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THE ROLE OF THE ENROLLMENT OFFICER  
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THE ROLE OF THE ENROLLMENT  
OFFICER AT MICHIGAN STATE UNIVERSITY

By

Eldon Ray Nonnamaker

AN ABSTRACT

Submitted to the School for Advanced Graduate Studies of  
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## ABSTRACT

### The Problem

The major null hypothesis tested in the study was:

There is no significant difference in the expectations that enrollment officers, professional counselors and students hold for the role of the enrollment officer at Michigan State University.

Two minor null hypotheses, related to the major null hypothesis, were:

a. There is no significant difference in the expectations students of different disciplines hold for the role of the enrollment officer.

b. There is no significant difference in the expectations enrollment officers from different disciplines hold for the role of the enrollment officer.

### Methods and Procedures

A random sample of seven campus groups was chosen for the study. The groups, representing a cross section of the University were (1) education, (2) social science, and (3) mathematics and physical science enrollment officers; (4) education, (5) social science, and (6) mathematics and physical science students; and (7) professional counselors.

An instrument concerning various expectations for the enrollment officer's role was constructed. The instrument contained six sub-scales of ten items each, or a total of 60 items. The sub-scales were as follows:

1. Enrollment officer's need to be familiar with the University student personnel services.
2. Enrollment officer's need to be familiar with information about enrollment.
3. Enrollment officer's need to be familiar with information about enrollees.
4. Expectations for the enrollment officer to perform student personnel services.
5. Expectations for the enrollment officer to perform enrollment services.
6. Expectations for the enrollment officer to perform personal services.

The instrument was submitted to 189 persons in the fall term, 1958. A total of 162, or about 85 per cent were returned. Reliability for the instrument was tested by Hoyt's analysis of variance technique and ranged from .44 to .95 on the sub-scales. Reliability for the total instrument was estimated at .897.

Arbitrary values were assigned to the five responses that could be made to each item. Scores were computed for each item, for each sub-scale, and for the total instrument. Differences among the seven groups were tested by analysis of variance. Goulden's technique was used to determine which means actually differed.

#### Findings and Recommendations

No significant differences by the analysis of variance technique were found on the sub-scale concerning expectations for the enrollment officer to provide enrollment services. Differences at the one per cent level of significance were

found on the total instrument and on the other five sub-scales. No significant differences were found among student groups on any sub-scales or the total instrument, indicating that students tended to have similar expectations for the role. Education enrollment officers obtained higher scores and differed significantly from social science enrollment officers on the sub-scale concerning the enrollment officer's need to be familiar with University student personnel services. Education enrollment officers expressed significantly greater expectations for the enrollment officer to provide student personnel services than did professional counselors.

From the study it may be concluded that there is no one set of expectations for the enrollment officer at Michigan State University. Generally however, all groups expressed relatively high expectations for the enrollment officer's need to be familiar with enrollment information, his need to be familiar with information about enrollees, his need to be familiar with the University student personnel services, and expectations for the enrollment officer to perform student personnel services and services of a personal nature.

Since there does appear to be significant differences among the expectations of the enrollment officers and counselors, it is recommended that a faculty committee define the duties of the enrollment officer and then initiate an in-service education program consistent with the job definition.

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## CHAPTER I

### THE PROBLEM: ITS NATURE AND IMPORTANCE

Many college teachers find themselves assigned as faculty advisers, with the responsibility of advising and counseling a given number of students each year. And, while the matter of being a faculty adviser is not new, recently there has been a greater emphasis on the role the faculty adviser may play in helping meet the individual student's needs. In some institutions, where personnel services have largely supplanted faculty advising, new ways are now being sought to integrate the faculty adviser into the total student personnel program. In some cases, where the faculty adviser had previously performed only the most routine tasks, he is now seen as one of the ways of making instruction and advisement more individualized. New programs are being devised that will include his services, and he is being educated through in-service programs to assume more and greater responsibilities. The term "faculty adviser" is therefore taking on new meaning, and the adviser's role as educator is seen extending far beyond the confines of the class room.

