book edited by Williamson (58), Trends in Student Personnel Work, and published in 1949, there is no reference to evaluation.

Little or no emphasis is given to evaluation of student personnel services in the reviewed literature of the last ten years. Wise's article, "Student Personnel Work - Future Trends," (59) appearing in the Personnel and Guidance Journal, in 1961, does not mention evaluation. Two books, Student Personnel Work in Higher Education by Mueller (43) and Student Personnel Services in Colleges and Universities by Williamson (57) published in 1961 do not emphasize evaluation. Mueller devotes one page to evaluation and Williamson has only one paragraph on it.

Arbuckle explains the lack of evaluation in this way, "The limitation of the evaluation of student personnel services to the survey

method is probably the reason for the astonishing lack of accumulation of any real evidence to indicate the actual effects of different personnel services." (4:12) Blaesser states, "This field does not readily lend itself to experimental techniques." (6:113) Rothney and Farwell (46) indicate that there is difficulty in finding criteria for such evaluation.

Lloyd-Jones and Smith in their book Student Personnel Work as Deeper Teaching (37) term evaluation as vital and essential. Arbuckle (4) gives two reasons for evaluation in personnel work. The first, he states, is a matter of professional ethics, as the personnel worker needs valid evidence that his efforts are fruitful. The second is in regard to the financing of student personnel services. If they cannot prove their worth, then they will not receive the financial support necessary for their continuance.

Studies Pertaining to Evaluation of Student Personnel Services in Higher Education

According to Blaesser (7) the first national survey of student personnel services was undertaken by L. B. Hopkins in 1924 under the sponsorship of the American Council on Education. In this study Hopkins (31) visited 13 institutions and rated them on each of twenty personnel services.

Brumbaugh and Smith (11) developed a point scale for evaluating personnel work in institutions of higher learning in 1932. Gardner (24) in 1936 evaluated 57 institutions of the North Central Association of Colleges. He checked his findings with the Brumbaugh and Smith system and found close agreement.

Kamm and Wrenn (33) developed an Inventory of Student Reaction to Student Personnel Services to be administered in conjunction with an earlier form which sought administrators' reactions in evaluating personnel services. This inventory has been adapted and used in studies by Brailey (10) and Pershing (44). Brailey found that with every service evaluated the number of students who rated the service as adequate on a Yes-No scale was always higher than the number of students who made favorable comments about the service. In Brailey's study a great preponderance of the comments by students were unfavorable toward the services. Pershing established criteria for student evaluation of student personnel services.

Rackham (45) also constructed an inventory which he named A Student Personnel Services Inventory. Mahler (39) related an instrument he developed to the Rackham Inventory in assessing student and faculty reaction to student personnel services in four colleges. Hage (27) revised the Rackham Inventory, reducing the number of items from 848 to 328. He obtained a positive correlation of .96 between the two forms.

Parrott (43) used a student questionnaire and the Mooney Problem Check List with students in studying the students' perception of their own problems and their awareness of the related student personnel service available. He found differences in the perception of student personnel services between seniors, freshmen, and faculty. He also interviewed faculty and administrators and reviewed printed material in studying the personnel services in six liberal arts church colleges.

Harry (28) used the Mooney Problem Check List and Parrott's Student Questionnaire in assessing a student personnel program. He

developed two faculty questionnaires and also used the Evaluation Report Form for Student Personnel Services developed by Kamm and Wrenn for use with administrators.

A Student Personnel Services Questionnaire was developed by Fitzgerald (23) and administered to faculty at Michigan State University. Schaffer (49) found that faculty perceptions of student personnel programs were based on faculty relationships to the program and faculty knowledge of the program. Shigley (50) found a need for better communication between personnel offices and students and faculty.

Scott (48) interviewed student personnel workers and administrators in studying student personnel services in sixteen small liberal arts colleges. He found evidence of a need for these institutions to evaluate the effectiveness of their student personnel programs and services.

Soldwedel (51) in interviewing students involved in disciplinary action found that student government officials were viewed as "puppets" of the University.

No studies were reported in which the students' perceptions of student personnel services were studied with an interview.

Use of Students in Evaluation

The Student Personnel Point of View, a publication of the American Council on Education in 1937, gives a definition of the student personnel point of view in which "The student is thought of as a responsible participant in his own development and not as a passive recipient of an imprinted economic, political or religious doctrine or vocational skill." (2:1) If the student is a responsible participant in his own

development, then it would follow that his evaluation of the personnel program is not without some merit. There is general agreement in the literature that student opinion is worthy of consideration.

In The Student Personnel Point of View, a 1949 American Council on Education publication, it is stated,

"Students can make significant contributions to the development and maintenance of effective personnel programs through contributing evaluations of the quality of the services, new ideas for changes in the services and fresh impetus to staff members who may become immersed in techniques and the technicalities of the professional side of personnel work." (3:17)

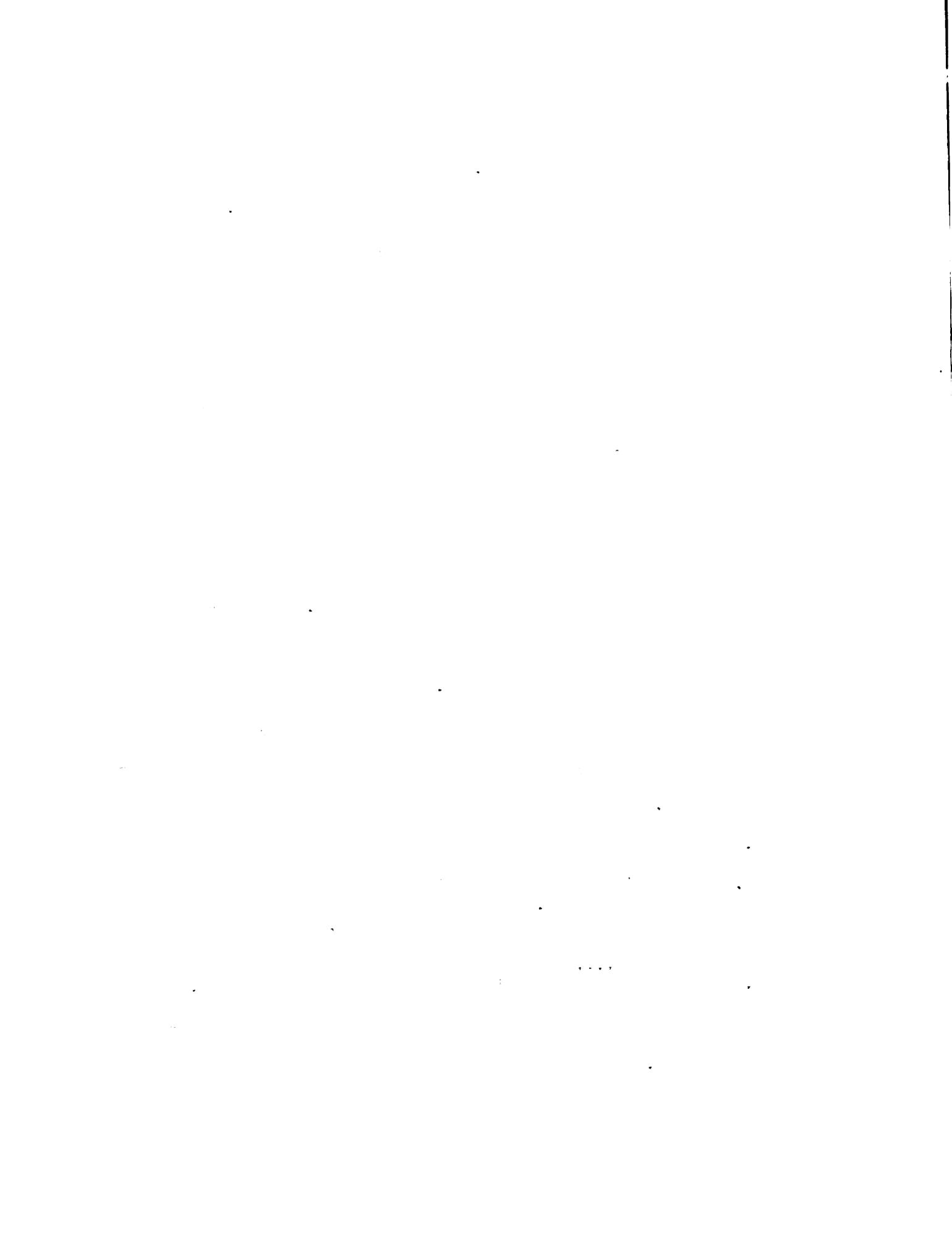
As a further justification of the use of students in evaluation of personnel services, Lloyd-Jones and Smith state, "as a cooperative endeavor, it is important that all those involved should be consulted and given an opportunity to contribute their ideas." (37:324-325)

They further state that student ideas are "often fresh and fruitful and their assistance of genuine value." (37:227)

The 1949 American Council on Education publication, The Student Personnel Point of View, contains criteria for evaluating student personnel programs. Two of these pertain to the use of students in evaluation. These are:

"1. Students' expression of satisfaction and dissatisfaction with services received. These expressions may be informally collected or may be gathered systematically. Obviously such expressions need to be critically evaluated in terms of the total situation....

3. The extent of students' uses of the personnel service. Again this criterion must be applied with full cognizance of the limitations of financial resources and other institutional factors balanced against the needs of the personnel departments." (3:18)



Definition of Terms

STUDENT PERSONNEL SERVICES: Student personnel services are those non-academic services on the Michigan State University Campus which in some way assist the student to take full advantage of his potential in the pursuit of academic excellence. The areas of student personnel services included in this study are: Student Activities; Admissions, Registrar, and Records; Counseling; Financial Aids and Placement; Health Service; Housing and Food Service; Student Conduct; and Special Services.

PERSONAL EXPERIENCE: Personal experience refers to the actual first hand contact a student has had with an area of service.

AWARENESS: Awareness refers to knowledge about an area of service. Awareness in this study is determined both by personal experience and by secondary sources of information. It does not necessarily include any degree of accuracy of perception.

ATTITUDE: Attitude refers to the positive and negative feelings of the student toward personnel services in terms of his satisfaction or dissatisfaction with these services.

Organization of the Study

Chapter I contains the purpose and definition of the problem with a review of selected related literature in the field of student personnel services.

Chapter II contains a detailed discussion of the development of the procedures used in the study, the selection of the sample,

limitations of the study, and the organization of the data.

Chapters III through X consist of descriptions of the student personnel services as developed from the data: Chapter III, Student Activities; Chapter IV, Admissions, Registrar, and Records; Chapter V, Counseling; Chapter VI, Financial Aids and Placement; Chapter VII, Health Service; Chapter VIII, Housing and Food Service; Chapter IX, Student Conduct; and Chapter X, Special Services.

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

Appendix A is the adapted form of the Student Personnel Services Questionnaire which was used in the study with the interviewer's questions appropriately inserted.

Appendix B is a copy of the answer sheet used in the interview.

Appendix C is the tabulation of services rated as outstanding or weak.

Chapter II

PROCEDURE

Selection of the Method of Investigation

A variety of methods can be used in studying student personnel services. Among these is the survey method which employs various types of questionnaires and interviews. In order to determine students' perceptions of student personnel services which would have a dimension of depth rather than result in a statistical compilation only, the interview was selected as the method of study for this investigation.

Three types of interviews - standardized, unstandardized, and semistandardized - are described by MacCoby and MacCoby. (38) They define a standardized interview as "one in which the questions have been decided upon in advance of the interview, and are asked with the same wording and in the same order for all respondents." (38:451-452) The following advantages are given for the standardized interview: "(a) They incorporate a basic principle of measurement; that of making information comparable from case to case. (b) They are more reliable. (c) They minimize errors of question wording." (38:451)

An unstandardized interview is defined by MacCoby and MacCoby as one in which "the interviewer's technique is completely flexible, and is varied from one respondent to another." (38:451) The advantages of the unstandardized interview as listed by these authors are: "(a) They permit standardization of meanings rather than of the more superficial aspects of the stimulus situation. (b) They are more valid, in that they encourage more true-to-life replies. (c) They are more

flexible." (38:451)

A decision was made to use a semistandardized interview for this study. A semistandardized interview is defined by MacCoby and MacCoby as an interview which "employs an interview guide with a list of objectives and suggested questions but gives the interviewer considerable latitude within the framework of the interview guide." (38:455) The semistandardized interview was selected for this study for two reasons. First, it was felt that tabulations and analysis of responses to questions in an unstandardized interview would not present as clear a picture of how the population, the senior class, viewed student personnel services as would the analysis of interviews in which each subject was asked the same questions. Secondly, it was felt that a semistandardized interview would enable the researcher to develop a higher degree of rapport with the subjects than would a standardized interview.

Selection of Sample

The size of the sample was arbitrarily set at 50. This figure was selected after consulting with Dr. Wilbur B. Brookover, Assistant Dean, Office of Research and Publications, College of Education and with the committee members. It was felt that 50 subjects could provide appropriate data from which to determine student perceptions of student personnel services and still be within the scope of a doctoral dissertation.

The sample is a stratified random sample taken from the senior class, the class of 1962 at Michigan State University. The sample as shown in Table 1 has proportionate allocations in terms of sex, marital

Table 1: Proportionate Allocations of the Sample Groups*

Place of Residence		Single Men	Married Men	Single Women	Married Women
	Total.....	188	360	275	53
University Housing	% of Base Number.	.075	.144	.110	.021
	Sample Number.	4	7	6	1
	Total.....	218	0	152	0
Fraternity Sorority Housing	% of Base Number.	.087		.060	
	Sample Number.	4		3	
	Total.....	606	230	40	108
Off Campus	% of Base Number.	.242	.092	.016	.043
	Sample Number.	12	5	1	2
	Total.....	182	16	66	4
With Parents or Relatives	% of Base Number.	.072	.006	.026	.001
	Sample Number.	4	0	1	0

*Population figures are from the Michigan State University Housing Report, Fall Quarter, 1961. (41)

status and place of residence at the time of the study. As an illustration, seven and one-half per cent of the population from which the sample was drawn were single men living in University housing. The number of single men living in University housing selected for the

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study is the number which is closest to seven and one-half per cent of the sample. The same is true for each subgroup of the sample. The information necessary for selecting the sample was taken from the Michigan State University Housing Report (41) of the fall quarter of 1961. Foreign and transfer students were eliminated from the study to reduce the effects of experiences with other cultures and other universities on the results.

A table of random numbers was used in selecting the sample. Fifty pages were randomly selected from the Directory of Students (18) and each page was randomly assigned a category, such as "single male in University housing." The first student on that page or on the succeeding page or pages who met the criteria randomly assigned to that page was selected. If the student was not available the next in line was selected. In all, 59 subjects were selected. Five were too busy to participate in the study. Two students did not want to be interviewed. One had no known address and one was selected in error.

The total number of students who were classified as seniors by the registrar at the time of the study was 2,710. The population of 2,498 students (see Table 1) from which each criterion group was drawn does not include 187 seniors who were student teaching during the fall quarter. These students were not classified as to place of residence and were not available for an interview. It is assumed that the distribution of this group in the selected categories is normal and would not alter significantly the proportionate size of any one group. Twenty-five other students whose place of residence was classified by the Housing Office as "other" were also omitted from the population. The size of this group is small enough that had it been included in

the population no subject would have been selected from it.

Whenever possible the subjects were contacted by telephone. Two of the subjects had no telephone and were contacted personally. The student when contacted was told that the caller was a graduate student working on a dissertation and was asked if he would be willing to have an interview concerning student personnel services at Michigan State University. If the student agreed and met the criteria of sex, marital status, and place of residence and was not a transfer or foreign student, an appointment was arranged.

Some difficulty was encountered in the early appointments. After eight of the first 16 students had missed appointments it was decided to ask the student when he was initially contacted if he would like to be called and reminded of the appointment the evening before the appointment. Only eight of the remaining 42 interviews had to be re-scheduled.

Development of the Interview Questionnaire

For this study an adaptation of the Student Personnel Services Questionnaire developed by Fitzgerald (23) in 1958 and administered to 150 Michigan State University Faculty members was used. This questionnaire contains sixty statements adapted from an Evaluation Report Form found in Wrenn's Student Personnel Work in College (55) and from Part II, "Functions, Operation and Evaluation" of The Administration of Student Personnel Programs in American Colleges (3). Fitzgerald analysed the responses to only 40 of the 60 statements, five on each of eight areas of student personnel services. These areas are: Student Activities; Admissions, Registrar, and Records; Counseling; Financial

Aids and Placement; Health Service; Housing and Food Service; Student Conduct; and Special Services. The responses to 20 statements were not reported because they tended to duplicate other statements or did not differentiate respondents.

The adapted form of the Student Personnel Services Questionnaire used in this study consists of 40 statements. Thirty-three statements are taken directly from the 40 statements reported by Fitzgerald (23) with minor variations. The words "faculty" or "staff" were omitted when used in conjunction with the word "student," and the word "institution" was changed throughout to "university." The seven statements from Fitzgerald's Questionnaire which were not used pertained to subjects such as graduate students, faculty, or alumni affairs with which the sample population probably would not be familiar. Five of these seven statements were replaced by statements from Fitzgerald's 20 unreported statements which were a part of her original 60 statements. These statements are numbers 5, 21, 22, 32, and 36 in the adapted form. The two new statements, numbers 9 and 23, were developed from the local situation (see Appendix A).

Description of the Interview Method

No attempt was made to hold the place of the interview constant; however, an office in the College of Education building was available on a part time basis. The time and place of each interview were scheduled according to the subject's convenience to assure cooperation.

Each interview began with a brief introduction in which the subject was told that the purpose of the interview was for a doctoral thesis and that the status of the researcher was that of a graduate

student with no official connection with the University. The subject was also told that anything discussed during the interview was to be treated in a confidential manner and that the subject's name would not be used for any purpose. When it was applicable the subject was told that the researcher had secured the office for the purpose of the interview. The subject was then asked to fill out page one of the answer sheet (Appendix B) which asked for the following information: class standing, sex, marital status. The subject also indicated whether or not he was a transfer student and his places of residence as a student. Page one was briefly checked to see if the student met all of the criteria.

After the subject had completed page one, the following instructions were read aloud as the subject read them silently:

This questionnaire contains 40 statements about the functions and responsibilities of services for students at MSU. You are asked to respond to each statement in two ways.

1. How important is this function to the student going to college?
2. How do you evaluate the performance of this function on this campus?

The subject was further instructed that he would be given five statements about one service at a time and after he had responded to the five statements he would be asked some questions.

The statements were on the following areas of service: Student Activities; Admissions, Registrar, and Records; Counseling, Financial Aids and Placement; Health Service; Housing and Food Service; Student Conduct; and Special Services. After the student had responded to a set of five statements regarding each service, five questions were asked. The questions were basically the same for each area of service

or set of statements. They are as follows:

1. What contacts have you had with this area of service?
2. Have you been satisfied with your experiences in this area? Explain.
3. Has this attitude changed, and if so, why?
4. How do other students feel about this area?
5. What would you do to improve this area of service?

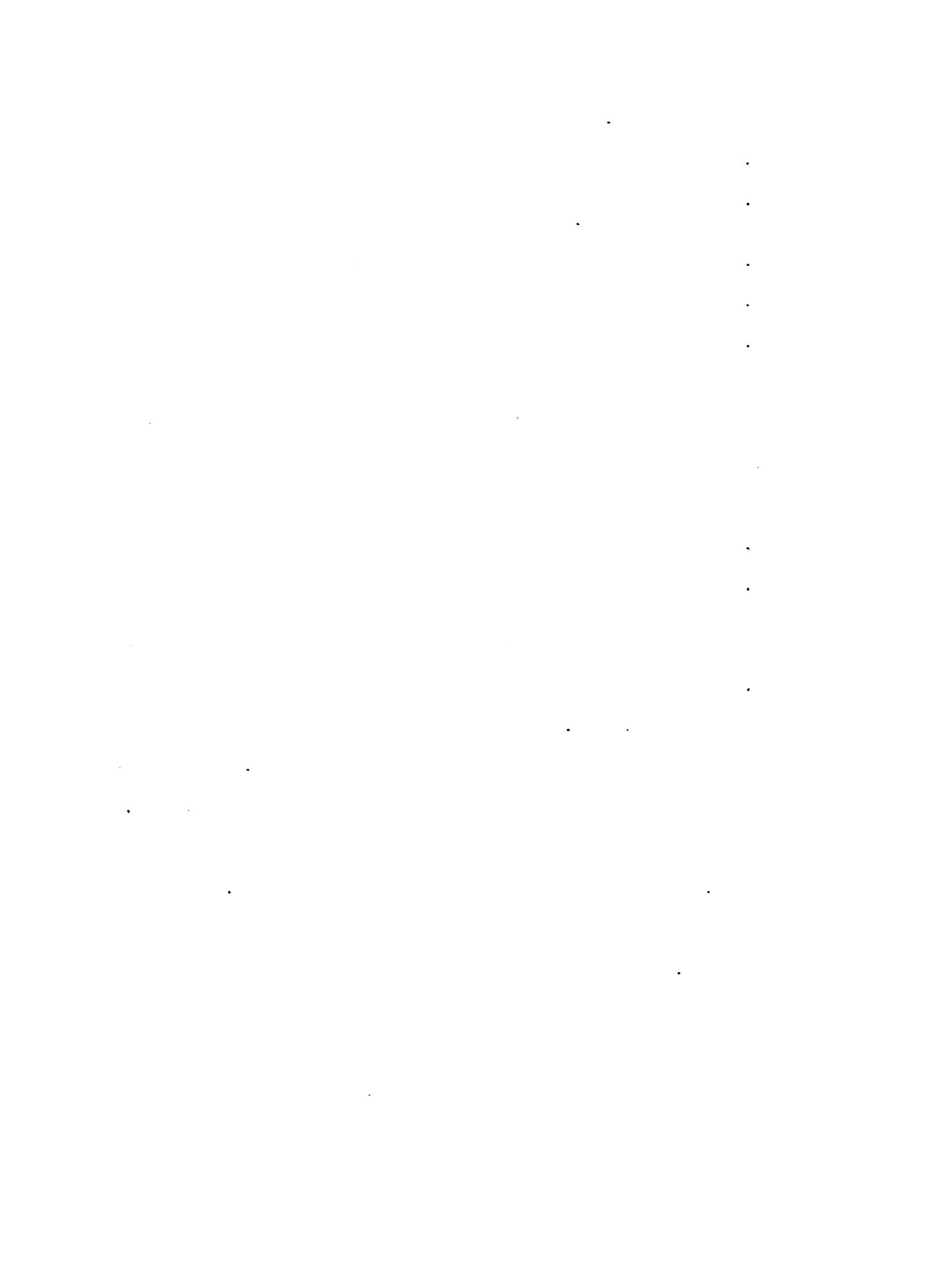
To emphasize possible areas for improvement and to add to the total picture of the students' perception of student personnel services, these two additional questions were asked at the end of every interview:

1. Do you feel that any of these services are outstanding?
2. Do you feel that any of these services are particularly weak?

The interviews began shortly after the pilot study had been completed. Twenty-four of the 50 interviews were held between November 27 and December 18, 1961. Interviewing was terminated at that time because of the Christmas vacation and final examinations. The remaining 26 interviews were held between January 25 and February 16, 1962. The length of the interviews ranged from 45 minutes to one hour and 55 minutes. The average interview lasted about 66 minutes. Each student had ample opportunity to answer the questions in the course of the interview.

Pilot Study

The pilot study consisted of two phases. The purposes of the first phase were to determine whether students had any difficulty in understanding the questions, to acquaint the researcher thoroughly



with the procedure and to find and correct any possible difficulties in the procedure. Seven seniors were used in this part of the pilot study. These students were volunteers from lists of names submitted by a representative of the Women's Division and the director of a campus religious organization.

The purpose of the second phase was to determine whether students understood the statements in the questionnaire. Six underclassmen were asked to interpret each statement. These students lived in residence halls and were selected on the basis of having time to help with the study. The word "university" was substituted for the word "institution" throughout the questionnaire and a few statements were reworded. No basic changes in either the questionnaire or the procedure resulted from the pilot study.

Limitations of the Study

The limitations of the study will be discussed under three headings: Sampling Process, Interview, and Findings.

Limitations of the Sampling Process

The sample is a stratified sample, randomly selected. The subjects were selected on the basis of sex, marital status, and place of residence at the time of the study (see Table 1). The sample was selected to provide as nearly as possible an objective description of how seniors in general view student personnel services at Michigan State University. The various subgroups of the sample, such as "single male living in University residence halls" are too small to treat their responses statistically or to allow conclusions to be made

about the subgroups. A necessary limitation of the sample was the voluntary participation of the members of the sample. Two students contacted did not want to participate and five stated they were too busy to participate. Another limitation previously mentioned was that 212 seniors were not included in the population. Twenty-five of these were not classified as to place of residence and 187 were student teaching at the time of the study and had no local address.

Limitations of the Interview

It is realized fully that in trying to take advantage of both the standardized and the unstandardized interview, some of the advantages of each may be lost.

The semistandardized interview which was used does not minimize the errors of question wording as a standardized interview would. In addition, the semistandardized interview contains no checks for reliability. The structure of this type of interview assumes some degree of reliability, although this is not reducible to a numerical coefficient.

The validity of the interview as an appropriate instrument for collecting the data is assumed. The purpose of the interview for this study was to gain a general description of student perceptions and opinions rather than a quantifiable measurement.

The questions used in the interview (Appendix A) have both limitations and advantages. The openness of a question is a matter of degree and the questions used tend to be open-ended. According to MacCoby and MacCoby the open question "is not so likely to suggest an answer to the respondent." (38:458) They further state,

"The open question is presumed to also have the advantage (although this again has not been documented) that it promotes rapport because the interchange between the interviewer and the respondent seems more like an ordinary conversation." (38:458)

These authors further indicate that the responses to open questions have a lesser degree of uniformity and are more difficult to code than the answers to closed questions.

One of the questions asked in the interview, "How do other students feel about this area?" is a projective question. The assumption in regard to the projective question is that the subject's response will reflect his own attitude. In spite of the fact that this assumption is not always born out by research, MacCoby and MacCoby indicate that projective questions "(1) yield more differences from direct questions the greater the social pressure against direct expression of attitude and (2) are more valid measures than direct questions when social pressures are present." (38:462)

Limitations of the Findings

Caution must be used in generalizing from these findings. The fact that the students interviewed expressed changes of opinion during their college years is one indication that care should be exercised in making generalizations in relation to the entire student body. It may be pointed out that the same study carried out in another university or at the same university at a different time may produce different results. It should be recognized, however, that the purpose of this study is not to produce generalizations, but to determine perceptions of a given situation at a given time.

Chapter III

STUDENT ACTIVITIES FUNCTIONS

Introduction

Student activities have long been recognized as an important adjunct in fulfilling university objectives on the campus. The development of the "total person" as stressed in the student personnel point of view could not be accomplished without such activities. On the other hand an ever-present minority voice states that activities detract from the erudition to be achieved through education.

There is ample opportunity for the students at Michigan State University to engage in a wide variety of student activities. The Student Organization Directory (19) lists over 250 organizations on campus. These include fraternities, sororities, professional clubs, interest clubs, religious organizations, honoraries, political, recreational and military clubs. Student activities also include all campus social and cultural events such as proms, entertainment shows, and the lecture-concert series.

Student Responses to the Questionnaire

Statements on Student Activities Functions

The members of the sample reacted to the following statements on student activities functions:

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

2. Student activities are centrally scheduled and limited so as to provide a well-rounded total program.
3. Student organizations exist for the furtherance of social contacts and competence.
4. The University cooperates with religious groups which provide religious activities for students.
5. Student activities promote and develop leadership qualities in students.

The responses to the importance of each statement as shown in Table 2 show that these functions were important to at least 84 per cent of the members of the sample. The members of the sample felt statement number 5, "Student activities promote and develop leadership qualities in students," to be the most important function of this area. Seventy-two per cent of the sample considered this function be "very important." In the remaining statements the positive responses were fairly equally divided between "very important" and "fairly important."

A conclusion to be drawn from Table 2 is that a large majority of the members of the sample believed that student activities are important. The statement with the most "not significant" responses was statement number 4 on University cooperation with religious groups. Sixteen per cent of these responses were "not significant" as compared with "not significant" responses of eight to 10 per cent on the other student activities statements.

The ratings of the performance of student activities functions showed more variation than the responses to the importance of the function to college students. Therefore, it appears that there is no direct relationship between the importance of a student activities function to students and the student evaluation of the performance of the same function. Statement number 4, "The University cooperates

Table 2: The Students' Responses
to the Statements Regarding Student
Activities Functions

		Number	Percentage
1. Student government shares in the educational program and University policy development pertaining to student behavioral standards and methods of dealing with campus violations.			
Importance to the student going to college	1. Very important	24	48%
	2. Fairly important	22	44
	3. Not significant	4	8
Evaluation of the performance on the campus	1. Outstanding	2	4
	2. Satisfactory	20	40
	3. Not accomplished	23	46
	4. Do not know	5	10
2. Student activities are centrally scheduled and limited so as to provide a well-rounded total program.			
Importance	1. Very important	28	56%
	2. Fairly important	18	36
	3. Not significant	4	8
Evaluation	1. Outstanding	16	32
	2. Satisfactory	22	44
	3. Not accomplished	6	12
	4. Do not know	6	12
3. Student organizations exist for the furtherance of social contacts and competence.			
Importance	1. Very important	24	48%
	2. Fairly important	21	42
	3. Not significant	5	10
Evaluation	1. Outstanding	12	24
	2. Satisfactory	32	64
	3. Not accomplished	4	8
	4. Do not know	2	4
4. The University cooperates with religious groups which provide religious activities for students.			
Importance	1. Very important	21	42%
	2. Fairly important	21	42
	3. Not significant	8	16

Table 2 (cont.)

		Number	Percentage
Evaluation	1. Outstanding	12	24%
	2. Satisfactory	22	44
	3. Not accomplished	3	6
	4. Do not know	13	26
5. Student activities promote and develop leadership qualities in students.			
Importance	1. Very important	36	72%
	2. Fairly important	10	20
	3. Not significant	4	8
Evaluation	1. Outstanding	15	30
	2. Satisfactory	27	54
	3. Not accomplished	5	10
	4. Do not know	3	6

with religious groups which provide religious activities for students," received more than twice as many "do not know" responses, 26 per cent, than did the other statements. This apparent lack of knowledge may be because this statement differs from the others in this area in that it deals with a function with which the University cooperates rather than a function which the University sponsors.

The favorable evaluation outnumbered the "not accomplished" responses by a majority of at least six to one on all statements except number 1, "Student government shares in the educational program and University policy development pertaining to student behavioral standards and methods of dealing with campus violations." On this statement the "not accomplished" responses outnumbered the favorable ratings. In addition, the percentage of "outstanding" responses on the

performance of this function was only four per cent as compared with a minimum of 24 per cent "outstanding" responses to the other statements.

Responses to Interview Questions

Contact or Experience with Student Activities

Question:¹ What organizations do you belong to or have you belonged to at MSU? What offices have you held? What campus activities have you participated in?

The numerical tabulations given in Table 3 show the wide range of student participation in student activities and organizations. One student said that he did not participate in any type of student

Table 3: Participation of Students in Student Activities and Organizations

Number of activities and organizations	Number of Students N = 50	Percentage of Sample
0 - 4	25	50%
5 - 9	21	42
10 - 14	3	6
15 - 20	1	2

activity. Three others said they were not participating in any student activity at the time of the study. At the other extreme one student listed 20 activities and organizations in which he either was or had been participating.

¹Since the interviews were semistandardized, these questions were not necessarily followed verbatim in each interview.

Twenty-five of the sample stated that they had held an office in at least one organization. Each of the four students who had participated in 10 or more activities had been officers in an organization. Sixteen of the 21 students who had participated in five to nine activities had held an office and five of the 25 students who had participated in four or less activities had been officers in an organization. Three of these had held offices in two organizations and two had been officers in three organizations.

Student Attitudes toward Student Activities

Question: Have you been satisfied with your experiences in activities? Explain.

In Table 4 the students' expressions of their satisfaction with their experiences in activities are presented. Thirty-three¹ students expressed a positive attitude in regard to their own experiences in activities. Twenty-eight of these students gave reasons for valuing their experiences. Thirteen said that they valued the opportunities for social contacts and five listed opportunities to develop leadership qualities.

Table 4: Student Attitudes Towards
Student Activities Functions

Student Responses	Number N = 50	Percentage of Sample
Satisfied	33	66%
Dissatisfied	9	18
Undetermined	7	14
No response given	1	2

¹Because of the open-ended nature of the questions the number of comments will not always add to 50 or to the given sub-number.

Three additional reasons were given by students for valuing their experiences in activities. Seven students said that they valued the opportunities for professional contacts; 11 appreciated the opportunity for self-development; and three valued the recreational opportunities. Five did not give any specific reasons but merely expressed satisfaction. Satisfaction does not seem to depend entirely upon the amount of participation. Among the 114 students in the sample who were most active and who listed seven or more activities, only one expressed dissatisfaction.

The responses to statement number 3, "Student organizations exist for the furtherance of social contacts and competence," and the responses to statement number 5, "Student activities promote and develop leadership qualities in students," show a close agreement between the importance of these functions to college students and the degree to which the students of the sample believe them to be accomplished (see Table 2).

Nine students expressed dissatisfaction with their experiences with activities. Four of these wanted more social contacts. A second type of dissatisfaction is exemplified by the statement, "Organizations and activities don't live up to their high sounding goals." Four made this general comment and five expressed this dissatisfaction in regard to All University Student Government. Another reason for dissatisfaction resulted from the students not having enough time to participate in activities as much as they desired. Four stated they were kept from participating in student activities because of academic pressure. Three indicated that they were kept from participating because of work and one married student stated that most of his time

was spent with his family.

The answers of eight students to the question of their satisfaction with student activities could not be classified as either satisfied or dissatisfied. The responses of seven of these students were classified as "undetermined." These seven students gave a total of 10 responses. Three of these stated that they would have liked to have participated more than they had been able to. Three reported that academic pressure hindered their finding satisfaction and dissatisfaction with their experiences in activities. One stated that he had not been informed of the activities which were available.

The eighth student whose remarks were not classified as either satisfied or dissatisfied gave no opinion regarding his satisfaction with student activities. He was twenty-eight years of age and married. He was not participating in any activity at the time of the study and felt that activities were for the younger students.

The Respondents' Perception of Other Students' Attitudes toward Student Activities

Question: How do you think other students feel about activities at Michigan State University? Do you think they participate more or less than you do in activities?

In general, the description derived from the responses to the question of how other students viewed activities is similar to how the members of the sample viewed student activities. These responses are found in Table 5.

The most frequent response about the attitudes of other students was that they held a favorable attitude toward student activities. This

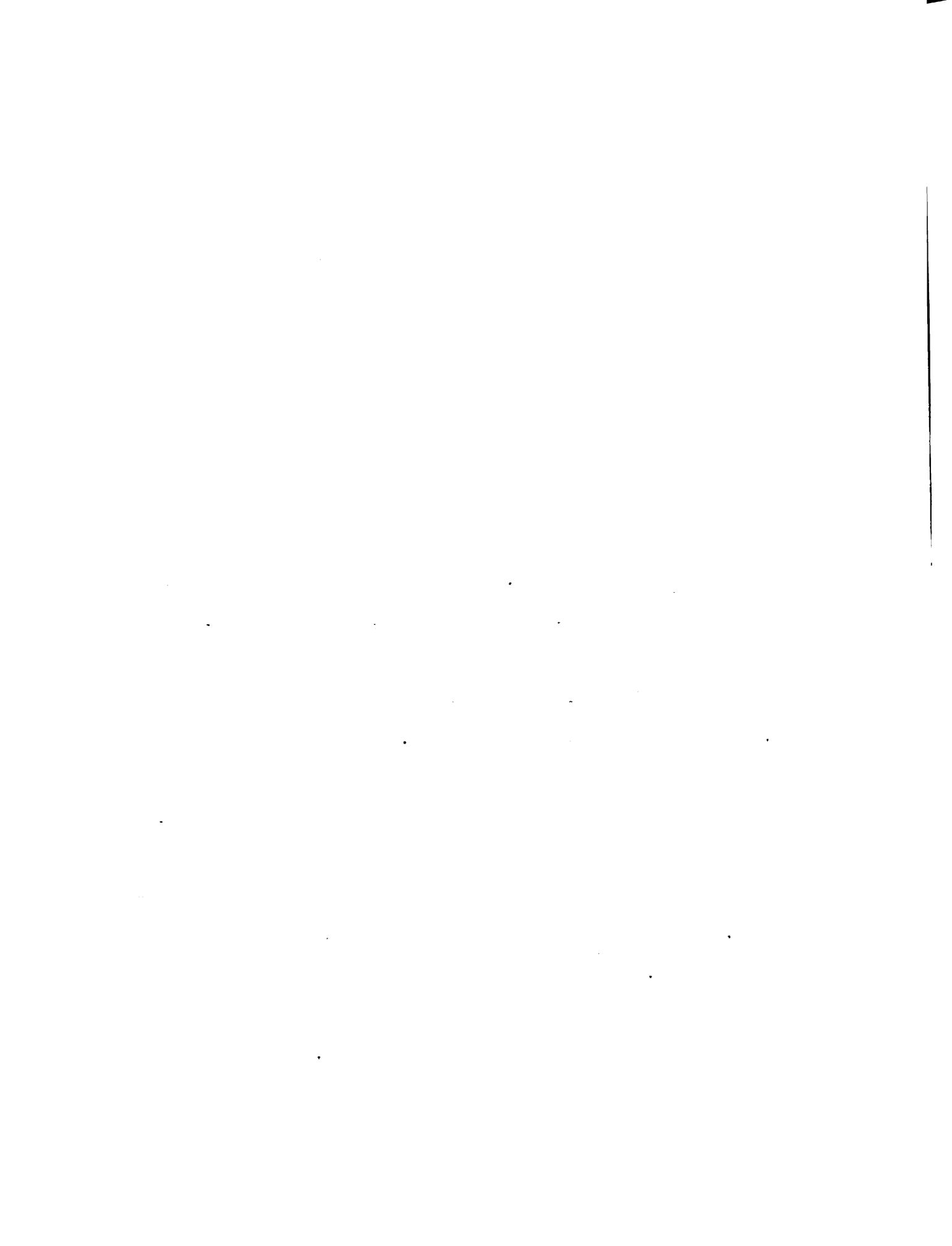
Table 5: Attitudes Towards Student Activities
Attributed to Other Students

Comment	Number
They have a favorable attitude	17
There is a wide range of attitudes	11
Most don't participate	8
It depends on background factors	6
They have a selfish attitude	4
Everybody participates	2
Other	2
Do not know	3

is in general agreement with the personal responses of the students of the sample as shown in Table 4. The comment, "Most are satisfied," was made by five students. Five also stated, "They like them." Each of the following comments appeared twice: "They think activities are important," "Don't know. Satisfied, I guess," and "Most want to do more." One student said, "Many take part."

Some of the attitudes attributed to other students were not consistent with what the students of the sample said about themselves. Forty-nine of the sample said that they participated in some activity, whereas eight of the sample said that most other students do not participate. A statement made by three students was, "Only a few work in organizations." Another statement made by two interviewees which more clearly depicts the student participation according to the sample was, "Everybody probably participated in something."

The most common single answer to the question of how others feel about student activities was expressed by 11 students and was typified



by the comment, "It ranges from one extreme to the other." This is in accordance with the responses of the members of the sample which did, in fact, range from one extreme to the other. Participation in activities ranged from no activity to participation in 20 activities and organizations (see Table 3). Attitudes attributed to other students ranged from "Waste of time," and "They are for the younger students," to "The students think activities are important." Three students stated that most other students are in the middle of the range, being neither very active or entirely passive.

Another answer given by six students to the question of how other students feel about activities was that it depended upon such factors as background and maturity.

Four students, as shown in Table 5, said, "The majority of students want to get something from activities," implying that this was a selfish attitude not counterbalanced with giving to the activity or organization. This attitude attributed to other students lends a negative connotation to the attitude expressed by 28 of the 33 students as shown in Table 4 who expressed satisfaction because they benefited from student activities in various ways.

Two additional replies to this question appeared to have been made from the student's personal frame of reference. These were: "Engineers don't have time for activities," and "Professional organizations are not necessary. It's just apple polishing." Three other students stated they did not know how other students viewed activities and one of these frankly responded, "Beats me!"

Changes in Attitudes of the Respondents toward Student Activities

Question: Have your attitudes about student activities changed in any way? Why?

In Table 6 a tabulation of responses to the question of change of attitude toward student activities is presented.

Table 6: Reported Changes of Attitudes Toward Student Activities

Response	Number N = 50	Percentage of Sample
No change	14	28%
Positive change	18	36
Negative change	6	12
No response given	12	24

Fourteen students expressed no change of attitude toward activities. Three of these had no definite opinion toward activities.

If the attitude of a student in the sample toward student activities changed, it was likely to be in a positive direction. Six students would have liked to have been more active earlier in college and six felt more of a need to participate now. Six of the sample stated a change from an anti-activity feeling to a more accepting attitude. One of these stated that he realized that academic growth was possible through activities.

Six students expressed a negative change of attitude. Three of these mentioned All University Student Government and two gave the fraternity system as reasons for their change in attitude. The sixth gave no specific reason.

Thirteen of the sample indicated a change in the amount of activities they participated in, which does not necessarily indicate a positive or a negative attitude. Six became less active because of academic demands, four became less active because of marriage, one became more active after marriage, and two became more active after they had moved closer to the campus.

Suggested Improvements in Student Activities

Question: What can be done to improve any specific activity or activities in general on this campus?

Thirty-four students made suggestions for improving student activities. Four of the 16 students who made no suggestions stated that they had no criticism of the situation. Suggestions from the students in regard to improving student activities are discussed under the following headings: (1) Communications, (2) Organizational Purpose, (3) All University Student Government, (4) Fraternities and Sororities, (5) Lecture-Concert Series, and (6) Other Suggestions.

1. Communications

The area of communications received 11 comments in regard to improving student activities. The main channel for improved communications was the State News. The general feeling was that the State News could give more publicity to organizations and activities on campus. One student suggested that communication to off-campus students was particularly lacking and another stated that instructors could do more in promoting professional clubs. Two students stated that better timing of activities was necessary in regard to examinations and social events.