With the increasing attention given to faculty advising however, a number of conflicts have arisen concerning what the faculty adviser's role or roles might be. Those in student personnel work, who are at least to some degree committed to the "student personnel point of view" (1), contend that for the student to be served adequately the adviser, as well as the personnel specialist, must be involved. In this way the student may more nearly receive the assistance required to bring him to the realization of his full potential. Many writers in the personnel field have discussed the problem of integrating the activities of advisers and professional personnel workers. Arbuckle (2), Bergstresser (4), Brower (12), Hardee (38), Lloyd-Jones (50, 51), and Wrenn (82, 83) have proposed numerous solutions to the problem of better communication and cooperation for the two groups.

The problem of obtaining better communication and cooperation between the groups is hardly identified and certainly not solved. Such questions as how much advisement the faculty adviser should provide, what kind of counseling situation should exist, and what and how much referral should be made are far from answered. Some colleges have been able to work out rather satisfactory solutions to the above, particularly in smaller institutions where often



no clear lines of division exist between personnel workers and faculty (44: 36-37). In larger institutions however, where the personnel staff, professional counselors, and faculty each have their own areas of responsibility the student may be exposed to too much, too little, or contradictory types of advisement and personnel philosophy.

Part of the problem is probably due to differences on the part of students, professional personnel workers, and advisers regarding their expectations for the role of the faculty adviser. It would seem that the problem of role expectations for the adviser might well be investigated, in an effort to better understand any conflicts that may exist among students, faculty, and personnel workers. Perhaps the faculty adviser may view his role in an entirely different manner than either the professional counselor or the student views it.

The problem of this study develops out of the expectations different campus groups at a large university may have for the role of the faculty adviser.

#### Statement of the Problem

The general problem of this study is to determine the expectations and differences in expectations that faculty advisers, professional counselors, and students have for the faculty adviser's role at Michigan State University. The

research is based on the premise that the above groups hold different expectations, and that because of the different expectations, there is a generalized confusion and misunderstanding regarding the duties and responsibilities of the faculty adviser. The primary hypothesis may be stated as follows:<sup>1</sup>

Faculty advisers, professional counselors, and students hold different expectations for the role of the faculty adviser.

Inherent in the above hypothesis, and also subject to investigation are the following secondary hypotheses:

(a) Students from different academic disciplines hold different expectations for the role of the faculty adviser.

(b) Faculty advisers from different academic disciplines hold different expectations for the role of the faculty adviser.

#### Importance of the Study

The general problem of the study has been indicated in the preceding introduction. It was suggested that because of conflicting expectations, the student might not receive the advisement he needs during his college career. This presupposes a commitment on the part of educators to

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<sup>1</sup>The working null hypotheses are stated in Chapter III, DESIGN OF THE STUDY.

the philosophy that a college education should serve to help the student develop and realize his full potential. Likewise it presupposes that the philosophy of leaving the student to his own devices when outside the classroom is not the best education. If the position is accepted that a college education should provide a student with the opportunity of realizing the potential that he has, and that the staff and faculty of the university alike should do all they can to help him realize this potential, then the importance of this study becomes clear. If there is friction between the professional personnel staff and the general faculty, if neither knows or cares about what the other is doing, and if there is mutual distrust, it is difficult to conceive that all may work together for the common good of the student.

The study does not attempt to solve all the problems of disagreement among the groups, and to bring counselors, students and faculty advisers into one harmonious whole. Indeed, it is questioned whether this would be desirable. What the study does attempt is to provide all groups with a better understanding of how they agree, and how they differ in the concept of the faculty adviser's role. The importance of the study rests upon such understanding.

## Definition of Terms

Role. Although role will be more fully discussed in Chapter II, for the purposes of the study role is broadly defined as follows:

Accordingly, to include all aspects of role requirements, we must define social role as an organized pattern of expectancies that relate to the tasks, demeanors, values, and reciprocal relationships to be maintained by persons occupying specific membership positions and fulfilling desirable functions in any group (40: 486).

By altering Hartley's definition slightly, role, as it pertains to faculty advisers may be defined as:

. . . the organized pattern of expectancies on the part of the advisers, professional counselors and students that relate to the tasks, demeanors, values, and reciprocal relationships to be maintained by persons occupying the position of faculty adviser.

Professional counselor. A person regularly employed in the Michigan State University Counseling Center and engaged in counseling students.