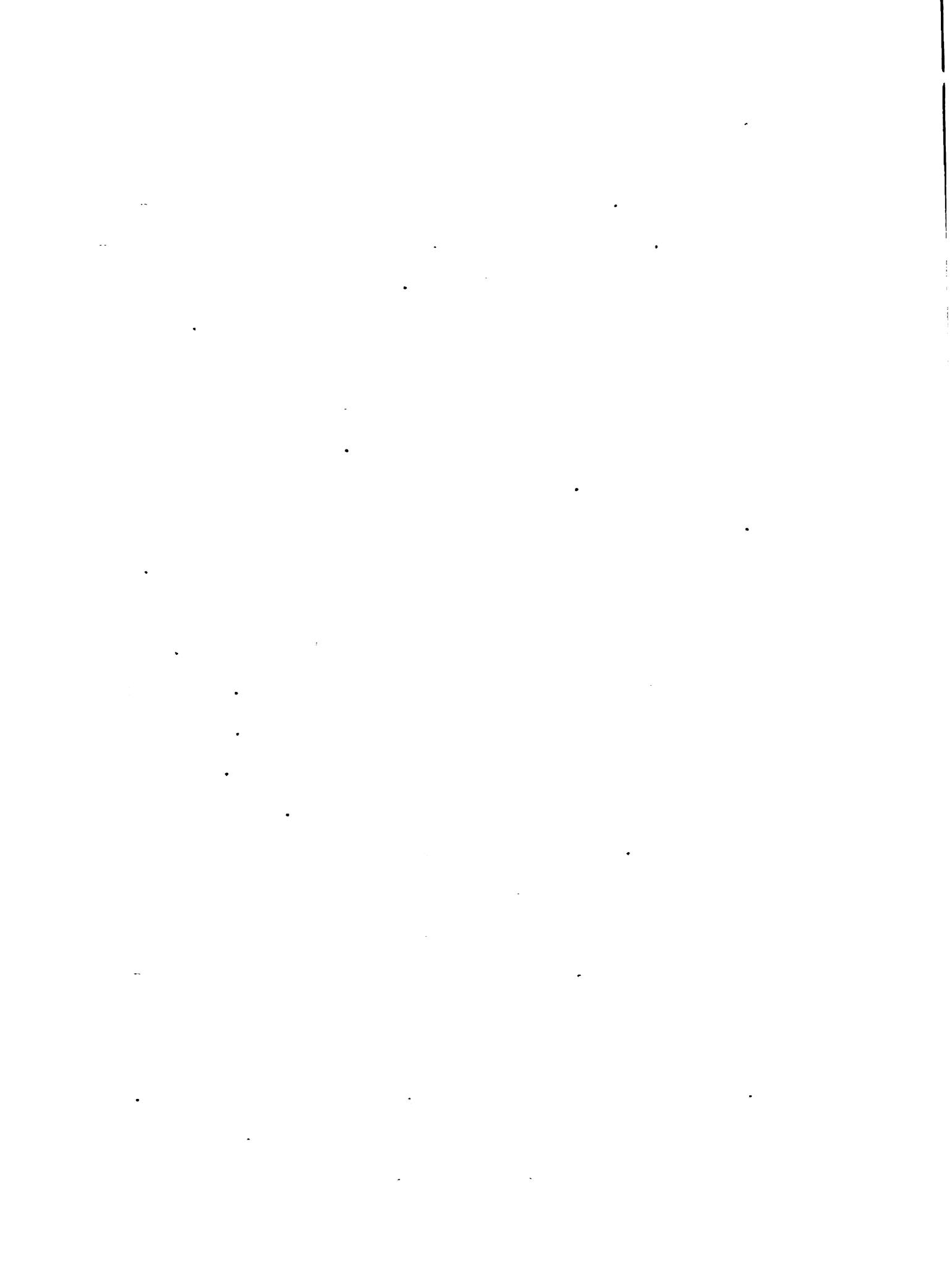
2. Organizational Purpose

Six students were concerned with the usefulness of activities in an academic setting. Two said that students should cut down on social activities. One of these stated, "We are forgetting about schooling and concentrating on the social side." Two students said that student activities "should be reorganized toward the academic." The following two comments were made in regard to the goals of activities: "Narrow the goals so that they can be achieved," and "Organizations should be revised to serve some useful purpose. They should stimulate and enhance personality."

3. All University Student Government

Divergent opinions were found in regard to student government. Four students stated that All University Student Government (AUSG) should be abolished for the reason that "They don't do anything." One of these four had served as a residence hall chairman. The other three had had no personal contact with student government. Two of these three had not participated in any organized activity. Three students stated that AUSG should be given more power. All of these had served on AUSG. The majority of students did not make any direct comment on student government.

The student attitudes toward student government would appear to be normally distributed. Those who are not active in student activities and who would do away with student government would be at one end of the distribution; whereas those who are socially active on campus, especially in student government, would be at the other end. The majority are in the middle and fairly evenly divided. This division is indicated in Table 2, Statement 1, "Student government shares



in the educational program and University policy development pertaining to student behavioral standards and methods of dealing with campus violations." Forty-six of the members of the sample agreed that this was an important function; however, 23 said that it was not accomplished and 22 said that it was accomplished.

4. Fraternities and Sororities

There seemed to be little concern over the fraternity system as only four suggestions were given in this area. Two students said that Interfraternity Council should be given more power and that there should be more cooperation among fraternities. One student who had pledged but had never joined a fraternity stated, "Fraternities have too much control over their members." Another nonfraternity man indicated, "We should get rid of the fraternity system. It distorts the value of brotherhood." A comment which is typical of most of the sample was, "Fraternities (and sororities) are all right for some people."

5. Lecture-Concert Series

Two students made statements about the lecture-concert series. According to these two students the lecture-concert series needs to be given better publicity and should be better attended by students.

6. Other Suggestions

The following individual statements were made in response to the question on improving student activities: "We should get more students interested. This would be hard to do." "There should be more activities for off-campus students with more publicity." "There should be more inter-club cooperation." A varsity athlete stated, "There should be less emphasis on athletics, but I don't think this will happen."

Summary

Ninety per cent of the sample thought that the functions of student activities were important to the student in college and 72 per cent thought that these functions were being accomplished on the Michigan State University Campus. Participation in student activities and organizations by members of the sample ranged from no participation to stated participation in 20 student activities. Most of the members of the sample were between these two extremes. Fifty per cent of the sample participated in four or less activities, 42 per cent of the sample participated in five to nine activities, and eight per cent participated in 10 or more activities. As one student said, "Probably everybody participates in something."

Thirty-three students expressed satisfaction with their experiences in student activities, nine were dissatisfied, seven had feelings which were classified as undetermined and one stated no opinion. Satisfaction was based on opportunities for social and professional contacts, opportunities for development of leadership qualities and self-development, and opportunities for recreation. Dissatisfaction stemmed from a purported failure on the part of organizations to live up to their goals or from a lack of time to participate in activities.

The interviewees' perception of how other students view student activities is similar to the way the members of the sample viewed activities in terms of their own participation and satisfaction. All except one of the sample had participated in one or more activities; however, eight of the sample felt that most students do not participate in activities.

Fourteen of the sample expressed no change in their attitude toward student activities. Eighteen students at the time of the study held a more favorable attitude toward student activities than they had previously held. The attitudes of six students had become more negative toward student activities.

Thirty-six students of the sample gave suggestions for improving student activities on the campus. Eleven felt that publicity and communications about activities should be improved. Six expressed a concern over the relationship of social activities to academic learning and indicated that academic growth should be more of an integral part of student activities.

Chapter IV

ADMISSIONS, REGISTRAR, AND RECORDS FUNCTIONS

Introduction

The work involved in admitting students, registering them, and keeping track of their progress is no small task in a university of 25,000 students. These functions are vital in an institution of any size in carrying out an organized effort for meeting educational objectives.

Student Responses to the Questionnaire Statements on Admissions, Registrar, and Records Functions

The members of the sample reacted to the following statements on admissions, registrar, and records functions:

6. All contacts with prospective students are coordinated.
7. Pre-college counseling and college planning are offered on an individual basis through the summer clinic.
8. The University's requirements and services are interpreted to the prospective student.
9. Procedures are set up for student registration.
10. Records of participation in extra-curricular activities are included in the permanent record file of each student.

Statement 10, "Records of participation in extra-curricular activities are included in the permanent record file of each," was rated as the least important function in this area, even though 86 per cent of the sample viewed it as important (see Table 7). This statement also

received almost half of the total "do not know" responses for this area.

Table 7: The Students' Responses
To the Statements Regarding Admissions,
Registrar, and Records Functions

		Number	Percentage
6. All contacts with prospective students are coordinated.			
Importance to the student going to college	1. Very important	38	76%
	2. Fairly important	11	22
	3. Not significant	1	2
Evaluation of the performance on the campus	1. Outstanding	13	26
	2. Satisfactory	21	42
	3. Not accomplished	8	16
	4. Do not know	8	16
7. Pre-college counseling and college planning are offered on an individual basis through the summer clinic.			
Importance	1. Very important	35	70%
	2. Fairly important	13	26
	3. Not significant	2	4
Evaluation	1. Outstanding	18	36
	2. Satisfactory	17	34
	3. Not accomplished	4	8
	4. Do not know	11	22
8. The University's requirements and services are interpreted to the prospective student.			
Importance	1. Very important	45	90%
	2. Fairly important	5	10
	3. Not significant	0	0
Evaluation	1. Outstanding	9	18
	2. Satisfactory	24	48
	3. Not accomplished	16	32
	4. Do not know	1	2
9. Procedures are set up for student registration.			
Importance	1. Very important	36	72%
	2. Fairly important	14	28
	3. Not significant	0	0

Table 7 (cont.)

		Number	Percentage
Evaluation	1. Outstanding	21	42%
	2. Satisfactory	29	58
	3. Not accomplished	0	0
	4. Do not know	0	0
10. Records of participation in extra-curricular activities are included in the permanent record file of each student.			
Importance	1. Very important	19	38%
	2. Fairly important	24	48
	3. Not significant	7	14
Evaluation	1. Outstanding	10	20
	2. Satisfactory	13	26
	3. Not accomplished	5	10
	4. Do not know	22	44

In general, the students of the sample were satisfied with the performance of admissions, registrar, and records functions on this campus. The greatest weakness, according to the members of the sample, was in the University's interpretation of requirements and services to prospective students, as included in statement 8. Thirty-two per cent of the sample said this function was "not accomplished."

Responses to Interview Questions

Contact or Experience with Admissions, Registrar, and Records Functions

Question: Have you had any contact with admissions, registrar, and records functions? Explain.

The number of contacts students had with admissions, registrar, and records functions are indicated in Table 8. The students' contacts with these functions of registering and receiving grades are not included in this table. Table 8 also does not give the number of

Table 8: Contacts Students Have Had With Admissions, Registrar, and Records Functions

Number of Contacts	Number of Students N = 50	Percentage of Sample
0	16	32%
1	22	44
2	8	16
3	3	6
4	1	2

times a student had contact with these functions, as there were only four students who had contact with these functions more than once for a given reason. One of these students was readmitted twice. Two students went three times to the registrar's office in regard to errors in recording, and the fourth reported 12 contacts with the registrar's office for the purpose of establishing deferment from the University R.O.T.C. requirement. Sixteen students or 32 per cent of the sample had no contacts with these functions.

Students of the sample, in general, have had little contact with the admissions, registrar, and records functions. The types of contact a student has with these functions are presented in Table 9. Many of the types of contact seem to be of a superficial nature and

Table 9: Types and Frequency of Contacts with Admissions, Registrar, and Records Functions

Type of Contact	Number
To correct a clerical error	23*
To get a transcript	14
To check on completion of graduation requirements	5
To gain readmission	5
Through work at registration	3
Through summer clinic	3
Because of registration irregularity	2
Through work with another department	2
To obtain draft deferment	2
To change major	2
To replace lost identification card	1
Through a course in education	1
To record name change	1
Through a friend working in registrar's office	1
Other	1

*One student accounts for 12 of these contacts for the purpose of establishing an R.O.T.C. deferment.

accomplish little more than to call the students' attention to the existence of these functions.

Student Attitudes Toward Admissions, Registrar, and Records Functions

Question: Was this contact satisfactory? How do you feel about registration?

As shown in Table 10, students are not generally aware of the admissions, registrar, and records functions. Only 23 of the 50 students of the sample voiced an opinion about their satisfaction with this area of service. In addition, four who stated satisfaction and one who stated dissatisfaction added that they were not really aware of these functions.

Table 10: Student Attitudes Toward Admissions,
Registrar, and Records Functions

Students' Responses	Number N = 50	Percentage of Sample
Very satisfied	3	6%
Satisfied	16	32
Dissatisfied	4	8
Unaware of function	21	42
No response given	6	12

The type of comments the students made about admissions, registrar, and records functions also indicated a lack of awareness about these functions. There were only two specific comments. They were: "The admissions office is good. They do an excellent job attracting good students," and "They (registrar's office) are efficient in getting the grades out."

The remainder of the comments, whether positive or negative, were rather vague and did not indicate any awareness of this area of service. For example, two positive responses were, "The finest you could have for a University of this size," and "They are fairly well organized." A typical negative comment was, "They are generally fouled up. There's a lot of red tape."

In Table 7 the responses to statement number 9 show that all of the sample were satisfied with the registration process. The members of the sample were also asked a specific question on the registration process as this is an area of service with which they are all familiar. These responses are found in Table 11 and indicate that in many cases

Table 11: Student Reaction to
the Registration Process

Reaction	Number N = 50	Percentage of Sample
Very satisfied	5	10%
Satisfied	12	24
Accepting	31	62
Unsatisfactory	0	0
No response given	2	4

this satisfaction may be an attitude of acceptance rather than one of enthusiasm. However, it should be noted that not one of the members of the sample indicated that the registration process at Michigan State University was unsatisfactory.

Typical comments of the 31 students classified as "accepting" were: "It's a necessary evil," and "I don't like going through it, but it's quite efficient." The most negative comment made about registration was that it is "a mess that goes on once a term, completely bewildering to freshmen and still slightly bewildering to me (a senior)."

Comments which were typical of the 12 students classified as "satisfied" in Table 11 were: "Actually it's a very good set up," and "Registration is very effective in terms of 25,000 students." Eight students indicated that registration had improved since it was moved to the Men's Intramural Building. The remarks, "Registration is one of the smoothest operations," and "Excellent!" represent the five students who were classified as "very satisfied."

The Respondents' Perceptions of Other Students' Attitudes Toward
Admissions, Registrar, and Records Functions

Question: How do other students feel about these functions? How do they feel about the registration process?

The attitudes attributed to other students, which are found in Table 12, are in many ways similar to the attitudes of the members of the sample toward these functions. Twenty-five students or one-half of the sample said that other students weren't familiar with these functions. Three of these stated students were not aware of the type of information that was placed on their records. An additional four students stated that they did not know how other students felt about these functions.

Table 12: Attitudes Toward Admissions,
Registrar, and Records Functions
Attributed to Other Students

Comment	Number
They are not familiar with these functions	25
Most have a positive attitude	11
Most students complain	6
Students are aware of these functions	3
Students are aware but not concerned	3
Students are not concerned	3
Most have a negative attitude	2
They are necessary functions	2
Freshmen react the most	1
Do not know	4

Only six students felt that other students were familiar with admissions, registrar, and records functions. Three of these six students said, "Students know but aren't concerned (about these functions)."

Three felt that other students lacked concern about these functions. One of these stated, "Most don't know and care less."

A comparison of Tables 10 and 12 indicates that the amount of positive and negative feelings about these functions attributed to other students is also similar to the feelings of the members of the sample. Eleven students said that most students have a positive attitude toward admissions, registrar, and records functions and only two said that most students hold a negative attitude.

Six students also said that students complain about these functions, but also indicated that these complaints were not well-founded. One of these students said that it was the freshmen who reacted most. One other attitude which was attributed to other students by two of the sample was that other students thought these functions necessary.

Changes in Attitudes of the Respondents Toward Admissions, Registrar, and Records Functions

Question: Have you changed your attitude toward these functions?

The answers to this question regarding a service which is characterized by a general lack of awareness are not apt to be as meaningful as they would be in an area with which students were more familiar. These answers are found in Table 13.

Eighteen students expressed no change of attitude toward these functions, but eight of these indicated they were not really aware of these functions. Three students stated they always had had a positive attitude toward these functions. Ten of the 13 students who did not directly answer this question stated that they were not familiar with these functions.

Table 13: Reported Changes of Attitudes Toward
Admissions, Registrar, and Records Functions

Response	Number N = 50	Percentage of Sample
No change	18	36%
Positive change	13	26
Negative change	0	0
Increased awareness	6	12
No response given	13	26

None of the members of the sample expressed changes of attitude which were negative and 13 stated that their attitudes toward these functions had improved. The most common reason for an improved attitude about these functions was the improvement in registration by moving it to the Men's Intramural Building. Eight students gave this reason. One student thought services had improved. Another said the admissions policies were improving. A third stated that he had received help from the registrar's office. Two gave no specific reasons for an improved attitude. Six students, although not expressing a change in attitude, said they had learned more about these functions. One of these said, "I realize now the problems involved."

Suggested Improvements in Admissions, Registrar, and Records Functions

Question: What could be done to improve this area of service?

"I complain a lot but I don't think I could do any better," was one answer to this question. Twenty-three students made no suggestions and 11 of these stated they were "not qualified to say."

Seven students made suggestions about communications. Three of

these stated that the admissions office could explain a little more of what is expected of new students. Two said that the University should publicize what is kept on student records. The remaining two indicated that these functions needed to be publicized.

There were three comments about the efficiency of these functions. They were: "There is too much work to change a major," "Records could be more efficient," and "More coordination is needed between the colleges and the registrar's office."

Enrollment officers were commented on by two students. One said, "A student should keep the same enrollment officer all four years." The other stated, "Academic advisers are too passive and uninformed." One other student felt that out-of-state tuition was unfair and that the definition of an out-of-state student should be revised.

There were 11 comments about the efficiency of registration. Six students suggested pre-registration. The other five suggestions were: (1) "More windows for the 'hold' line." (2) "More cameras in the fall term (for taking student pictures)." (3) "More permanent help. Students don't know." (4) "Bring registration closer together by using first floor gym." (5) "Some cards could be eliminated. They are the same each quarter."

There were four suggestions in regard to registration which could be classified as personal wishes of individual students. They were: (1) "Provide places to sit at registration." (2) "Let seniors register first." (3) "Some never get to register first, change this." (4) "Extend registration over a longer time to lessen the crowd."



Summary

There was general agreement among the members of the sample that admissions, registrar, and records functions are important to the college student as only four per cent of the students interviewed indicated that these functions were not important.

The students of the sample have, in general, had very little direct contact with the admissions, registrar, and records functions. The 50 members of the sample listed a total of 36 personal contacts with these functions. Thirty-two per cent of the students in the sample stated that they had had no direct contact with these functions.

Since there appears to be little direct student contact with these functions, it seems logical that there would be a lack of well-formulated student opinion regarding this area of service. Over half of the sample or 54 per cent said they were either unaware of these functions or made no comment about their attitudes toward these services. Three students were "very satisfied," 16 were "satisfied," and four were "dissatisfied" with these functions.

The members of the sample viewed the attitudes of other students in terms of awareness and satisfaction with admissions, registrar, and records functions in the same general way that they themselves felt about these functions.

Only 13 students expressed a change of attitude toward these functions and these expressions of change were all in a positive direction. Eight of the students were influenced by a recent change in the registration process.

Twenty-seven students made suggestions for improvements in the

area of admissions, registrar, and records functions. Seven felt that communications and publicity could be improved. There were three statements about the efficiency of these functions and 11 suggestions on improving the efficiency of registration.

Chapter V
COUNSELING FUNCTIONS

Introduction

The counseling of students in college is by no means limited to a formal counseling center or to people who are professionally trained to assist students with their problems. The statements and questions discussed in this chapter refer specifically to the Michigan State University counseling center where professional help is available to students. The testing center which is an integral part of the counseling center is also discussed in this chapter.

Student Responses to the Questionnaire

Statements on Counseling Functions

The members of the sample responded to the following statements on counseling functions:

11. Counseling is available for students to assist them in overcoming personality problems which interfere with their academic effectiveness.
12. Counseling is available for students to assist them in overcoming personality problems which interfere with their personal happiness.
13. 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.
14. Specialized staff members work with students on problems concerning study habits, time scheduling and other factors which may be causes of scholastic inefficiency.

15. A testing service is available for student use in determining academic aptitudes, achievement, vocational interests, and personality development.

A comparison of the "very important" responses to statements 11, 12, and 14 in Table 14 reveals that students rated personal counseling which aids academic achievement (number 11) more important than both personal counseling which promotes personal happiness (number 12) and technical assistance which aids academic achievement (number 14). It might be assumed that this difference is at least in part due to the effect of the academic environment of the university.

It may be that personal counseling at Michigan State University is slanted more toward academic success than it is toward personal happiness. It is also logical to assume that personal counseling is more meaningful to the recipient than is the assistance on technical factors as listed in statement 14.

In evaluating performance of these three functions, the students rated statement 11 on personal counseling for academic achievement as the most outstanding. Statement 12 on personal counseling for personal happiness was slightly less satisfactory and statement 14 on mechanical assistance was least satisfactory.

Responses to Interview Questions

Contact or Experience With Counseling Functions

Question: Have you ever had any contact with the counseling center? What was the nature and extent of your contact with the counseling center?

Seventy-four per cent of the members of the sample as shown in Table 15 have had direct contact with the counseling center. Types

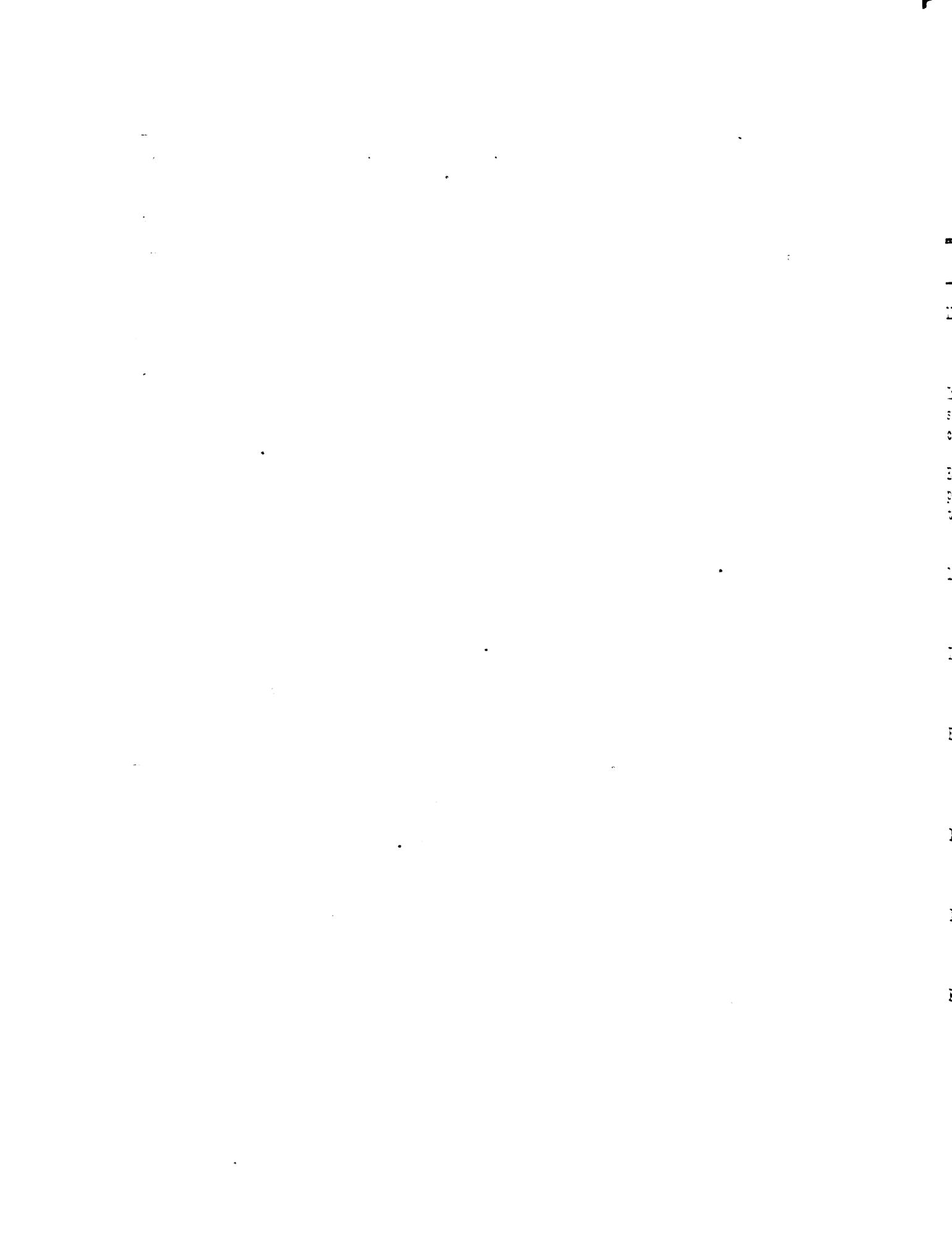


Table 14: The Students' Responses
to the Statements Regarding Student
Counseling Functions

		Number	Percentage
11. Counseling is available for students to assist them in overcoming personality problems which interfere with their academic effectiveness.			
Importance to the student going to college	1. Very important	42	84%
	2. Fairly important	5	10
	3. Not significant	3	6
Evaluation of the performance on the campus	1. Outstanding	12	24
	2. Satisfactory	23	46
	3. Not accomplished	7	14
		8	16
12. Counseling is available for students to assist them in overcoming personality problems which interfere with their personal happiness.			
Importance	1. Very important	28	56%
	2. Fairly important	21	42
	3. Not significant	1	2
Evaluation	1. Outstanding	9	18
	2. Satisfactory	20	40
	3. Not accomplished	6	12
	4. Do not know	15	30
13. 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	1. Very important	33	66%
	2. Fairly important	15	30
	3. Not significant	2	4
Evaluation	1. Outstanding	4	8
	2. Satisfactory	10	20
	3. Not accomplished	5	10
	4. Do not know	31	62

Table 14 (cont.)

		Number	Percentage
14. Specialized staff members work with students on problems concerning study habits, time scheduling and other factors which may be causes of scholastic inefficiency.			
Importance	1. Very important	28	56%
	2. Fairly important	18	36
	3. Not significant	4	8
Evaluation	1. Outstanding	4	8
	2. Satisfactory	16	32
	3. Not accomplished	10	20
	4. Do not know	20	40
15. A testing service is available for student use in the determination of academic aptitudes, achievement, vocational interests, and personality development.			
Importance	1. Very important	29	58%
	2. Fairly important	18	36
	3. Not significant	3	6
Evaluation	1. Outstanding	13	26
	2. Satisfactory	20	40
	3. Not accomplished	3	6
	4. Do not know	14	28

and number of contacts these students have had with the counseling center are given in Table 16.

Students are, in general, aware of the counseling center and its functions. Although 13 students or 26 per cent of the sample as shown in Table 15 had had no direct contact with the counseling center, all but five of these as shown in Table 16 had some type of indirect contact with the counseling center. The direct contacts shown in Table 16 were single contacts except those contacts involving counseling,

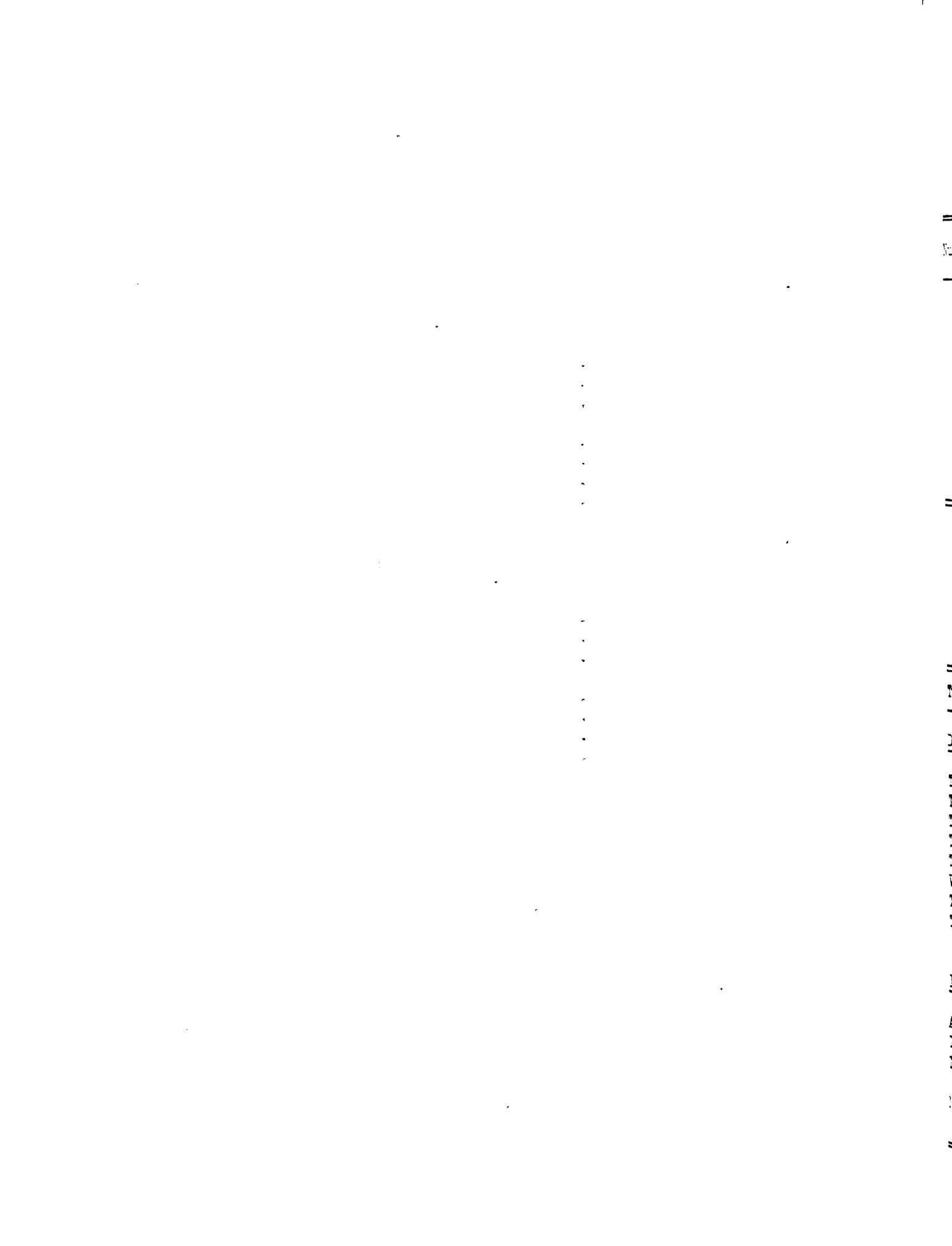


Table 15: Student Contacts
With the Counseling Center

Number of Contacts	Number of Students N = 50	Percentage of Sample
0	13	26%
1	21	42
2	7	14
3	3	6
4	2	4
5	0	0
6	1	2
7	1	2
Over 7	2	4

Table 16: Types of Student Contact
With the Counseling Center

Type of Contact	Number of Students
<u>Direct Contact</u>	
Through summer clinic	6
To change major	16
Through counseling and testing	12
Through counseling	8
Through class assignment	2
Volunteer for experiment in hypnosis	1
Through required counseling (disciplinary)	1
To seek employment	1
<u>Indirect Contact</u>	
As a resident assistant	4
Through reading	2
Through experience of friends	12
No contact	5

testing, or changing of a major. The number of direct contacts would have been higher had the writer specifically asked about the summer clinic. About 60 per cent of the class of 1962 participated in the summer clinic as freshmen. Only one student indicated that he was not aware of this service.

Student Attitudes Toward the Counseling Center

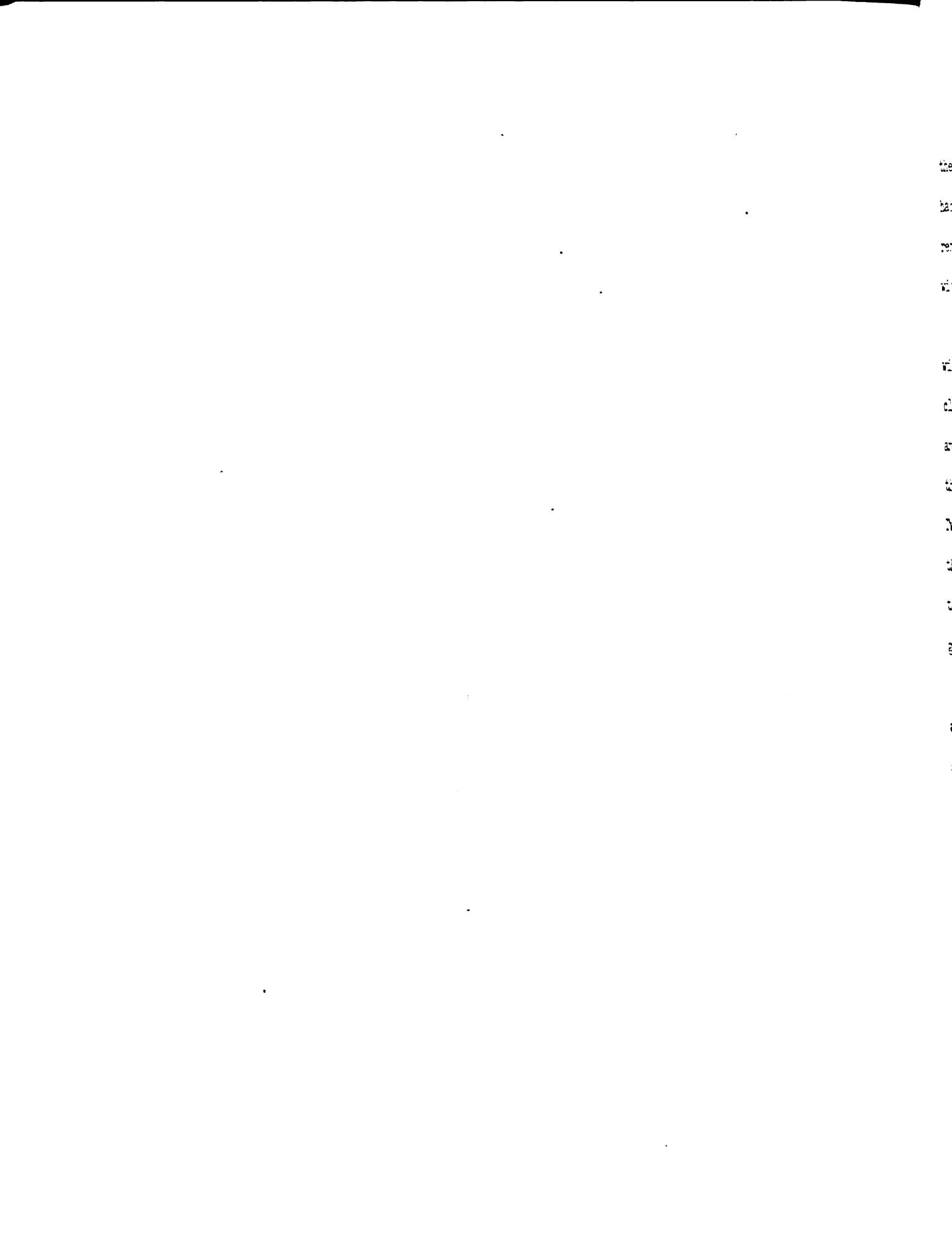
Question: How do you feel about this service? Were you satisfied with this service?

The counseling center is well regarded by most students. This datum is shown in Table 17. There were only three students whose

Table 17: Student Attitudes Toward
The Counseling Center

Attitude	Number N = 50	Percentage of Sample
Satisfied	30	60%
Dissatisfied	3	6
Undetermined	7	14
No response given	10	20

remarks were classified as negative. One of these who had been to the counseling center for counseling felt that the counseling center was "too far from the student and the departments are closer." One of the other students listed as having a negative opinion about the counseling center had been to the counseling center once to change his major, and the third student in this category had had no contact with this area of service.



Ten students gave no opinion about the counseling center. One of these had been to the counseling center to change his major, another had heard of the counseling center through the summer clinic, and the remaining eight had had no direct or other type of personal contact with the counseling center.

Five other students stated that they were personally dissatisfied with the service they received at the counseling center, but they were classified as undetermined. These students could also be said to have ambiguous feelings toward the counseling center as they recognized that "counseling is a needed function" and "they can help students." Two other students were classified as having ambiguous feelings toward the counseling center. One of these said, "I wouldn't go there, but there are some qualified people there." The other stated, "Testing is good but I don't know how well they help students."

Thirty students or 60 per cent of the sample expressed a positive attitude toward the counseling center. Twelve of these expressed personal satisfaction with the service they had received. Typical comments from these students were: "They do a real fine job" and "They are helpful with problems." One student said, "It is the most useful service on campus."

There appears to be a relationship between the student's contact with the counseling center and his attitude toward it. Thirty of the 37 students who had at least one contact with the counseling center reported a positive attitude toward this service. Five of the remaining seven had ambiguous feelings toward this service and were classified as undetermined. Only two students who had had contact with the counseling center reported dissatisfaction with this service.

Ten of the 13 students who had no direct contact with the counseling center gave no opinion. One student was dissatisfied with this service and two were classified as undetermined.

The Respondent's Perception of Other Students' Attitudes Toward the Counseling Center

Question: How do other students feel about the counseling center?

The comments attributed to the attitudes of other students are presented in Table 18. The attitudes toward the counseling center attributed to other students is slightly more negative than the respondent's own attitudes.

Table 18: Attitudes Toward the Counseling Center Attributed to Other Students

Attitude	Number
Favorable attitude	25
Negative attitude	14
Most don't use counseling center	9
Other	3
Do not know	7

There were 25 favorable comments about the attitudes of others toward the counseling center. Seven of these were similar in content to the following comment: "Those who use it are satisfied with it." One student said, "It is the best source of help on the campus." The other remarks generally indicated a favorable attitude of the other students toward the counseling center.

There were a total of 14 negative comments about the counseling

center attributed to other students. Two stated, "Most don't believe it helps." A third student had a friend who was personally dissatisfied with the service. Four students stated that other students would use the counseling center only as a last resort.

A contrast may be drawn between the respondents' own attitudes and the attitudes attributed to other students. Two students who said others would use the counseling center only as a last resort implied that this was because of the stigma attached to using this service. Seven said that others thought there was a stigma attached to using the counseling center. Typical comments were, "Students who are helped are a little embarrassed and ashamed of it," and "Because of social pressure students don't want to admit going there." Although nine students said other students thought there was a stigma attached to going to the counseling center, none of the members of the sample said he personally thought that this stigma existed. Also, only three students indicated a negative personal attitude toward the counseling center, yet 14 stated that other students felt a negative attitude existed. A conclusion might be that a social pressure exists against personally expressing negative feelings toward this service.

There were three comments classified as "other." These were: "Some like it, others don't want to go." "Most think there's nothing wrong with going to the counseling center." "Students prefer to go to someone they know."

Changes in Attitude of Respondents Toward the Counseling Center

Question: Has your attitude toward the counseling center changed in any way? Explain.

The general positive attitude toward the counseling center described in the above sections apparently is not the result of a change in student attitude. Table 19 shows that only 12 students or 24 per cent of the sample reported a change of attitude toward the counseling center.

Table 19: Reported Changes of Attitudes
Toward Counseling Center

Response	Number N = 50	Percentage of Sample
No change	24	48%
Positive change	8	16
Negative change	4	8
Increased awareness	6	12
No response given	8	16

A positive change in attitude toward the counseling center was not always preceded by a favorable experience with this service. Two students who were personally dissatisfied with the counseling center expressed a positive change in attitude toward the counseling center. The other student in this category had had no personal contact but had come to recognize the importance of this function.

One student who expressed a negative change in attitude toward the counseling center had had no personal contact with the counseling center. Two students doubted the capability of their counselor. The fourth student did not elaborate on his change of attitude.

Suggested Improvements in the Counseling Center

Question: What would you do to improve this service?

Twenty-five students or one-half of the members of the sample responded to this question with a suggestion. Three of the 25 who did not offer suggestions said they were satisfied with the counseling center the way it was. Seven stated they did not know enough about the counseling center to make suggestions.

The suggestions for improving the counseling center are discussed under the following headings: (1) Communication, (2) Meeting Student Needs, and (3) Others. These headings are at best arbitrary, as it will be seen that some suggestions overlap and imply other ways to group these responses.

1. Communications

There were 16 suggestions regarding communication between the counseling center and the students. Eleven students felt that more effort should be made to bring this service to the attention of the student early in his college career. These students stated that the University should attempt to remove the "stigma" image of the counseling center. One of these students stated, "More mature acceptance (by the students) is needed." Another student felt that the testing service should receive more publicity. Finally, one student indicated that the counseling center needed to take more initiative "in finding students with problems."

2. Meeting Student Needs

There were eight suggestions dealing with student needs. Three students felt that the counseling center needed more staff and a fourth suggested the need for office hours other than eight o'clock to five o'clock. Two students commented on vocational counseling. One of these stated that more emphasis should be placed on vocational aptitude

testing. The other two comments on student needs were: "There should be a more personal relationship between counselor and student," and "The counseling center should encourage interest tests for students who change majors."

3. Others

Two comments on the counseling center were classified as "other." One student suggested de-emphasizing the counseling center and pointed out, "Don't baby students." The other statement was, "There should be more coordination between the counseling center and departments."

Summary

Approximately ninety-four per cent of the members of the sample thought that counseling functions were important to college students. Also, approximately 80 per cent of the students who evaluated the counseling services found these services were either "satisfactory" or "outstanding." Personal counseling which aided academic achievement was both more important to students and evaluated as more effective by them than counseling for personal happiness and giving assistance in technical problems such as study habits and schedules which promote academic effectiveness.

Students are in general aware of the counseling center and its functions. Only one member of the sample was unaware of the counseling center and all but five members of the sample had had some contact with the counseling center.

The counseling center at Michigan State University was well regarded by a majority of the members of the sample. Only three members of the sample held a negative opinion toward the counseling center.

Dissatisfaction with the service received at the counseling center did not usually lead to dissatisfaction with the counseling center. A lack of contact with the counseling center did not necessarily give the student a negative attitude toward this service; however, all of the students who expressed a positive attitude toward this service had at least one personal contact with the counseling center.

Less than one-fourth of the members of the sample noted any change of attitude toward the counseling center. Two out of every three changes in attitude toward this service were in a positive direction. The student's satisfaction or dissatisfaction with the counseling center appeared to have no direct relationship to a change of attitude toward the counseling center.