Faculty adviser. A person appointed by a dean, or his representative to advise a given number of students in the preparation of their academic schedules. At Michigan State University the term "enrollment officer" is used in place of faculty adviser. For the purposes of this study "enrollment officer" will be substituted for faculty adviser.

Student. A regularly enrolled, full time student with junior or senior status.

## Outline of the Study

Chapter II contains a review of the literature. Particular emphasis is placed on (1) the development of faculty advising and background information, (2) role theory and its development, (3) related research in education and allied areas, and (4) the faculty advising system at Michigan State University.

In the third chapter the methodology and procedures used in conducting the study are presented. In addition, the statistical design and basic assumptions underlying the design are discussed in the chapter.

The fourth chapter includes a description of the instrument used in securing the data for the study. The methods used to determine the reliability and validity of the instrument are outlined and the reliability coefficients for the instrument are presented.

The fifth chapter contains the analysis of the data. The data are presented in tabular form, and the results of the analysis are discussed.

The sixth chapter contains the summary and conclusions of the study.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Background Information

The first part of this chapter is devoted to a review of the literature on the faculty adviser and his role in the development of American higher education.

#### Development of Faculty Advising

Early history. The faculty adviser system has its roots deep in the history of American education. The colleges that were first founded in America used English institutions as models in which the faculty and students lived, worked, and ate in close association (15).

. . . the distinguishing feature of the American college was its communal character. The college was, so to speak, a large boarding school for pupils of more mature age. Responsibility for moral oversight, as well as academic instruction devolved upon the officers of the college for all in residence there (13: 465).

The homogeneity of the student body and the common curriculum in these institutions contributed to the early structure of student-faculty relations, and it was natural that the faculty should serve as advisers to their respective students. The idyllic setting did not last however,

and by late in the nineteenth century, powerful influences had all but destroyed the close student-teacher relationship.

The German influence. One of the basic reasons for the change was the influence of the German universities upon American education. These universities were particularly noted for their use of the scientific method as a way of attacking problems. Thus, many Americans who studied in the German universities returned imbued with the importance of research and the pursuit of scientific experimentation. Teachers so educated "left students to their own devices. They no longer had time to be interested in them" (17: 183).

In addition to the German influence and the tremendous emphasis on research, there were other factors at work destroying the collegiate way of living of the earlier universities. One such influence was the expansion of knowledge and corresponding mechanical skills growing out of invention and industrialization. In the educational world these influences brought, according to Shank:

. . . larger and larger institutions, new teaching material to be mastered, constantly expanding research results to be comprehended, and new pressures for and against the place of science in the university and college curriculum. Consequently, members of science faculties became increasingly absorbed in new data, while those in the non-scientific, traditional subject matter fields felt the necessity for defense of their former undisturbed supremacy. Those of both

groups had less time for and therefore less interest in, the individual student (66: 2-3).

From the close student-faculty relationship existing in the eighteenth century almost a complete reversal was made, with the student left generally to his own devices while outside the classroom. The faculty adviser, even in the clerical sense of the word, nearly ceased to exist.

The twentieth century. At the beginning of the present century a number of new influences began to affect American education, and acted to reverse the philosophy and practice of impersonalization. Out of these influences emerged the field of student personnel work. Contributing to the movement were such influences as the ascendancy in elementary and secondary schools of individualized instruction; increased knowledge of the problems and capabilities of adolescents resulting from research in psychology and education; development of tests and testing; and changes in political, educational and social philosophy (78: 1290-1292).

The student personnel movement, developed out of the above influences, filled a void created by the adoption by many institutions of the elective system. It began to gain wider and wider acceptance until, by the end of World War II, it was firmly established as an integral part of most institutions of higher education (18: 12-15). Although the movement began primarily with vocational



guidance, it soon expanded to include educational and personal guidance as well. Personnel specialists began to work with all types of problems the student was likely to encounter (18: 15). In many cases this movement bypassed the faculty adviser. The services which he had performed as a part of his job in early American colleges were assumed by personnel specialists.