Half of the members of the sample made suggestions for improving the counseling center. The most common suggestion was that more should be done to bring this service to the attention of the student early in his college career.

Chapter VI

FINANCIAL AID AND PLACEMENT FUNCTIONS

Introduction

It is a well established fact that a college education is not limited to the wealthy as it once was. Financial assistance to capable and needy students in the form of loans and scholarships is an integral part of university structure as it is known today. It is also common practice for universities to assist their graduates by helping them find employment in relation to their capabilities.

Student Responses to the Questionnaire Statements

On Financial Aid and Placement Functions

The members of the sample responded to the following statements on financial aid and placement functions:

16. Assistance is provided for obtaining part time employment.
17. The procedure for obtaining financial assistance is an educational experience for the student.
18. The University has a clear-cut policy for awarding financial aid which considers the needs of the student as well as the objectives and characteristics of the University.
19. Information is communicated to students about the job market, salaries, and placement trends in a wide variety of fields.
20. All types of financial aid are coordinated, including scholarships, loans, and placement assistance.

The student responses to these statements as shown in Table 20 show that all of these functions are important to college students.

The statement which was rated as least important to college students (number 17) was thought to be important to 80 per cent of the members of the sample.

Table 20: The Students' Responses to the Statements Regarding Financial Aid and Placement Functions

		Number	Percentage
16. Assistance is provided for obtaining part-time employment.			
Importance to the student going to college	1. Very important	32	64%
	2. Fairly important	17	34
	3. Not significant	1	2
Evaluation of the performance on the campus	1. Outstanding	16	32
	2. Satisfactory	28	56
	3. Not accomplished	4	8
	4. Do not know	2	4
17. The procedure for obtaining financial assistance is an educational experience for the student.			
Importance	1. Very important	17	34%
	2. Fairly important	23	46
	3. Not significant	10	20
Evaluation	1. Outstanding	7	14
	2. Satisfactory	22	44
	3. Not accomplished	5	10
	4. Do not know	16	32
18. The University has a clear-cut policy for awarding financial aid which considers the needs of the student as well as the objectives and characteristics of the University.			
Importance	1. Very important	36	72%
	2. Fairly important	13	26
	3. Not significant	1	2
Evaluation	1. Outstanding	7	14
	2. Satisfactory	16	32
	3. Not accomplished	15	30
	4. Do not know	12	24

Table 20 (cont.)

		Number	Percentage
19. Information is communicated to students about the job market, salaries, and placement trends in a wide variety of fields.			
Importance	1. Very important	44	88%
	2. Fairly important	6	12
	3. Not significant	0	0
Evaluation	1. Outstanding	32	64
	2. Satisfactory	11	22
	3. Not accomplished	7	14
	4. Do not know	0	0
20. All types of financial aid are coordinated, including scholarships, loans, and placement assistance.			
Importance	1. Very important	24	48%
	2. Fairly important	18	36
	3. Not significant	8	16
Evaluation	1. Outstanding	11	22
	2. Satisfactory	19	38
	3. Not accomplished	7	14
	4. Do not know	13	26

Statement number 17, "The procedure for obtaining financial assistance is an educational experience for the student," and statement number 20, "All types of financial aid are coordinated, including scholarships, loans, and placement assistance," received the lowest rating as far as their being of importance to the college student. These are the only functions of this group that a university could abandon and not produce an immediate or noticeable effect on the students. It is not surprising then that when the students evaluated the performance of the financial aids and placement functions, these two statements

received the highest number of "do not know" responses.

Statements 16, 18, and 19 received an evaluation which was noticeably higher than the other two functions of this area. These three functions are the ones which would be most apparent to the student.

Responses to Interview Questions

On The Placement Service

Contact or Experience With the Placement Service

Question: Have you had any contact with the placement service? What was the nature of this contact?

Twenty-eight students, or 56 per cent of the members of the sample as shown in Table 21, have had at least one personal contact with the placement service.

Table 21: Student Contact With
The Placement Service

Type of Contact	Number of Students N = 50	Percentage of Sample
No contact	9	18%
Have read placement notices	13	26
Looking for a job	12	24
Looking for a part-time job	14	28
Hired a baby-sitter	1	2
Visited the placement center	1	2

Student Attitudes Toward the Placement Service

Question: Were you satisfied with this service?

The students' expression of their satisfaction with the placement service is readily apparent on examination of Table 22. Seven students said, "This is an excellent service." Examples of other comments which were classified as "satisfied" were: "It's a marvelous organization," "One hundred per cent efficient," and "It is one of the best in the country." The one student who voiced dissatisfaction with the placement

Table 22: Student Attitudes Toward
The Placement Service

Students' Responses	Number N = 50	Percentage of Sample
Satisfied	40	80%
Dissatisfied	1	2
No response given	9	18

service said, "They aren't doing the job they could with summer employment." Five of the nine students who did not respond to this question had had no contact with the placement service.

The Respondents' Perception of Other Students' Attitudes Toward the Placement Service

Question: How do other students feel about the placement service?

A comparison of Tables 22 and 23 indicates that the attitudes

Table 23: Attitudes Toward the Placement
Services Attributed to Other Students

Type of Comment	Number
Favorable	38
Others are not familiar with this service	5
Others are aware	2
Other	2
No response given	5

attributed to other students about the placement service are quite similar to the attitude of the members of the sample. Other students are, in general, satisfied with the placement service. There were five who had had no contact with the placement service and five who stated that other students were not aware of the service.

The two comments classified as "other" could have been negative

connotations. These were "Improvements could be made" and "Others' attitudes depend on their financial status."

Changes in Attitude of the Respondents Toward the Placement Service

Question: Have your attitudes about the placement service changed in any way?

It can be seen in Table 24 that there is very little reported change in student attitude toward the placement service.

Table 24: Reported Changes of Attitude
Toward the Placement Service

Responses	Number N = 50	Percentage of Sample
No change	20	40%
Positive change	6	12
Negative change	0	0
Increased awareness	12	24
No response given	12	24

The very favorable attitude toward the placement service described in the previous sections appears to develop as students become aware of this service rather than be a result of a change in attitude. Only six students reported a change in attitude toward the placement service and these were all in a positive direction. Also all of these six students indicated a more favorable attitude toward the placement service rather than a change from a negative to a positive attitude.

Suggested Improvements in the Placement Service

Question: What can be done to improve the placement service?

Only six students gave suggestions for improving the placement service. These were requests for more publicity. Two specifically suggested more publicity in regard to part-time jobs and a third suggested an increase in the number of job bulletins from the placement service.

Responses to Interview Questions
on Student Loans

Contact or Experience With Student Loans

Question: Have you had any contact with student loans? What was the nature of this contact?

Thirteen of the 50 members of the sample had made application for a loan from the loan office, as shown in Table 25.

Table 25: Student Contact With
Student Loans

Type of Contact	Number N = 50	Percentage of Sample
No contact	30	60%
Applied - denied	2	4
Applied - approved - one loan	7	14
Applied - approved - two loans	1	2
Applied - approved - three loans	2	4
Applied - approved - four loans	1	2
Student Government loan*	2	4
Personal acquaintance received loan	5	10

*Student Government loan is a short term loan of up to 10 dollars. This loan is not handled by the student loan office.

Student Attitudes Toward Student Loans

Question: Were you satisfied with this service?

Most of the members of the sample had no contact with student loans and did not definitely state their attitude toward student loans. This information is shown in Table 26.

Table 26: Student Attitudes Toward Student Loan Functions

Students' Responses	Number N = 50	Percentage of Sample
Satisfied	17	34%
Dissatisfied	3	6
Other	3	6
No response given	27	54

It is difficult to pinpoint reasons for satisfaction or dissatisfaction from the data. Two who expressed dissatisfaction had been denied a loan. However, one who had been denied a loan expressed satisfaction with the service. One student said there was a lot of red tape. Another stated there was no red tape. A third said, "There is a lot of leg work but it is worth the effort."

The Respondents' Perception of Other Students' Attitudes Toward Student Loans

Question: How do the other students feel about student loans?

The attitudes of other students toward student loans is more favorable than the attitudes of the members of the sample. Seventeen students who did not give their personal attitude about student loans responded to the question regarding other students' attitudes about student loans. None of these responses was negative. The three

students who felt other students had negative attitudes toward student loans had negative attitudes toward this service themselves.

Table 27: Attitudes Toward Student Loans
Attributed to Other Students

Type of Comment	Number
Favorable	31
Negative	3
Others are aware	2
Others are not aware	6
Other	3
No response given	10

One student whose remarks were classified as "negative" said, "Denial gives a jaundiced view of the loan office." Three students thought that other students viewed the loan office as being fair even if their loans were denied.

Changes in Attitude of the Respondents Toward Student Loans

Question: Has your attitude about student loans changed in any way?

There is little reported change in students' attitudes about student loans. This information is found in Table 28. It was brought out in a previous section that denial of a loan application did not always produce dissatisfaction with this service. There were two negative changes of attitude reported. One of these students had been denied a loan because he owned a car, and the second student thought that loans were too easy to secure.

Table 28: Reported Changes of Attitude
Toward Student Loans

Responses	Number N = 50	Percentage of Sample
No change	15	30%
Positive change	5	10
Negative change	2	4
Increased awareness	8	16
No response given	20	40

Suggested Improvements in Student Loans

Question: What can be done to improve student loans?

There were 13 suggestions made in regard to improving the student loan program. Five students felt that more publicity should be given to this area of service.

There were four suggestions in regard to the University policies of not giving loans to students with cars. Two students said that students with cars should be eligible for loans. A third said that individual consideration should be given to loan applicants with cars. The fourth student said that the University was too lax in enforcing the policy of not giving loans to students with cars. He stated, "I know several students who are borrowing money (from the University) to keep their cars running."

The remaining four suggestions were: (1) "Make loans interest free," (2) "Cut out the unnecessary ordeal of getting a witness for a loan," (3) "Centralize the function (into one building)," (4) "More money is needed."

Responses to Interview Questions on
Scholarships

Contact or Experience With the Scholarship Office

Question: Have you had any contact with the scholarship office? What was the nature of this contact?

A large majority of the members of the sample, as shown in Table 29, have had no contact with the scholarship office. Also, only six

Table 29: Student Contact With
the Scholarship Office

Type of Contact	Number N = 50	Percentage of Sample
No contact	30	60%
Applied for scholarship - denied	6	12
Held scholarship and had personal contact	6	12
Held scholarship but had no personal contact	8	16

of the 14 students who held scholarships had ever been to the scholarship office.

Students' Attitudes Toward the Scholarship Office

Question: Were you satisfied with this service?

More students were satisfied with the scholarship office than were dissatisfied, as shown in Table 30. However, there was more dissatisfaction with this service than with both the placement service and the loan service.

Three students were dissatisfied because of the abrupt treatment

Table 30: Student Attitudes Toward
the Scholarship Office

Students' Responses	Number N = 50	Percentage of Sample
Satisfied	11	22%
Dissatisfied	8	16
No response given	31	62

they had received in the scholarship office. One of these who did not receive aid described the scholarship office personnel as "terrible, rude, curt, impersonal and cold." Another quoted someone in the scholarship office as saying, "We are doing the best we can, so keep your shirt on." There were also three students who expressed satisfaction with this service, and whose comments were in regard to the treatment they had received. One of these students said, "They went out of their way to help me."

Three students expressed dissatisfaction in regard to scholarships to athletes. The students thought that grants to athletes were not scholarships, and that this aid should be based more on scholastic achievement.

The Respondents' Perception of Other Students Attitudes Toward the Scholarship Office

Question: How do you think other students feel about the scholarship office?

A comparison of Tables 30 and 31 indicates that the attitudes attributed to other students about the scholarship office are both

more favorable and less negative than the attitudes of the members of the sample. Twenty-six attributed a positive attitude to other students

Table 31: Attitudes Toward the Scholarship Office Attributed to Other Students

Type of Comment	Number N = 50	Percentage of Sample
Favorable	26	52%
Negative	3	6
Others are aware	2	4
Others are not aware	7	14
Other	1	2
No response given	11	22

toward this service, whereas only 11 members of the sample expressed personal satisfaction. Only three students thought other students had a negative attitude toward the scholarship office; however, eight of the sample expressed personal dissatisfaction with this service.

Changes in Attitude of the Respondents Toward the Scholarship Office

Question: Have your attitudes about the scholarship office changed in any way?

There was little change in the attitude of the members of the sample toward the scholarship office, as shown in Table 32. Although this does not indicate a change of attitude, eight students did state that they became more aware of this service.

Suggested Improvement in the Scholarship Service

Question: What can be done to improve this service?

Table 32: Reported Changes of Attitudes
Toward the Scholarship Office

Response	Number N = 50	Percentage of Sample
No change	16	32%
Positive change	6	12
Negative change	1	2
Increased awareness	8	16
No response given	19	38

There were 17 suggestions for improving the scholarship service. Nine of these were in regard to publicity. These students indicated that there should be more publicity about the scholarships available and that there should be more of an effort to reach eligible students.

There were five comments regarding scholarships granted to athletes. Four students felt that academic requirements for athletes receiving aid should be raised. The other student stated that there were too many football scholarships.

Two students felt that more consideration should be given to the applicants' personal situation with less emphasis placed on high school grades.

Summary

Students in general held the functions of financial aid and placement to be important to the student in college.

Eighty-two per cent of the sample had had some contact with the placement office. This service was well regarded by the students of

the sample. Also, the attitudes of other students toward this service were judged to be quite favorable. There was very little reported change in attitude toward the placement service. There was one suggested improvement in this service. Six students said that the placement service should receive more publicity.

Less than half of the sample had any contact with or indicated an awareness of the loan office. Twenty-two per cent had applied for and received a loan and four per cent had been denied. Students in general are satisfied with this service. The attitudes attributed to other students about the loan office were also quite favorable. There was little reported change in attitude toward this service.

Five students suggested that more publicity be given to loan service. Four students made a suggestion in regard to the policy of not loaning money to students with automobiles. Three of these students felt that this policy should be relaxed or "done away with," and the fourth stated that the policy should be enforced more rigidly.

Most of the students in the sample had no personal contact with the scholarship office. Students expressed more dissatisfaction with this service than with both the placement and the loan functions. The two principal reasons for this dissatisfaction seemed to be the personal treatment students received when going to the office and the non-scholastic basis used for granting scholarships to athletes. Other students, in general, were viewed to have a favorable attitude toward this service. Nine students felt that the available scholarships should receive more publicity. Five felt that the granting of scholarships to athletes should be based more on scholastic achievement.



Chapter VII
HEALTH SERVICE FUNCTIONS

Introduction

The existence of a student hospital on campus gives credence to the fact that the physical well being of the students is important to the University in meeting its educational objectives. The health service is available to all full time students; however, this service is completely voluntary, and the student has the right to seek medical assistance elsewhere if he so desires.

Student Responses to the Questionnaire Statements
on Health Service Functions

The members of the sample responded to the following statements on health service functions:

21. Physical examinations are required of new students.
22. Counseling and psychiatric care are available for students with emotional problems.
23. Preventive medicine is provided, including regular examinations, programs of inoculation, and health education.
24. On the basis of a physical examination, students are classified regarding their fitness for the variety of demands of college participation.
25. Medical and surgical care is available for injured students.

Not one student interviewed thought that the care of injured students (statement 25) was insignificant to the college student (see Table 33). It is quite obvious to the students of the sample that an



Table 33: The Students' Responses to the Statements
Regarding Health Service Functions

		Number	Percentage
21. Physical examinations are required of new students.			
Importance to the student going to college	1. Very important	28	56%
	2. Fairly important	16	32
	3. Not significant	6	12
Evaluation of the performance on the campus	1. Outstanding	9	18
	2. Satisfactory	27	54
	3. Not accomplished	4	8
	4. Do not know	10	20
22. Counseling and psychiatric care are available for students with emotional problems.			
Importance	1. Very important	34	68%
	2. Fairly important	14	28
	3. Not significant	2	4
Evaluation	1. Outstanding	11	22
	2. Satisfactory	19	38
	3. Not accomplished	5	10
	4. Do not know	15	30
23. Preventive medicine is provided, including regular examinations, programs of inoculation, and health education.			
Importance	1. Very important	30	60%
	2. Fairly important	16	32
	3. Not significant	4	8
Evaluation	1. Outstanding	8	16
	2. Satisfactory	25	50
	3. Not accomplished	13	26
	4. Do not know	4	8
24. On the basis of a physical examination students are classified regarding their fitness for the variety of demands of college participation.			
Importance	1. Very important	14	28%
	2. Fairly important	20	40
	3. Not significant	16	32

Table 33 (cont.)

		Number	Percentage
Evaluation	1. Outstanding	4	8%
	2. Satisfactory	12	24
	3. Not accomplished	14	28
	4. Do not know	20	40
25. Medical and surgical care is available for injured students.			
Importance	1. Very important	45	90%
	2. Fairly important	5	10
	3. Not significant	0	0
Evaluation	1. Outstanding	21	42
	2. Satisfactory	18	36
	3. Not accomplished	9	18
	4. Do not know	2	4

injury could directly hinder their progress in college. On the other hand, being judged physically fit to take part in various college programs by a physician (statement 24) was rated as the least important function of this area. In evaluating the performance of these functions, the members of the sample rated statement 24 as the least satisfactory. In addition, this function received more "not accomplished" and "do not know" responses than any other function of this area.

Responses to Interview Questions

Student Contact With the Health Service

Question: Have you had any contact with the health service? What was the nature of this contact?

The amount of contact the students of the sample had with the

health service is given in Table 34.

Table 34: Student Contact With the Health Service

Number of Contacts	Number N = 50	Percentage of Sample
0 - 5	32	64%
6 - 10	5	10
11 - or more	13	26

Almost all of the students of the sample had some contact with the health service. Only two students reported never using the health service. One of these had been to the health service seven or eight times as a reporter from the State News. The figures in Table 34 are an approximation of the number of times the members of the sample contacted the health service. The responses to the question of how much contact the interviewee had had with the health service could not always be classified as a given number. For example, many students said they had been to the health service four or five times. At the upper end of the scale seven students reported 20 trips to the health service. Two of these stated they had been to the health service once a week. This would be roughly 120 contacts over the four year period. Six students also stated that they contacted the health service at least once a quarter.

Nineteen students or 38 per cent of the sample reported that they had been confined to the hospital. The length of stay at the hospital ranged from overnight, as in the case of six students, to a period of

three weeks, as in the case of two other students.

The reasons the students gave for contacting the health service, as shown in Table 35, are for the most part usual reasons a person might give for seeking medical assistance. The exceptions were

Table 35: Reasons for Student Contact
With the Health Service

Reason for Contact	Number Giving This Reason
Known illness	28
Injury	13
Physical therapy	4
Excuse from class	3
Blood test	3
X-ray	2
Shots	2
Operation	2
Thyroid treatment	1
Psychiatric interview	1
Physical examination	1

two of the three students who went to get excused from R.O.T.C. because they did not feel like attending the class, even though they were not ill.

Student Attitudes Toward Health Service Functions

Question: Were you satisfied with this service?

The attitudes of the members of the sample toward the health services are given in Table 36. Not one of the members of the sample failed to respond to the question of their attitude toward this service. A large majority of the sample, 86 per cent, expressed personal

satisfaction with the health service. Twenty-one of these expressed their satisfaction with some reservations. Seventeen of these expressed satisfaction but indicated that they had to wait too long for the service they received. One of these stated, "It takes one half day to stop the flow of blood, so to speak."

Table 36: Student Attitudes Toward the Health Service

Response	Number N = 50	Percentage of Sample
Satisfied	22	44%
Satisfied, with reservations	21	42
Dissatisfied	5	10
Mixed feelings	2	4

The four remaining students who were satisfied but held some reservation stated: (1) "They keep you too long." (2) "They could do better on diagnosis." (3) "It's mass production.", and (4) "I was satisfied with one doctor, but it's a butchershop."

There were five students who expressed a negative attitude toward the health service. All of these had been dissatisfied with the medical treatment they had received. One of these stated he was worse after his treatment. Another stated, "The staff are people who couldn't make it on their own." Another said that although he was dissatisfied with the service that he received, he thought that the head of the health service was "great."

Two students stated they had mixed feelings about the health service. One of these said that the health service was good for minor

illnesses but not for anything serious. The other indicated satisfaction at times and at other times felt that the service was inadequate.

The Respondents' Perception of Other Students' Attitudes Toward the Health Service

Question: How do other students feel about the health service?

The responses in Table 37 indicate that the members of the sample thought that other students' attitudes toward the health service is clearly less favorable than the attitude of the members of the sample.

Table 37: Attitudes Toward the Health Service
Attributed to Other Students

Response	Number N = 50	Percentage of Sample
They have a negative attitude	13	26%
A lot make derogatory comments	11	22
Most have a favorable attitude but a few complain	8	16
They have a favorable attitude	7	14
A lot complain but still go there	5	10
It varies	3	6
A lot of students won't go	2	4
Do not know	1	2

It is quite obvious from Table 37 that many students complain or make derogatory comments about this service. The complaints stem from the treatment received and the length of the waiting period before receiving treatment. Some of the negative statements were as follows: "It's an animal hospital." "It is run by a bunch of quacks." "It's a good idea but the operation is hideous." Four students stated that the

complaints were not justified.

The discrepancy between the personal satisfaction of the members of the sample and the large amount of negative feeling attributed to others is summarized by two students. One stated, "The heart of the problem is that a lot of people who go there aren't sick." The other indicated that when a student visits the health service he is not in a physical or psychological state which would lead him to think favorably about this service.

Changes in Attitudes of the Respondents Toward Health Service

Functions

Question: Has your attitude toward the health service changed in any way?

The reported changes of attitude toward the health service are given in Table 38. Half of the members of the sample reported a change

Table 38: Reported Changes of Attitudes
Toward the Health Service

Response	Number N = 50	Percentage of Sample
No change	16	32%
Positive change	15	30
Negative change	10	20
Vacillates	2	4
No response given	7	14

of attitude toward the health service. There is no marked trend in the change of attitude toward this service.

Suggested Improvements in the Health Service

Question: What can be done to improve the health service?

Thirty-seven students gave a total of 46 suggested improvements for the health service.

Six students said there should be less waiting and less red tape to get to see a doctor. Twenty-one students made specific suggestions which would reduce the amount of waiting. Eleven students said the size of the staff should be increased. Three students indicated that the health service should have week-end hours and two said that the health service should have longer daily hours. Three students said that more money was needed to improve the health service and two indicated that more space was necessary.

There were three suggestions in regard to enlarging this service. Two students stated that the health service should provide periodical medical examinations for students. A third felt that the health service should provide emergency treatment for non-students whenever it was necessary.

There were ten suggestions in regard to the negative attitudes of students toward the health service. Six students said that the competency of the staff should be improved. The other four students said that steps should be taken to combat the negative attitude of students toward this service. One specifically said that the University should require a course in health taught by health service doctors and another stated that the health service staff should have a more friendly attitude toward the students they serve.

There were six other comments in regard to improving the health service. These were (1) "It should not be necessary to have an excuse

from the health service for classes missed," (2) "The visitation policy should be relaxed. Close friends should be allowed to visit in-patients," (3) "The students who stay overnight should be informed of their diagnosis," (4) "They should stop giving so many pills. Maybe it is necessary," (5) "Nurses could give a shot a little better," and (6) "Eliminate the fees."

Summary

Students in general viewed the health service as an important function. All of the members of the sample viewed medical and surgical care for injured students as important. Ninety-six per cent of the sample had used the health service at least once. Thirty-eight per cent of the sample had been confined at least once for a 24-hour period or longer. Two students reported malingering. Forty-three of the 50 members of the sample expressed satisfaction with the service they received at the health service; however, 21 of these had some reservation about the service they had received. Most indicated that they had to wait too long before they could see a doctor. The attitudes of other students toward the health service as perceived by the members of the sample is clearly less favorable than the attitude of the members of the sample. This is apparently an area of service about which other students often complain. Even students who have a favorable attitude toward this service complain about it, according to the members of the sample. Half of the students of the sample indicated that they had changed their opinion toward the health service, although there was no marked trend in this changing of attitudes.

Thirty-seven students had suggestions to offer in regard to

improving the health service. Twenty-seven of these suggestions were in the area of improving the service, such as more doctors, longer hours for the health service, and enlarged facilities.

There were ten suggestions in regard to the complaining attitude of students. Six members of the sample felt the competency of the staff should be improved. Four others felt that steps should be taken to combat the negative attitudes of students toward the health service.

It can be said that the attitude toward the health service is an attitude which fluctuates. An examination of Tables 36, 37 and 38 reveals discrepancies in the students' perceptions of the health service. Over half of the members of the sample reported a change of attitude toward this service. Also, more students indicated a negative change of attitude toward this service than toward any other service in this study.

Chapter VIII
HOUSING AND FOOD SERVICES

Introduction

Michigan State University has taken an active role in providing adequate housing for its students. This is evidenced by the recent construction of new housing facilities for both married and single students. The residence halls for single students also include food services. Other housing facilities are available for students in nearby fraternities and sororities and in private homes both in Lansing and East Lansing.

Student Responses to the Questionnaire Statements
on Housing and Food Services

The members responded to the following statements on housing and food services:

26. The housing of married undergraduate students is a responsibility of the University.
27. Living units contribute to the development of responsible group membership, leadership, and sound morals.
28. Sorority and fraternity housing is under University supervision.
29. Off-campus student housing units are inspected regularly to maintain standards of good living.
30. Well-balanced meals are available to the students through the residence halls.

The responses from the members of the sample to the statements

on housing and food services found in Table 39 indicate that these functions are important to the student in college. Statement number

Table 39: The Students' Responses to the Statements Regarding Housing and Food Service

		Number	Percentage
26. The housing of married undergraduate students is a responsibility of the University.			
Importance to the Student going to college	1. Very important	14	28%
	2. Fairly important	27	54
	3. Not significant	9	18
Evaluation of the performance on the campus	1. Outstanding	36	72
	2. Satisfactory	9	18
	3. Not accomplished	2	4
	4. Do not know	3	6
27. The living units contribute to the development of responsible group membership, leadership, and sound morals.			
Importance	1. Very important	24	48%
	2. Fairly important	21	42
	3. Not significant	5	10
Evaluation	1. Outstanding	9	18
	2. Satisfactory	21	42
	3. Not accomplished	17	34
	4. Do not know	3	6
28. Sorority and fraternity housing is under University supervision.			
Importance	1. Very important	20	40%
	2. Fairly important	21	42
	3. Not significant	9	18
Evaluation	1. Outstanding	9	18
	2. Satisfactory	34	68
	3. Not accomplished	4	8
	4. Do not know	3	6

Table 39 (cont.)

		Number	Percentage
29. Off-campus student housing units are inspected regularly to maintain standards of good living.			
Importance	1. Very important	20	40%
	2. Fairly important	20	40
	3. Not significant	10	20
Evaluation	1. Outstanding	6	12
	2. Satisfactory	9	18
	3. Not accomplished	25	50
	4. Do not know	10	20
30. Well-balanced meals are available to the students through the residence halls.			
Importance	1. Very important	46	92%
	2. Fairly important	4	8
	3. Not significant	0	0
Evaluation	1. Outstanding	20	40
	2. Satisfactory	20	40
	3. Not accomplished	9	18
	4. Do not know	1	2

30, "Well-balanced meals are available to the students through the residence halls," was considered the most important function. Ninety-two per cent of the members of the sample thought this function "very important." The remaining eight per cent listed this function as "fairly important." This function also received a favorable evaluation by the students, as 80 per cent of the students of the sample were satisfied with this service.

Statement number 26, "The housing of married undergraduate students is a responsibility of the University," received a very favorable evaluation. Seventy-two per cent of the sample evaluated married



undergraduate housing as "outstanding." Only four per cent of the sample rated this function as "not accomplished."

The evaluation of statement 29, "Off-campus student housing units are inspected regularly to maintain standards of good living," was relatively poor. Fifty per cent of the students stated that this function was "not accomplished," and only 30 per cent were satisfied with this function.

Responses to Interview Questions

Contact or Experience With Housing and Food Services¹

Table 40 shows where the members of the sample lived during their four years at Michigan State University. Since the students were interviewed during their fourth year, part of the information in this table is a projection of their anticipated place of residence for the remainder of their fourth year. Forty of the students of the sample had experiences living in a University residence hall. Only eight of the sample had at no time lived in University housing. All but 13 of the sample had resided in at least two different types of residences during their four years as students.

All except two of the 40 students who had lived in a University residence hall moved in as freshmen. None of the students who moved out of a hall ever moved back into a residence hall. One student who

¹No question was asked to ascertain the students' contact with housing and food service. Information in this section was obtained from page one of the questionnaire answer sheet (Appendix A) and from the question in Chapter III on the students' experiences with student activities.

Table 40: Place of Residence of Students
During Four Years at Michigan State University

Number of Years in Residence	T y p e o f H o u s i n g						Number in Cooperatives
	Number in Residence Halls	Number in Off-Campus Housing	Number in Fraternities- Sororities	Number in Married Housing	Number at Home		
One year	18	8*	2	9	0	1	
Two years	9	11	5	0	2	1	
Three years	5	4	4	2	2	1	
Four years	8	2	0	0	3	0	
Totals	40	25*	11	11	7	3	

*This figure includes one student who resided for one year on a University farm.

moved into a hall as an upperclassman moved in from his home. The second student who moved into a hall as an upperclassman had resided with her parents for her first year in married housing.

Student Attitudes Toward Housing and Food Services

Question: Were you satisfied with the experience you have had with living quarters? And food service? Explain.

The responses to these questions as shown in Table 41 indicate that 43 students or 96 per cent of the sample expressed some degree of satisfaction with their experiences with housing and food services.

Table 41: Student Attitudes Toward
Housing and Food Services

Student Responses	Number N = 50	Percentage of Sample
Satisfied	27	54%
Satisfied with reservation	13	26
Dissatisfied	4	8
Mixed feelings	3	6
No response given	3	6

Seven of the 13 students who expressed satisfaction with some reservation indicated that they preferred to live off campus. Three others in this classification thought residence hall regulations were too strict. Two were satisfied with University housing except for the price. The remaining student in this classification was satisfied with living in a hall, but thought that housing was not the responsibility of the University.

Three students who expressed both satisfaction and dissatisfaction

were classified as having mixed feelings. One of these stated that the facilities and food were good, but he did not enjoy group living.

Another expressed satisfaction with his experiences in one hall but dissatisfaction with his experiences in a second hall. The third student of this category did not like living in a residence hall but enjoyed his fraternity living. The three students who are listed as having no contact with housing and food services spent each of the four years at college residing at home. Two of these indicated that they missed the participation in campus activities. The third stated, "The food's good, it's cheap, and close to campus."

In general, the longer a student lived in a residence hall the more apt he was to hold an office in the hall. Only two of the 18 students who lived in a hall one year held an office. Four of the nine students who lived in a hall for two years and three of the five who lived in a hall for three years held an office. Seven of the eight students who resided in a residence hall for four years held office.

The Respondents' Perception of Other Students' Attitudes Toward Housing and Food Services

Question: How do other students feel about this area of service?

The comments of the members of the sample about the attitudes of other students toward housing and food services are found in Table 42. A comparison of Tables 41 and 42 reveals that the members of the sample feel, in general, that other students are more dissatisfied with housing and food services than are the members of the sample. Other students are perceived as being more apt to complain about housing and food services than were the students of the sample. Only one student



Table 42: Attitudes Toward Housing
and Food Services Attributed
to Other Students

Comments	Number N = 50	Percentage of Sample
Most students are satisfied	11	22%
Most students complain	11	22
Students are satisfied but still complain	8	16
Most students are dissatisfied	7	14
It varies	6	12
Most students prefer off-campus housing	5	10
Other	2	4

in the sample personally complained about the food in University housing. Yet nine of the 19 students who thought other students complained indicated that food was the subject of their complaints. Three of the six students who said the attitude of other students varied indicated that students were satisfied with married housing, but were dissatisfied with the residence halls. Two also specifically indicated that the girls thought, "Mother's protection is ridiculous in the residence halls."

The two comments which were classified as "other" were as follows: "Most students over 21 agree that it is none of the University's business" and "It depends on the students' experiences with other colleges."

Changes in Attitude of the Respondents Toward Housing and Food Services

Question: Has your attitude toward housing and food services changed in any way?

The responses shown in Table 43 indicate that only 11 students or 22 per cent of the sample reported changes in their attitudes toward

Table 43: Reported Changes in Attitudes
Toward Housing and Food Services

Responses	Number N = 50	Percentage of Sample
No change	29	58%
Positive change	6	12
Negative change	4	8
Other	1	2
No response given	10	20

this area of service. Three of the students who stated a positive change in attitude stated that the services had improved. One stated that he had come to accept this function. Five students indicated that their attitude had changed after they had moved out of the residence hall. Two of these expressed an improved attitude and three of them reported a negative change in attitude. The fourth student who reported a negative change in attitude stated that housing was not the responsibility of the University.

Suggested Improvements in Housing and Food Services

Question: What can be done to improve these services?

Thirty-four students made a total of 23 suggestions in regard to improving this area of service. These suggestions will be discussed under the following headings: (1) Off-campus housing; (2) Facilities and services on campus; (3) On-campus housing regulations; and (4) Food services. An additional comment which is applicable for improving

any area of service was, "The University should check into student gripes to see if they are well founded."

1. Off-campus housing

Five students stated there should be less control over the housing of students 21 years of age or older. Three students also indicated that off-campus housing regulations should be more lenient. Five students stated that men students over 21 should be allowed to live wherever they desired. Two of these stipulated that men students should have a minimum grade-point average to reside wherever they desired.

Six students stated that regulations should be more lenient for women students. Three said that women over 21 should be allowed to live off campus. Two of these stated that seniors with a minimum grade-point average should be allowed to live in approved housing off campus. The other stated that the current regulations were too strict for women over 21.

Four students also stated that the University should not approve or disapprove of off-campus housing. The fifth student stated that the University should keep the householders from exploiting students.

2. Facilities and services on campus

Fourteen students requested more housing facilities, and seven of these stated that there should only be two in a room. The feeling was that three in a room created a difficult situation for the students. One student stated that the University should build co-ops on campus for both men and women. Three stated that there should be more housing facilities close to the campus. Another student stated in regard to housing facilities that the halls should provide more facilities

for studying.

The two remaining statements and suggestions in regard to services and facilities were: "The resident assistants should all be graduate students," and "The halls should provide a more homey atmosphere. Brody (area halls) is like a penitentiary."

3. On-campus housing regulations

There were four suggestions in regard to these regulations. Two students felt that students should be encouraged to participate in the formulation of housing regulations. One student stated that the dress regulations were too strict. Another stated that there were too many married housing regulations, and the remaining student objected to the policy in regard to the painting of the interiors of the married housing units.

4. Food services

Two suggestions in regard to food service were made directly in regard to the food provided. One student said that the amount of starch served should be reduced and a second student desired a greater variety of food. Two other students indicated that the food budget needed improvement. One of these also stated that there were too many people in food service who were just "standing around."

Summary

Students in general view housing and food service as important functions. The providing of well-balanced meals through the residence halls was listed as the most important function of this area. Providing for married housing was considered to be the most outstanding

service and provisions for off-campus housing was the least satisfactory.

Eighty per cent of the sample had some experience in living in a University residence hall. Those who had no experience were either married students or local residents. All but 13 of the sample lived in at least two different types of residences during their four years in college. Students at Michigan State University, as they advance in class status, tend to move out of residence halls. Students are in general satisfied with their living experiences. Some students prefer to live off-campus rather than in a residence hall. However, most of these indicated satisfaction with their residence hall experience. Other students were, in general, viewed by the sample to be more dissatisfied with these services than were the members of the sample.

Thirty-four students made a total of 23 suggestions for improving these services. Twenty-four of these students made suggestions regarding off-campus housing. The general feeling was that the regulations for off-campus housing should be reduced in number and be made more lenient. There were 14 suggestions about residence hall facilities and services. The most common suggestion was that the maximum number in one room should be two students. There were four suggested improvements for off-campus housing regulations. Two of the four suggestions about the food services were in regard to the quality of the food and two in regard to a lack of economies in the food budget.

Chapter IX
STUDENT CONDUCT

Introduction

Methods of handling problems of student conduct vary from university to university. The philosophy and program of Michigan State University in regard to student conduct is pointed toward allowing the student to assume a degree of responsibility in handling situations of student behavior. The program is primarily carried out through student government on the levels of All University Student Government, fraternity and sorority government, and residence hall government. These different areas have student judicial boards to handle situations of student conduct.

Student Responses to the Questionnaire

Statements on Student Conduct Functions

The members of the sample responded to the following statements on student conduct functions:

31. There is a well-defined policy regarding standards of student behavior.
32. Specific information and instruction on standards, regulations, and traditions of the University are provided to incoming students.
33. Campus disciplinary policy covers students involved in violation of public laws.
34. The regulation of student conduct utilized the disciplinary situation as a rehabilitative and educative experience.

35. The University encourages acceptance by the individual of social standards of morality.

The responses of the sample to the statements of student conduct functions in Table 44 show that there is general agreement among the members of the sample in regard to the importance of these functions.

Table 44: The Students' Responses to the Statements Regarding Student Conduct Functions

		Number	Percentage
31. There is a well-defined policy regarding standards of student behavior.			
Importance to the student going to college	1. Very important	16	32%
	2. Fairly important	25	50
	3. Not significant	9	18
Evaluation of the performance on campus	1. Outstanding	9	18
	2. Satisfactory	23	46
	3. Not accomplished	15	30
	4. Do not know	3	6
32. Specific information and instruction on standards, regulations, and traditions of the University are provided to incoming students.			
Importance	1. Very important	25	50%
	2. Fairly important	23	46
	3. Not significant	2	4
Evaluation	1. Outstanding	11	22
	2. Satisfactory	25	50
	3. Not accomplished	13	26
	4. Do not know	1	2
33. Campus disciplinary policy covers students involved in violations of public laws.			
Importance	1. Very important	13	26%
	2. Fairly important	17	34
	3. Not significant	20	40

Table 44 (cont.)

		Number	Percentage
Evaluation	1. Outstanding	14	28
	2. Satisfactory	21	42
	3. Not accomplished	6	12
	4. Do not know	9	18
34. The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience.			
Importance	1. Very important	19	38%
	2. Fairly important	22	44
	3. Not significant	9	18
Evaluation	1. Outstanding	6	12
	2. Satisfactory	12	24
	3. Not accomplished	25	50
	4. Do not know	7	14
35. The University encourages acceptance by the individual of social standards of morality.			
Importance	1. Very important	22	44%
	2. Fairly important	19	38
	3. Not significant	9	18
Evaluation	1. Outstanding	11	22%
	2. Satisfactory	22	44
	3. Not accomplished	15	30
	4. Do not know	2	4

The students felt that statement number 33, "Campus disciplinary policy covers students involved in violation of public laws," was the least important of these student conduct functions. Forty per cent of the sample felt that this function was not significant.

The students of the sample felt that the most important function in the area of student conduct was in regard to informing the students of standards, regulations, and traditions of the University, (number 32).

Another important function is statement number 34, "The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience." This statement received the most unfavorable evaluation by the students of the sample. Fifty per cent of these students felt that this function was not accomplished. Only 36 per cent of the sample felt that it was accomplished.

Responses to Interview Questions

Contact or Experience in Student Conduct

Question: Have you ever been involved in a disciplinary situation?

Explain. Have you ever served on a judicial board?

The students' contacts with the area of student conduct are presented in Table 45. All but six of the members of the sample expressed an awareness of the judicial system which existed on campus. The various types of boards and the number of students who appeared before each

Table 45: Students' Contact With Problems of Student Conduct

Responses	Number N = 50	Percentage of Sample
Familiar with area of Student Conduct	18	36%
Appeared before a judicial board	14	28
Served on a judicial board	6	12
Aware of area of Student Conduct	6	12
No response given	6	12

board are as follows: (1) All University Judicial Board, 4; (2) Residence hall judicial boards, 4; (3) Associated Women Students Judicial

boards, 2; and (4) Student Traffic Court, 2. Two students also appeared before a personnel dean for serious offenses.

The figures in Table 45 show that 20 students of the sample either appeared before a judicial board or had served on a judicial board. None of the six who had served on a judicial board ever appeared before such a board, and none of the 14 who had appeared before such a board had ever served on a judicial board.

Students' Attitude Toward Student Conduct Functions

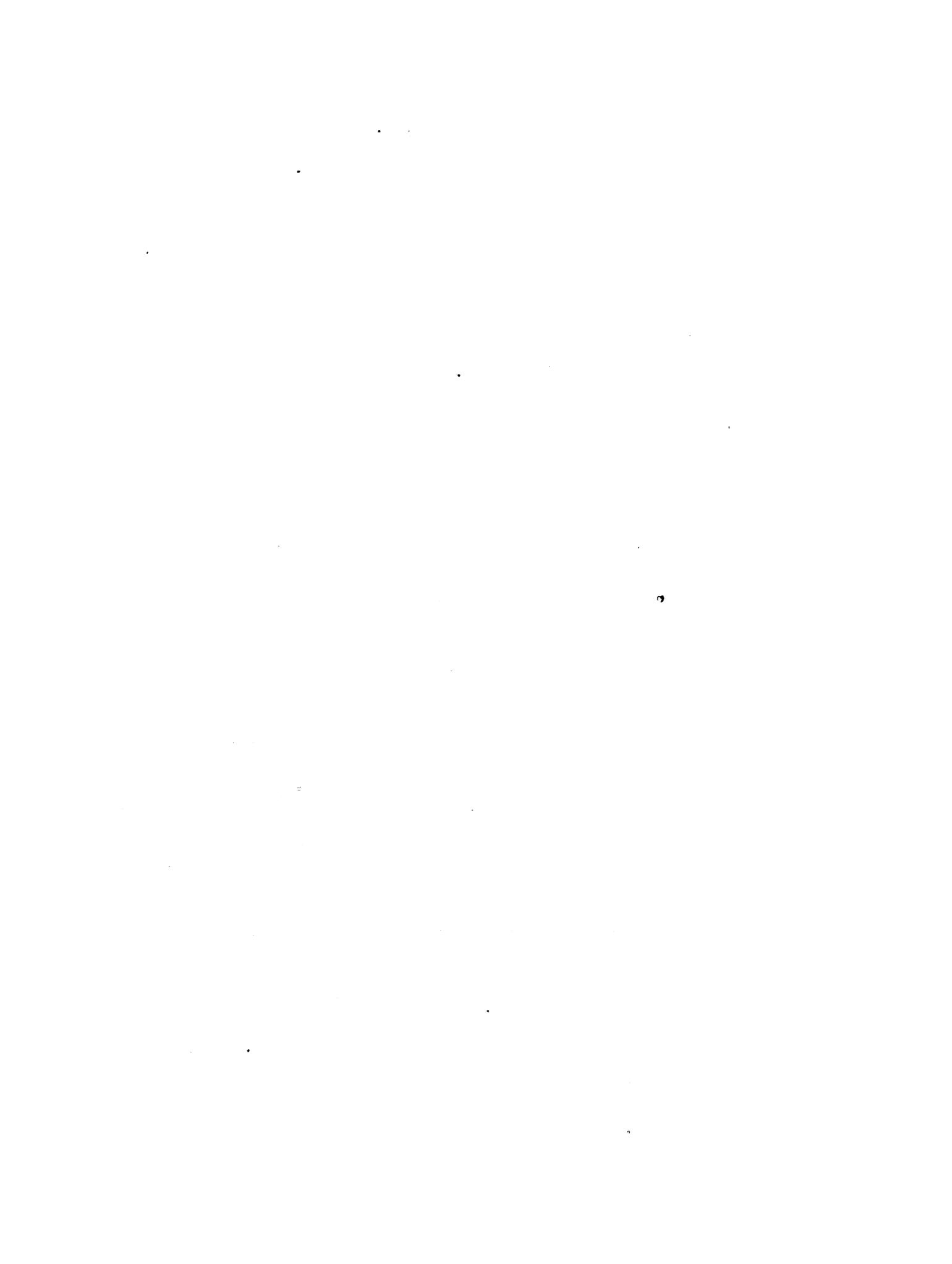
Question: Are campus rules and regulations adequate? Are students involved in infractions of rules handled fairly?