#### Faculty Adviser and Personnel Specialist

Like some new programs in education however, the student personnel services met a great deal of opposition in being accepted as a part of the total educational program. Faculty, regardless of how little or how greatly they were involved in advising students, opposed relinquishing the matter of advisement to a group of "specialists." Foerster, in 1937, wrote:

Close to the minds of his students and in constant association with them, the liberal teacher naturally becomes the friendly adviser to his students concerning their work, their life in the university community, and the life to which they look forward. If the college faculty is indeed liberal, there is scant need for the provision of courses in adjustment to university life or to vocational problems, or for the mechanism of a non-teaching bureau of advice, or for a system of faculty advisers composed of specialists living in a groove--all of them simply ameliorative devices resulting from unsound education (25: 272).

The coming of personnel specialists threatened tradition and were opposed on the grounds that:

"After all, have not students for many generations managed to get along without such professional assistance? Have we not as faculty people taken care of the needs of students without professional assistance?" (62: 482).

Much of the criticism of taking advisement away from the faculty may be justified, for in some cases personnel specialists have attempted to assume too many responsibilities in an effort to gain a firm and lasting foothold in American education. In this play of forces the student often lost the most. Cowley states:

Established primarily to overcome impersonalization and forces of disintegration, personnel work is coming perilously close to falling into these same errors. We are chopping up the student into parts, each bit assigned to a different individual on the personnel staff (16: 231.)

The controversy between the respective roles of the faculty adviser and the personnel specialist is still far from resolved. Some faculty advisers accuse specialists of dividing the student into so many parts that any integration of the total student seems impossible. Some personnel specialists believe that the faculty adviser is not educated to handle many of the student's problems, and contend that he is often too preoccupied with other things, or too disinterested to take a sincere interest in his students. A middle ground between the two groups has not

been easy to find, with the result that services are often duplicated, advice is controversial and the student is either confused or forgotten.

#### Adviser-Specialist Cooperation

The distance between the adviser and the specialist may not be as wide as it may first appear however, and reconciliation on both sides is becoming more and more apparent. Both groups are beginning to recognize their need for each other. One personnel worker expressed it as follows:

. . . the classroom teacher, who has the most to do with shaping of the student's learning experiences, must be infinitely conversant with his needs, desires, and consequent purposes, and must be in a large part responsible for assisting him in the formulation of his goals (45: 5).

Likewise Davis, in 1955, wrote:

. . . the teacher is a potential counselor, whether he likes it or not. He is in a strategic position, in terms of his status and in terms of his contacts with students; his interest in students makes him the natural source to which they may turn (20: 285).

Thus, many personnel specialists, who were so eager to assume the duties of advising and counseling earlier, and who pre-empted many of the duties originally from the faculty adviser in an effort to establish themselves as a necessary part of education, have begun to look to the faculty adviser as a source that would complement their

own activities. Possibly because faculty advisers as a whole had accepted the personnel specialist as an integral part of the educational program, or possibly because personnel specialists were well established in most institutions, most of the recent literature with respect to involving faculty in advisory programs has come from personnel sources. This situation presents a paradox, as it has now become the purpose and job of personnel workers to convince faculty that advising students is one of the faculty's responsibilities. And, allowing for the fact that perhaps many personnel people have underestimated the interest of faculty in advising students, the matter of involving teachers in faculty advisory systems has become a matter of considerable concern, and one to which a great amount of current literature is devoted.

#### Establishing a Faculty Adviser System

The matter of objectives. There has been a trend in higher education toward a cooperative faculty adviser program which consists of a nucleus of trained personnel workers who work with selected faculty advisers (80: 329-30). Woolf outlines the objectives of such a program as follows:

1. To ensure that every student will receive information concerning the offerings of the school or college and aid in comparing his potentialities with the opportunities offered by the institution.

2. To provide individual help for the student in understanding himself, defining his goals, and making progress toward them.
3. To provide every student some association with outside the classroom.
4. To help the student become self directive.
5. To increase understanding between student and faculty.
6. To acquaint the faculty and students with personnel services available to them.
7. To facilitate early identification of students' problems.
8. To encourage the referral of students who need clinical counseling.
9. To enhance the faculty member's knowledge of personality, effective methods of group leadership, and the use of clinical test results and counseling processes (80: 297).