The students' expression on their satisfaction with the area of student conduct, as shown in Table 46, is evenly divided between

Table 46: Student Attitudes Toward
the Area of Student Conduct

Student Responses	Number N = 50	Percentage of Sample
Satisfied	19	38%
Dissatisfied	19	38
Mixed feeling	10	20
No response given	2	4

satisfaction and dissatisfaction. Nineteen students expressed satisfaction and 19 dissatisfaction with this area of service. Thirteen expressed both satisfaction with the regulations and the way situations were handled. Five indicated satisfaction with the regulations only, and one student indicated that the boards were fair with the



students. The quote which is most typical of the students' expression of satisfaction was, "The rules are adequate and discipline is administered fairly."

An equal number of students, 19, expressed dissatisfaction with this area of service. In general, dissatisfaction stemmed from a perceived over-abundance of rules and from the poor handling of disciplinary situations. Twelve students indicated they were dissatisfied with both the regulations and the way students involved in situations of misconduct were handled. A typical comment was, "There are too many rules. The way they are handled is a big joke." Four students expressed dissatisfaction with the regulations only, and three expressed dissatisfaction with the way situations were handled. The general opinion was that the boards are usually too severe. One student stated, "Discipline is handled in an immature way. The boards are too inflexible." Another typical comment was, "Discipline is handled very poorly -- all in the same manner and no student ever wins."

Ten students had mixed feelings about this area of service. Seven of these stated that the rules were adequate but they were handled poorly. Five of these indicated that discipline was much too severe and awkwardly handled. One of these said that disciplinary situations were handled too leniently and the other indicated that major disciplinary problems were well-handled, but the handling of minor infractions was "a bunch of noise." Three students in this category felt that the regulations were too strict but also indicated situations were handled fairly.



The Respondents' Perception of Other Students' Attitudes Toward the Area of Student Conduct

Question: How do other students feel about the regulations and about the treatment of students involved in violations of the regulations?

The comments about attitudes attributed to other students are shown in Table 47. A general observation is that other students are

Table 47: Attitudes Toward the Area of Student Conduct Attributed to Other Students

Comment	Number
Students want more responsibility	22
Problem situations are not handled fairly	18
Most feel the University is fair	16
Most students complain	3
Older students accept the situation, younger ones complain	3
Most have a negative attitude	2
Don't know	1
Others don't care	1
Other	1

equally divided in their attitude toward student conduct, according to the members of the sample. There is one notable difference between the stated attitudes of the members of the sample and the attitudes of other students as perceived by the members of the sample.

The feeling that the rules and regulations are adequate as expressed by nineteen members of the sample (see Table 46) is not reflected in the attitudes attributed to other students. The attitude attributed to other students is that students want more responsibility for their own actions. Members of the sample thought that other students felt

that in general there were "too many rules." One student stated that students should have more responsibility for their personal conduct. Another stated, "The students feel imposed upon."

The attitude of other students on the way disciplinary situations are handled was similar to the attitudes of the members of the sample. Eighteen students felt that the problem situations were not handled fairly. Two of these students indicated that students in trouble feel that they are treated unfairly. There were 16 students who felt that in general the administration and the student boards handled disciplinary situations fairly.

There were two comments attributed to other students which did not appear to be an attitude of any members of the sample. One of these students stated, "Most are not concerned. They have a 'so what' attitude." The other student indicated that other students were not aware of the value of the campus police.

Changes in Attitudes of the Respondents Toward Student Conduct Functions

Question: Has your attitude toward student conduct changed in any way?

The responses to the question of changes in attitudes toward the area of student conduct are reported in Table 48. As it was noted in the previous two sections, students were evenly divided in their attitude toward the regulations and the way they are handled. The figures shown in Table 48 indicate that this division of opinion does not appear to be the result of a change in attitude.

Ten students expressed a positive change and 11 students expressed



Table 48: Reported Changes of Attitudes
Toward the Area of Student Conduct

Response	Number N = 50	Percentage of Sample
No change	18	36%
Positive change	10	20
Negative change	11	22
It varies	3	6
No response given	8	16

a negative change in attitude. The reasons given for the reported change in attitude were in general the same as reasons previously expressed for satisfaction or dissatisfaction with this area of service. Five students who indicated a positive change in attitude also indicated that they had become more aware of the need for and values of the regulations. Two students also specifically stated that they felt that there had been an improvement in the regulations recently.

Two of the three students, who indicated that their attitude varied, stated a negative change of attitude followed by a positive change in attitude. The third student indicated that his attitude varied with the way his friends had been handled in disciplinary situations.

Suggested Improvements in the Area of Student Conduct

Question: What can be done to improve the area of student conduct?

Forty students made a total of 24 suggestions on improving student conduct functions. Twenty-one of these suggestions are very similar in content and can be summed up in the following quote: "Relax the

childish rules and try to put more responsibility on students instead of telling them what to do." Seven students specifically indicated that older students should be given more responsibility. One said, "Students ages 21 and 22 should be able to wipe their own noses." Three students specifically indicated that there should be a review of the rules and their application by the faculty, administration, and students, and that unnecessary rules should be deleted. Other specific suggestions were in regard to specific regulations. One student stated that women should not have hours. Another indicated that the penalty for drinking should be less severe.

Two other quotes on relaxing the regulations were: (1) "Drop as many regulations as possible so that the student doesn't feel he is entering a big high school," and (2) "Relax the rules a bit. We need new blood on the board of trustees. They live too much in the past." There were three other suggestions on improving the student conduct situation, in addition to reducing or relaxing regulations. One student said that this was an education problem and that the University "should teach the reasons for and the value of the regulations." Another approach to this problem mentioned by one student was that the University should raise its academic standards. She felt that with higher academic standards there would be less difficulty in the area of student conduct. Six students stated that better communication about the regulations were needed and more should be done to acquaint the students with the University's regulations. This would, in general, improve the attitude of the students. One student indicated that the University should be firmer with first offenders.

Summary

In general, the members of the sample felt that student conduct functions were important to students in college. The function which was regarded as least important was having disciplinary policies which covered students involved in the violation of public laws. The function which was regarded as most important was making students aware of standards, regulations, and traditions of the University. In regard to the performance of these functions, only 36 per cent of the members of the sample thought that disciplinary situations were rehabilitative and educational experiences for the students involved. There was a general awareness regarding the rules and regulations and how conduct situations are handled. Only six students did not respond to this question. Twenty students had either served on a judicial board or appeared before a judicial board. The students' attitudes toward the area of student conduct were evenly divided. Nineteen expressed satisfaction, 19 expressed dissatisfaction, and 10 indicated mixed feelings, or feelings of both satisfaction and dissatisfaction. Dissatisfaction stemmed largely from a reported excess in the amount of regulations. The attitudes toward the area of student conduct attributed to other students was more negative than the attitude of the members of the sample. The students felt that other students wanted more responsibility for their own conduct and fewer regulations. None of the students felt that other students thought the rules and regulations were adequate. However, 16 students said that the University was fair in dealing with problems of misconduct. There was no marked trend in the change of attitude toward this service.



Forty students made a total of 24 suggestions for improving the area of student conduct. The most frequent suggestions for improvement in this area were that there should be fewer regulations and that students should be given more responsibility for their own conduct.

Chapter X
SPECIAL SERVICES

Introduction

Michigan State University provides special services in addition to those discussed in the previous seven chapters. These services which are designed to assist the student in taking full advantage of the academic work offered at Michigan State University include: (1) remedial services and special services for students with superior ability; (2) campus protective services (police and fire); (3) new student orientation; (4) assistance for the problems of foreign or exchange students; and (5) provision for driving and parking of student vehicles on the campus.

The responses to the questionnaire statement on these services will not be discussed in one section as they were in the preceding seven chapters, as these statements are not directly related to each other. The responses to each statement will be discussed at the beginning of the section on that particular function. The reported changes in attitude toward these services will not be reported in tabular form as there was very little reported change in attitude toward any of these functions. The changes which were noted will be discussed in the appropriate section.

The interview questions are not repeated in each section because of the change in structure of this chapter. These questions, however, were asked for each of the five services.

1. What contacts have you had with this function?
2. Have you been satisfied with your experiences with this function? Explain.
3. Has this attitude changed, and if so, why?
4. How do other students feel about this function?
5. What would you do to improve this function?

The answers to these questions are incorporated in paragraph form.

Remedial Services and Special Services for Students
With Superior Ability

The responses to the questionnaire statement on these functions are found in Table 49. These functions were considered to be important to all of the members. These functions also received a favorable evaluation as only one student stated they were not accomplished.

Table 49: The Students' Responses to the Statement Regarding
Remedial Services and Services for Students
With Superior Ability

		Number	Percentage
36. Individual assistance is available in the form of special remedial services and also in the form of special services for students with superior ability.			
Importance to the student going to college	1. Very important	39	78%
	2. Fairly important	11	22
	3. Not significant	0	0
Evaluation of the performance on the campus	1. Outstanding	17	34
	2. Satisfactory	21	42
	3. Not accomplished	1	2
	4. Do not know	11	22

The students' contact with remedial and special services is shown in Table 50.

Table 50: Student Contact With Remedial Services and Services for Students With Superior Ability

Contact	Number N = 50	Percentage of Sample
Personal contact with honor classes	8	16%
Personal contact with remedial services	4	8
Stated awareness of these services	16	32
No contact	22	44

The responses to the question of the student contact with these services indicate that although these services were not widely used by the members of the sample, over half of these students were familiar with these functions.

Five students who stated their awareness about these services indicated they had friends who had taken advantage of the services. One also stated he was personally acquainted with the head of the honors college.

The students' attitudes toward these services are presented in Table 51. Students in general seem to have a favorable attitude toward these services even though they have had no personal contact with these services. The five students whose remarks were classified as "other" made statements which may be classified as somewhat negative. One student stated that the superior students were not challenged. Another student indicated that students did not take the

Table 51: Student Attitudes Toward Remedial
Services and Services for Students
With Superior Ability

Response	Number N = 50	Percentage of Sample
These services are well performed	20	40%
These services are important	14	28
These services are not important	1	2
Other	5	10
No response given	10	20

remedial services seriously. Another expressed doubts about the value of the tests used in remedial services. Two students also indicated that they felt the honor classes were easier than the regular classes. One of the two students reported he was placed in an honors class in error.

The attitudes toward these services attributed to other students are found in Table 52. Twenty-two of the 25 students who responded to

Table 52: Attitudes Toward Remedial Services and
Services for Students With Superior Ability
Attributed to Other Students

Response	Number N = 50	Percentage of Sample
Most have a favorable attitude	22	44%
Most think they are not important	2	4
Others are not familiar with these services	1	2
No response given	25	50

the question on the attitude of other students toward these services felt that there was a favorable attitude. This is similar to the attitude expressed by the members of the sample. One student felt that other students envied students in the honors classes. Two students indicated these services were not important. One of these indicated that the average student thinks that these services are a farce.

There were no reported changes in attitude toward these services.

Three students made suggestions for improving these services. One stated that these services should be publicized more. A second felt that there should not be a charge for remedial services and a third felt that no credit should be given for remedial classes.

Campus Protective Services

The students' responses to the statement on protective services are found in Table 53. The protective services were rated as important by all of the members of the sample. Ninety-six per cent of

Table 53: The Students' Responses to the Statement on Campus Protective Services

		Number	Percentage
37. Campus protective services (police and fire) are provided.			
Importance	1. Very important	42	84%
	2. Fairly important	8	16
	3. Not significant	0	0
Evaluation	1. Outstanding	23	46
	2. Satisfactory	25	50
	3. Not accomplished	2	4
	4. Do not know	0	0

the sample evaluated these services as either "satisfactory" or "outstanding."

The tabulation in Table 54 indicates that students are in general aware of these services although there is not a great deal of personal contact. Eleven of the members of the sample had come in personal contact with the police. Two students had been employed in the Campus

Table 54: Students' Contact With Campus Protective Services (Police and Fire)

Contact	Number N = 50	Percentage of Sample
Have been stopped by Campus Police	9	18%
Stated awareness of these services	33	66
Student employee in Campus Police Dept.	2	4
No contact	6	12

Police Department and the remaining nine students had been stopped by campus police. The students who stated awareness of these functions did not specify either the campus police or the campus fire department. One who expressed an awareness of these services was a reporter for the State News. Another indicated he had a friend on the police force.

The students' attitudes toward these services are found in Table 55.

Although two students felt these services were not accomplished (Table 53), eight students were dissatisfied with these services (Table 55).

Three of the seven students who were dissatisfied with the campus

Table 55: Student Attitudes Toward
Campus Protective Services

Response	Number N = 50	Percentage of Sample
These services are adequate or efficient	36	72%
Dissatisfied with campus police	7	14
Dissatisfied with fire protection	1	2
No response given	6	12

police stated that they thought the police had too much authority. Two indicated that the police were discourteous. The remaining two indicated a dislike for the campus police. One student said, "There are too many policemen, but the service is adequate."

The one negative statement on fire protection was made by a student who had worked in a chemistry laboratory. He felt that the fire precautions taken in these laboratories were insufficient.

The student attitudes toward campus protective services attributed to other students are found in Table 56. The general attitude toward

Table 56: Attitudes Toward Campus Protective
Services Attributed to Other Students

Response	Number N = 50	Percentage of Sample
Students have a favorable attitude	23	46%
They take these services for granted	2	4
They dislike the campus police	12	24
Other	1	2
No response given	12	24

the campus police as attributed to other students is more negative than either the students' own attitudes or their responses to the statement on this function. Some insight about the reasons for this negative attitude may be found in the statement of one student who said, "Other students' attitudes are not too favorable; however, this may be due to the nature of the work. Anyone who restricts is bad."

Two of the women who indicated that there was a favorable attitude among other students toward these services stated that the campus police were always at their halls immediately after there had been any trouble.

Six students made suggested improvements for the campus police. Four of these were in regard to reducing the function of the campus police. Two felt that this function should not be a university function. One of these stated, "We need watchmen rather than policemen." One student stated that policemen should not carry arms and the fourth said, "Narrow the area of duty. This should not be a spy organization."

Two other statements about improving the campus police were: "The officer should be more mature, business-like, and competent," and "The officers needed a course in personal relations."

Orientation

The students' reactions to orientation are found in Table 57. Contacts which the students had with the orientation program are found in Table 58. Although the orientation program is designed to orient new students to the campus, 13 students, or 26 per cent of the sample, indicated that they had not participated in the orientation program. Nine of these were aware of this program but had not participated, and



Table 57: The Students' Responses to the Statement on Student Orientation

		Number	Percentage
38. A program of new student orientation is provided.			
Importance to the student going to college	1. Very important	41	82%
	2. Fairly important	8	16
	3. Not significant	1	2
Evaluation of the performance on the campus	1. Outstanding	23	46
	2. Satisfactory	21	42
	3. Not accomplished	1	2
	4. Do not know	5	10

Table 58: Students' Contact With the Orientation Program

Contact	Number N = 50	Percentage of Sample
Participated in orientation program	37	74%
Aware of orientation, had not participated	9	18
No response given	4	8

four made no response to this question.

The students' expression of their attitude toward the orientation program is found in Table 59. In general, there is a positive attitude toward this program. However, five students felt that it was a waste of time. The attitude of other students toward the orientation program as perceived by the members of the sample as shown in Table 60 are quite similar to those of the students of the sample.

Table 59: Student Attitudes Toward
the Orientation Program

Response	Number N = 50	Percentage of Sample
Orientation is quite good	23	46%
Orientation is adequate	11	22
Orientation is important	2	4
It is a waste of time	5	10
No response given	9	18

Table 60: Attitudes Toward the
Orientation Program Attributed
To Other Students

Response	Number N = 50	Percentage of Sample
Others have a favorable attitude	33	66%
Others are dissatisfied	3	6
No response given	14	28

Six students who had a favorable attitude toward the orientation program made specific mention of the summer clinic.

There was only one reported change in attitude toward the orientation program. This student indicated an improved attitude.

There were three suggestions for improving the orientation program. One stated that there should be more emphasis placed on orientation. A second student stated that more student leadership was needed in the orientation program, and a third student indicated that there should be a separate orientation program for transfer students

and freshmen.

Assistance Given To Foreign Students

Although all of the students of the sample as shown in Table 61 indicated that this was an important service, only six indicated an

Table 61: The Students' Responses to the Statement on Assistance Given Foreign Students

		Number	Percentage
39. Assistance is given for the special problems of foreign or exchange students.			
Importance to the student going to college	1. Very important	44	88%
	2. Fairly important	6	12
	3. Not significant	0	0
Evaluation of the performance on the campus	1. Outstanding	14	28
	2. Satisfactory	17	34
	3. Not accomplished	4	8
	4. Do not know	15	30

active interest in this service, as shown in Table 62. Fourteen indicated an awareness of this service. The attitudes of the members of the

Table 62: Student Contact With Assistance Given to Foreign Students

Contact	Number N = 50	Percentage of Sample
Have an active interest in service	6	12%
Stated awareness of service	14	28
No contact	30	60



sample toward this service as shown in Table 63 and the attitude attributed to other students found in Table 64 indicated a definite lack of awareness about this service for foreign students. In each of

Table 63: Student Attitudes Toward Assistance
Given to Foreign Students

Responses	Number N = 50	Percentage of Sample
This service is adequate and important	15	30%
This service is outstanding	2	4
More U.S. Students should take part	2	4
Foreign students have trouble getting assistance	1	2
No response given	30	60

Table 64: Attitudes Toward Assistance
Given to Foreign Students Attributed
to Other Students

Response	Number N = 50	Percentage of Sample
They have a favorable attitude	13	26%
This is an outstanding service	1	2
They don't know or care	2	4
No response given	34	68

these tables over half of the members of the sample are shown as not responding to the question. The reason for this lack of concern for this assistance to foreign students may be found in the statement of two students who indicated, "Most don't know or care about this service."

There were no reported changes in attitude toward this service.

Three students made suggestions for improving this service. One stated that special help should be given in language improvement. Another stated, "We need more student participation." The third student indicated that more personal attention should be given to the foreign students by the United States students.

Provision for Driving and Parking
of Student Vehicles on Campus

The responses to the questionnaire statement on this service are found in Table 65. This function was rated as important to 96 per cent

Table 65: The Students' Responses to the
Statement on Driving and Parking
of Student Vehicles on Campus

		Number	Percentage
40. There is provision for the driving and parking of student vehicles on the campus.			
Importance to the student going to college	1. Very important	29	58%
	2. Fairly important	19	38
	3. Not significant	2	4
Evaluation of the performance on the campus	1. Outstanding	13	26
	2. Satisfactory	27	54
	3. Not accomplished	9	18
	4. Do not know	1	2

of the sample. Eighty per cent evaluated these services favorable and 18 per cent said they were "not accomplished." The remaining two per cent said they "did not know."

There is no table in this section on the students' contact with

driving and parking on the campus. All of the students interviewed indicated an awareness of this area. Two did not drive a vehicle on campus.

Table 66 presents the students' expression of their attitude

Table 66: Student Attitudes Toward Provision
for Student Driving and Parking on Campus

Response	Number N = 50	Percentage of Sample
Satisfied with the situation	38	76%
The provisions are not adequate	10	20
No response given	2	4

toward these services. Seventy-six per cent of the sample expressed satisfaction. The students of the sample were, in general, satisfied with the parking and driving situation on campus. The attitudes toward driving and parking provisions attributed to other students are shown in Table 67.

Table 67: Attitudes Toward Provisions for
Student Driving and Parking on Campus
Attributed to Other Students

Response	Number N = 50	Percentage of Sample
Most are satisfied	21	42%
Accept the situation, but complain	5	10
Most are dissatisfied	13	26
No response given	11	22



There was more dissatisfaction attributed to other students than was expressed by members of the sample. Also, five of the students who said that other students accepted the situation stated that other students also complained about the situation. Only one student expressed a change of attitude toward this area of service, and he expressed an improved attitude. There were more negative attitudes expressed toward this service than there were toward any of the other special services. There were also more suggested improvements in this area of service than there were for any other special service.

Nineteen students made suggestions for improving parking and driving on campus. Fourteen of these students wanted more parking facilities. Two suggested a tiered pavilion, and two wanted more lots closer to the residence halls. Nine students suggested more student parking in areas close to classroom buildings and Kellogg Center. One student wanted more free parking and indicated that the lots should be paved.

Two of the remaining five students stated that the University should "tighten up" on enforcement of driving rules. Another student stated that students should be able to drive on campus. The fourth student said that parking stickers should be free. The fifth student said that the parking should be on a "first come - first served basis," and the faculty should be included in this practice.

Summary

Students of the sample, in general, thought that the special services mentioned here were important to the students in college. These services are remedial services and special services for students with superior ability, campus protective services, orientation, assistance



given to foreign students, and provision for driving and parking of student vehicles on campus. In general, the students' contact with the special services was limited with the exception of the orientation program. The students were, in general, aware of the parking and driving provisions but lacked awareness of the other three services.

The students' attitudes toward all five of these services, when it was expressed, was generally quite favorable. The least satisfactory service was the provision for parking spaces on the campus. Ten students expressed dissatisfaction with this service. The attitudes of other students toward these services as perceived by the members of the sample were, in general, quite similar to the attitudes of the members of the sample. More dissatisfaction was attributed to other students about the same services. Seven students were dissatisfied with the campus police, whereas 12 students indicated that other students were dissatisfied with this service.



Chapter XI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

One of the basic underlying premises in personnel work is the recognition of individual differences. Although no formal attempt was made to point out individual differences in this thesis, the presence of individual differences was made vividly clear to the writer in the process of interviewing 50 students with a semistandardized interview.

The purpose of this study was to determine student perceptions of student personnel services at Michigan State University. The students in the study rated selected personnel functions on their importance of these functions at Michigan State University. These functions are student activities; admissions, registrar, and records functions; counseling; financial aid and placement; health service; housing and food service; student conduct functions; and special services. Emphasis was also placed on determining possible areas for improvement.

The sample consisted of 50 seniors of the class of 1962 at Michigan State University. The sample was a stratified random sample with proportionate allocations in terms of sex, marital status, and place of residence at the time of the study.

The interview questionnaire used in this study was an adaptation of the Student Personnel Services Questionnaire developed by Fitzgerald (23) in 1959. The members of the sample rated the questionnaire

statements regarding personnel functions in terms of importance to college students and quality of performance at Michigan State University.

The following questions were asked in regard to each area of service:

1. What contacts have you had with this area of service?
2. Have you been satisfied with your experiences in this area of service?
3. Has this attitude changed in any way and if so, why?
4. How do other students feel about this area of service?

The following questions were asked at the end of every interview:

1. Do you feel that any of these services are outstanding?
2. Do you feel that any of these services are particularly weak?

A pilot study was used which consisted of two phases. The purposes of the first phase were to determine whether students had any difficulty in understanding the questions, to acquaint the researcher thoroughly with the procedure and to find and correct any possible difficulties in the procedure. The purpose of the second phase was to determine whether students understood the statements in the questionnaire. No basic changes resulted from the pilot study.

Findings and Conclusions

1. Personnel services are important to the student in college.

On all but three of the services discussed, 90 per cent or more of the responses to the importance of these services to the student in college were "fairly important" or "very important." The "fairly important" and "very important" responses to the areas of student conduct, health service, and housing and food services were between 80 and 90

per cent.

2. The amount of student experience with the various personnel services varied widely.

Over 90 per cent of the members of the sample had had contact with the following areas of service: Student activities, health service, driving and parking provisions, housing and food service, and orientation. Less than half of the sample reported contact with the loan office, scholarship office, and assistance given to foreign students.

3. The student's contact with admissions, registrar, and records functions are in many cases of a superficial nature.

Sixty-eight per cent of the sample said that they had contact with this area of service, excluding registering, receiving grades, and being admitted; however, a majority of the sample felt that most students were not really familiar with this area of service.

4. The attitude of the members of the sample toward these services at Michigan State University were in general very favorable.

Seventy-four per cent or more of the sample expressed satisfaction with each area of service except for the areas of loans, scholarships, and assistance to foreign students where there was little student contact, and the area of student conduct.

5. The students of the sample were least satisfied with the area of student conduct.

Thirty-eight per cent of the sample expressed dissatisfaction with this area of service. Also, about one-third of the members of the sample who were satisfied with this area of service expressed some reservation along with their satisfaction.



6. The attitudes toward personnel services attributed to other students were similar to the attitudes of the members of the sample.

The exceptions were the protective services, the area of student conduct, and the counseling center, in which cases the attitudes attributed to other students were more negative than were the attitudes of the members of the sample. The attitudes of other students toward the counseling center included a perceived stigma attached to those who use this service. This attitude was not expressed personally by the members of the sample.

7. Reported changes of attitude toward these services were generally positive.

The number of positive changes in attitude on each service outnumbered the number of negative changes by at least three to one on all services except the area of student conduct. On this area of service there were ten positive changes in attitude and 11 negative changes reported. Less than half of the members of the sample reported changes of attitude on all services except the health service, where the change reported was exactly half of the sample. In many cases, when responding to the question of attitude change, the student indicated an increased awareness about the service rather than reporting a change of attitude.

8. The performance of each of these student personnel functions at Michigan State University was satisfactory to over half of the members of the sample.

The lowest number of "satisfactory" responses was received by the counseling functions (about 50 per cent); however, this service also received the highest number of "do not know" ratings (slightly over one-third of the responses).

9. Students suggest better communications and more student responsibility.

There were two suggestions for improving personnel services which were frequent responses to the questions on improving these services. The first was that more should be done to make the students aware of the fact that these services are available to the students. The second was that students should be given more responsibility in the areas of student activities, student conduct, and housing.

10. In rating services as "outstanding" or "weak," "outstanding" responses outnumbered the "weak" responses by over two to one.

At the close of every interview the student was asked two questions. These were: "Do you feel that any of these services are outstanding?" and "Do you consider any of these services we have discussed to be particularly weak?" The responses to these two questions are found in Appendix C. The general student view toward student personnel services at Michigan State University is a positive one. The total number of times the services were classified as outstanding was 73 as compared with a total of 36 responses indicating that particular services were weak. In addition to this, there were 20 students who indicated that none of these student personnel services was weak. There were only four students who stated that none of the services was outstanding and two of these specifically stated that all of the services were satisfactory. Appendix C shows the general positive attitude of the students toward student personnel services at Michigan State University.

The most outstanding service as shown in Appendix C was the placement service. Eighteen students felt this service was outstanding.

Only one student felt this service was particularly weak. One of the reasons for the placement service receiving the highest number of outstanding ratings may be that it is a service which is probably the most important service to students who are seniors, as were the members of the sample, and who will be looking for employment in the near future.

Recommendations From Findings of the Study

The responsibility for the operation of a university clearly rests with its administration; however, students can be used as a source of information which can be valuable to administrators in making wise decisions. Some of the students' suggestions found in this study are either already in effect or are under consideration.

Recommendations from the study are as follows:

1. It is suggested that personnel workers at Michigan State University may want to consider the students' suggestions presented in this thesis in order to determine which suggestions are feasible and will aid in meeting student personnel objectives.

2. It is recommended that personnel workers at Michigan State University give further consideration to the problems of communicating to the students information about the personnel services available. This study contains several specific areas where students feel that communication could be improved.

- 2a. It is recommended that a closer coordination be achieved between the organizations and the campus news media to bring existing activities to the attention of a higher percentage of the student body.

2b. It is recommended that the system of scheduling activities and events be reviewed to insure a minimum of conflict between social and academic events.

2c. It is recommended that communication to new students in regard to what is expected of them be reviewed to assist the new student in adjusting to a new situation.

2d. It is recommended that the problems of acquainting the student with the counseling center early in his academic career be reviewed.

3. It is recommended that personnel workers at Michigan State University give further consideration to the problems concerning the causes and effects of the student attitude of "We want more freedom and fewer regulations." Specific recommendations are as follows:

3a. It is recommended that consideration be given to the factors of age and grade point average in the area of rules governing off-campus housing for both men and women students.

3b. It is recommended that consideration be given to promoting more student participation in the formulation of housing regulations which pertain directly to the student.

3c. It is recommended that a study of university regulations be made jointly by students, faculty, and administration to delete unnecessary regulations and to give the students added responsibility where ever possible.

Recommendations for Further Study

A close examination of this study suggests numerous possibilities for further research using the same or a variation of the semistandardized interview used in this study. Some possible variations are:

1. The study of an individual personnel service. The placement service might be studied in depth to determine why it is so well regarded by students. Conversely, the areas of student conduct and provisions for driving and parking on campus might warrant further study to determine reasons for the student discontent. The health service might be studied to determine why half of the sample reported a change of attitude on this service.

2. A study using a different class of student, that is, freshmen, sophomores or juniors, or all classes of students as the sample. Such a study or studies might uncover different perceptions of student personnel services and might provide information on how students who drop out might be further assisted by personnel services.

3. A study of a service using only known users of this service. Such a study would place more emphasis on the perception of a service as it is influenced by a direct contact with the service by the student.

4. A replication of this study. More emphasis could be placed on why a student had a change of attitude about a service. More emphasis could be placed on determining awareness in addition to contact and attitude. Also, the projective question could be varied to obtain the subjects' responses to a number of specific situations regarding these services.



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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income.

In the second section, the author details the various methods used to collect and analyze data. This involves a combination of manual entry and automated software solutions. The goal is to streamline the process and reduce the risk of human error.

The third section focuses on the security of the data. It outlines the measures taken to protect sensitive information from unauthorized access, including the use of encryption and secure storage protocols.

Finally, the document concludes with a summary of the findings and recommendations. It suggests that regular audits and updates to the system are essential for long-term success.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also highlights the role of internal controls in preventing fraud and errors.

2. The second part of the document focuses on the implementation of robust risk management strategies. It outlines various risk assessment techniques and provides guidance on how to identify, measure, and mitigate potential risks. The text stresses the need for a proactive approach to risk management to protect the organization's assets and reputation.

3. The third part of the document addresses the importance of effective communication and reporting. It discusses the need for clear and concise communication channels and the role of regular reporting in keeping stakeholders informed. This section also touches upon the importance of data security and the need for strong cybersecurity measures to protect sensitive information.

4. The fourth part of the document discusses the importance of continuous improvement and innovation. It encourages organizations to regularly review their processes and procedures to identify areas for improvement and to embrace new technologies and practices. This section also highlights the importance of fostering a culture of innovation and learning within the organization.

5. The fifth part of the document discusses the importance of ethical conduct and corporate social responsibility. It emphasizes the need for organizations to adhere to high ethical standards and to be transparent in their operations. This section also touches upon the importance of contributing to the community and the environment through various social responsibility initiatives.

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7. The seventh part of the document discusses the importance of human resources management. It emphasizes the need for organizations to attract, develop, and retain top talent. This section also touches upon the importance of providing a safe and healthy work environment and promoting employee well-being.

8. The eighth part of the document discusses the importance of legal compliance and regulatory requirements. It outlines various legal and regulatory requirements that organizations must adhere to and provides guidance on how to ensure compliance. This section also highlights the importance of staying up-to-date on changes in laws and regulations.

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2. The second section focuses on the role of internal controls in preventing fraud and errors. It describes how a robust system of internal controls, including segregation of duties, authorization procedures, and regular audits, can effectively reduce the risk of misstatements and asset loss. The document highlights that these controls are not just defensive measures but also contribute to the overall efficiency and reliability of the organization's operations.

3. The third part of the document addresses the challenges of data management in the digital age. It discusses the increasing volume and complexity of data generated by various systems and the need for effective data governance. Key points include the importance of data security, privacy protection, and ensuring that data is accessible and usable for decision-making purposes. The text suggests implementing data management frameworks that align with the organization's strategic goals.

4. The final section discusses the impact of technology on business processes and the need for continuous learning and innovation. It notes that while technology offers significant opportunities for automation and process optimization, it also requires a skilled workforce capable of leveraging these tools. The document encourages organizations to invest in training and development programs to ensure their employees are equipped to handle the demands of a rapidly changing technological landscape.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial reporting and compliance with regulatory requirements. The text notes that incomplete or inconsistent records can lead to significant legal and financial consequences for the organization.

2. The second section addresses the challenges associated with data management and storage. It highlights the need for robust security measures to protect sensitive information from unauthorized access, loss, or theft. The document suggests implementing a multi-layered security approach, including encryption, access controls, and regular security audits, to ensure the integrity and confidentiality of the data.

3. The third part of the document focuses on the importance of clear communication and collaboration among all stakeholders. It stresses that effective communication is key to ensuring that everyone is on the same page and that all necessary information is shared in a timely and accurate manner. The text encourages the use of clear, concise language and the establishment of regular communication channels to facilitate collaboration and problem-solving.

4. The fourth section discusses the role of technology in modern business operations. It notes that while technology offers numerous benefits, such as increased efficiency and productivity, it also presents new challenges, such as the need for ongoing training and support for employees. The document suggests that organizations should invest in high-quality technology solutions and provide comprehensive training programs to ensure that their workforce is equipped to leverage the full potential of the technology.

5. The fifth and final part of the document provides a summary of the key points discussed and offers some final thoughts on the importance of continuous improvement and adaptation. It emphasizes that the business environment is constantly evolving, and organizations must be prepared to adapt their strategies and processes to stay competitive and successful. The text concludes by encouraging a culture of innovation and continuous learning, where employees are encouraged to share ideas and take ownership of their work.

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Appendix A

QUESTIONNAIRE STATEMENTS AND INTERVIEW QUESTIONS
AS THEY APPEARED IN THE INTERVIEW

Directions: This questionnaire contains forty statements about the functions and responsibilities of services for students at Michigan State University. You are asked to respond to each statement in two ways:

A. How important ^{is} in this function to the student going to college?

1. Very important
2. Fairly important
3. Not significant

B. How do you evaluate the performance of this function on this campus?

1. Outstanding
2. Satisfactory
3. Not accomplished
4. Do not know

Activities Statements

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

2. Student Activities are centrally scheduled and limited so as to provide a well-rounded total program.

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

4. The University cooperates with religious groups which provide religious activities for students.

5. Student activities promote and develop leadership qualities in students.

Activities Questions

1. What organizations do you belong to or have you belonged to at MSU? What offices have you held? What campus activities have you participated in?

2. Have you been satisfied with your experiences in activities? Explain.

3. How do you think other students feel about activities at MSU? Do you think they participate more or less than you do in activities?

4. Have your attitudes about student activities changed in any way? Why?

5. What can be done to improve any specific activity or activities in general on this campus?

Admissions, Registrar, and Records Statements

6. All contacts with prospective students are coordinated.

7. Pre-college counseling and college planning are offered on an individual basis through the summer clinic.

8. The University's requirements and services are interpreted to the prospective student.

9. Procedures are set up for student registration.

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

Admissions, Registrar, and Records Questions

1. Have you had any contact with admissions, registrar, and records functions? Explain.

2. Was this contact satisfactory? How do you feel about registration?

3. How do other students feel about these functions? How do they feel about registration?

4. Have you changed your attitude toward these functions?
5. What could be done to improve this area of service?

Counseling Functions Statements

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

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

13. 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.

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

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

Counseling Functions Questions

1. Have you ever had any contact with the counseling center? What was the nature and extent of your contact with the counseling center?
2. How do you feel about this service? Were you satisfied with this service?
3. How do other students feel about the counseling center?
4. Has your attitude toward the counseling center changed in any way? Explain.
5. What would you do to improve this service?

Financial Aid and Placement Statements

16. Assistance is provided for obtaining part-time employment.

17. The procedure for obtaining financial assistance is an educational experience for the student.

18. The University has a clear cut policy for awarding financial aid which considers the needs of the student as well as the objectives and characteristics of the University.

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

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

Financial Aid and Placement Questions

1. Have you had any contact with any of these services? What was the nature of this contact?
2. Were you satisfied with this service?
3. How do other students feel about this service?
4. Have your attitudes about this service changed in any way?
5. What can be done to improve this service?

Health Service Statements

21. Physical examinations are required of new students. ✓
22. Counseling and psychiatric care are available for students with emotional problems. ✓
23. Preventive medicine is provided including regular examinations, programs of inoculations and health education. ✓
24. On the basis of a physical examination students are classified regarding their fitness for the variety of demands of college participation.
25. Medical and surgical care is available for injured students. ✓

Health Service Questions

1. Have you had any contact with the health service?
2. Were you satisfied with this service?

3. How do other students feel about the health service?
4. Has your attitude toward the health service changed in any way?
5. What can be done to improve the health service?

Housing and Food Services Statements

26. The housing of married undergraduate students is a responsibility of the University.
27. The living units contribute to the development of responsible group membership, leadership, and sound morals.
28. Sorority and fraternity housing is under University supervision.
29. Off-campus student housing units are inspected regularly to maintain standards of good living.
30. Well-balanced meals are available to the students through the residence halls.

Housing and Food Services Questions*

1. Were you satisfied with the experience you have had with living quarters? And food services? Explain.
2. How do other students feel about this area of service?
3. Has your attitude toward housing and food services changed in any way?
4. What can be done to improve these services?

*Information on student contact was obtained from page one of the questionnaire answer sheet (Appendix B) and from the question in Chapter III on the students experience with student activities.

Student Conduct Statements

31. There is a well-defined policy regarding standards of student-behavior.
32. Specific information and instructions on standards, regulations, and traditions of the University are provided to incoming students.
33. Campus disciplinary policy covers students involved in violations of public laws.
34. The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educational experience.
35. The University encourages acceptance by the individual of social standards of morality.

Student Conduct Questions

1. Have you ever been involved in a disciplinary situation? Explain. Have you ever served on a judicial board?
2. Are campus rules and regulations adequate? Are students involved in infractions of rules handled fairly?
3. How do other students feel about the regulations and about the treatment of students involved in violations of the regulations?
4. Has your attitude toward student conduct changed in any way?
5. What can be done to improve this situation?

Special Services Statements

36. Individual assistance is available in the form of special remedial services and also in the form of special services for students with superior ability.
37. Campus protective services (police and fire) are provided.
38. A program of new student orientation is provided.
39. Assistance is given for the special problems of foreign or exchange students.
40. There is provision for the driving and parking of student vehicles on the campus.

Special Services Questions

1. Have you had any contact with these services?
2. Are these services adequate?
3. How do other students feel about these services?
4. Has your attitude about any of these services changed?
5. What could be done to improve these services?

Summary Questions

1. Do you feel that any of these services are outstanding?
2. Do you consider any of the services we have discussed as being particularly weak?

Appendix B

Student Personnel Services Questionnaire

Answer Sheet, Page 1

Class Standing _____

Sex _____

Marital Status _____

Transfer Student Yes ___ No ___

Places of Residence while at MSU

1st year _____

2nd year _____

3rd year _____

4th year _____

Student Personnel Services Questionnaire

Answer Sheet, Page 2

This questionnaire contains 40 statements about the functions and responsibilities of services for students at MSU. You are asked to respond to each statement in two ways:

A. How important is this function to the student going to college?

1. Very important
2. Fairly important
3. Not significant

B. How do you evaluate the performance of this function on this campus?

1. Outstanding
2. Satisfactory
3. Not accomplished
4. Do not know

- | | | | |
|------------------------|------------------------|------------------------|------------------------|
| 1. A _____
B _____ | 11. A _____
B _____ | 21. A _____
B _____ | 31. A _____
B _____ |
| 2. A _____
B _____ | 12. A _____
B _____ | 22. A _____
B _____ | 32. A _____
B _____ |
| 3. A _____
B _____ | 13. A _____
B _____ | 23. A _____
B _____ | 33. A _____
B _____ |
| 4. A _____
B _____ | 14. A _____
B _____ | 24. A _____
B _____ | 34. A _____
B _____ |
| 5. A _____
B _____ | 15. A _____
B _____ | 25. A _____
B _____ | 35. A _____
B _____ |
| 6. A _____
B _____ | 16. A _____
B _____ | 26. A _____
B _____ | 36. A _____
B _____ |
| 7. A _____
B _____ | 17. A _____
B _____ | 27. A _____
B _____ | 37. A _____
B _____ |
| 8. A _____
B _____ | 18. A _____
B _____ | 28. A _____
B _____ | 38. A _____
B _____ |
| 9. A _____
B _____ | 19. A _____
B _____ | 29. A _____
B _____ | 39. A _____
B _____ |
| 10. A _____
B _____ | 20. A _____
B _____ | 30. A _____
B _____ | 40. A _____
B _____ |

Appendix C

Services Rated as Outstanding or Weak

Name of Service	Number of "Outstanding" Responses	Number of "Weak" Responses
Student Activities Functions		
Activities	9	1
Student Government	0	1
Admissions, Registrar, and Records Functions		
Admissions	2	0
Registration	4	0
Records	0	1
Counseling Functions		
Counseling	9	3
Financial Aid and Placement Functions		
Financial Aids	4	0
Placement	18	1
Loans	1	0
Scholarships	2	1
Health Service Functions		
Health Service	5	6
Housing and Food Services		
Housing	6	6
Married Housing	1	0
Food Service	4	1
Student Conduct Functions		
Regulations	0	10
Special Services		
Improvement Services	1	0
Campus Police	3	3
Orientation	4	1
Assistance for Foreign Students . .	0	1
TOTALS	73	36

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