Involving faculty in a program to meet these objectives and bringing faculty advisers and personnel specialists together on common ground often proves difficult. The distrust that may exist between the two factions is expressed by Wrenn:

Faculty advisers and trained counselors must cease being afraid or contemptuous of each other. The trained man is there to help the untrained one or to relieve him of a burden of responsibility, not to prove that the latter is incompetent and unworthy (81: 508).

Initiating the program. How can such a program be initiated? Stehr suggests that:

"fundamentally, the practice of having the faculty itself develop policies, rather than the administration, is basic to the success of the faculty adviser plan." (70: 195)

Woolf outlines the steps that he feels are necessary if the personnel specialist is to secure the cooperation of the faculty in a faculty adviser system. Essentially these steps are: (a) involve the faculty in a study of student problems and permit them to participate in the development of a personnel plan, (b) recognize the emotional problems of resistance, hostility and fear among the faculty, and (c) establish administrative procedures which will motivate the faculty and permit the system to work (79: 490). If members of the personnel staff and faculty advisers are to cooperate, the importance of the role of the faculty adviser should not be underestimated; at least the role as the personnel specialist would have it performed.

Selecting faculty advisers. Much has been written in recent years regarding the selection of faculty advisers. Blaesser, in a review of the literature, lists several pertinent sources (7).

Many people in the personnel field, such as Wrenn (81), Woolf (79), Stehr (70), Koile (46), and others, seem to agree that not all faculty members are apt to make good faculty advisers. This means that some selection process

must take place. Stehr suggests that advisers be selected on the basis of their willingness to participate and on their personal qualities that would seem to make them good counselors (70: 195). Woolf would involve as many faculty members as are interested on a level of more routine advising, and select the more promising faculty advisers for additional training so that they may more adequately deal with student problems of a more severe nature (79: 506-508). One personnel worker, Koile, has devised an interest scale for use in the selection of faculty advisers (46: 47-50). Regardless of the method used, selection still remains a complex problem.

In-service education. Some colleges and universities have attempted to educate faculty advisers to greater competence through in-service training programs. Gilbert, for example, has written about training faculty advisers at the University of Illinois (30). Other universities have also given the matter serious attention in recent years, and much emphasis has been placed on its value. Feder states:

It is reasonable to predict . . . that the educational pioneering of the next twenty-five years will occur in those institutions that will give many or all of their faculty training in understanding and working with individual students through the counseling process (23: 288).

Several different approaches have been made regarding the construction of such an educational program. Woolf, for example, expresses the following opinion:

In-service training should provide that faculty members choose many of the subjects for discussion. Among the topics recommended are understanding the human personality, individual differences and how to measure them, test interpretation, vocational information, methods of counseling, reading skills and study habits, problems of general motivation, professional literature in the field, how and when to make referrals, etc. (77: 329-330).

Hardee agrees with Woolf but would also include topics on interpreting the student's high school test scores and grades, in addition to the above (38: 450). Hardee further suggests that the program be largely informal, and should proceed with an instructional tempo which allows the faculty to absorb the ideas rather than meet them head on. In any event, in-service education of faculty advisers would seem to enhance the faculty adviser system to a great degree. Such training can be utilized at any level at which the adviser works, and can aid greatly in resolving the students' problems.

### Role Theory

The history, development, and problems of faculty advising have been discussed. Because the study is concerned with the role expectations of faculty advisers, it



is also important to review some of the literature concerning role theory, particularly as applied to this research.

There are a number of comprehensive reviews of the literature in role theory. One of the latest dealing with role analysis in an educational setting is a study by Gross and his associates. Although the study is not particularly designed as a review, it nevertheless contains many helpful bibliographic references (35). Another source is Sarbin's article in the Handbook of Social Psychology, which covers the development of and research in role theory (64). Brookover has published several articles on role theory and research on the role of teachers and administrators (8, 9, 10). Such articles contain numerous references to work that has been done in the field. In addition to the above, Nieman and Hughes have reviewed the historical development of role theory from 1900 to 1950 (56), and Hedahl has included a comprehensive review of the literature in her doctoral thesis on role expectancies for counselors in college counseling centers (41).

### Role Expectancy and Role Theory

An understanding of role expectancy must rest, necessarily, on the research and thinking that has been done in

the area of role theory. Such concepts as status or position, and role, as related to individual personality and behavior, stem primarily from the early conceptualization of the problem by Linton (48), and Mead (53). However, until just recently such concepts have remained highly abstract, and difficult to conceptualize to the extent that they might be used in research. Sarbin (64), Newcomb (57), Brookover (8), and Gross (35) have helped develop concepts pertaining to role into practical research tools. Particularly, in applying role to problems of an educational nature, Brookover divides the concept "role" into seven categories:

General status -- others' expectations of any actor in a broadly defined position, i.e. teacher.

Status in situation -- others' expectations of any actor in a particular situation.

Role -- others' expectations of a particular actor in a particular situation.

Actor -- the individual as he enters the situation with his previous experience in related situations, personality needs, and the meaning of the situation for him.

Self involvement -- actor's image of the ends anticipated from participation in the status as he projects his self image in the role.

Definition -- actor's definition of what he thinks others expect of him in the role.

Behavior in interaction -- actor's behavior in interaction with others. This is determined by definition and role but also continually redefines them (8: 3).

While Brookover defines role in terms of status and status in situation, Newcomb describes role in terms of positions. He states:

"each position carries with it definite perceptions for behaving toward other persons in related positions . . . Such ways of behaving toward others which are defined for different positions are called roles." (51: 298)

Newcomb, in carrying the concept a step further, states:

The ways of behaving which are expected of any individual who occupies a certain position constitute the role associated with that position. A position . . . is something static; it is a place in the structure recognized by members of the society and accorded by them to one or more individuals. A role, on the other hand, is something dynamic; it refers to the behavior of the occupants of a position -- not all their behavior, as persons, but what they do as occupants of the position (57: 280).

Gross's definition of role is much like Newcomb's. In a recent study of school executives Gross defines role as a "set of expectations . . . or a set of evaluative standards applied to an incumbent of a particular position" (35: 60). Position is defined as "a location of an actor or class of actors in a system of social relationships" (35: 60).

By drawing the above material together, role, for the purposes of this study, is defined as expectations which others have for any actor in a particular position, or the expectations that any actor may have for his own position.

Assuming that faculty advisers, or enrollment officers, operate in a broad system of social relationships with students, and counselors, all three groups will have certain expectations for the enrollment officer's role. Following Gross's work, these expectations for the enrollment officer's behavior, attributes and need for familiarity with a body of information are an expected part of the enrollment officer's role (35: 63).

#### Related Research

##### Role Theory in Educational Research

There have been a number of studies dealing with the application of role theory to expectations for actors in various educational positions. Waller (73) analyzed the role of the teacher as related to students and community expectations, and based his study on observation and insight, rather than upon statistical methodology and the conceptualization of role as it is viewed today. Greenhoe (34) studied the social role of the teachers by conducting a poll of school board members, teachers and students in an effort to determine what social behaviors the three groups considered appropriate for members of the teaching profession. Her results were reported in percentages of each group considering each type of behavior listed on the

questionnaire as appropriate or not appropriate. Washburne (76), at Michigan State University, worked primarily with the concepts of actor involvement and self image, as pioneered by Brookover (8), and concentrated his study on the stress on teacher personality when conflicting expectancies are held by the community, teaching associates, and the administration. Although Washburne's sample was small, his data indicated that others' expectations for an actor in a particular situation can cause the actor sufficient concern, particularly when the expectancies are in conflict. Doyle (22) studied the expectancies which elementary teachers, administrators, school board members and parents have of the elementary teachers' roles. The study was limited to three school districts in northwestern Michigan, and was conducted by submitting a check list to elementary teachers, administrators, board members, and parents. Significant differences were found in the elementary teacher's role, as defined by the teacher, and as defined by administrators, parents, board members and students. Rank correlation and chi-square techniques were used in the study.

Terrien has done considerable investigation of teacher roles (71, 72, 73). Basically, he hypothesized that:

" . . . an occupation could act to channel the behavior of its adherents with a recognizable system both on and off the job, and correlatively,

could determine an occupational type among those adherents" (73:14).

His sample, in testing the above hypothesis, was extremely small. A depth interview was used to obtain the data used in the research.

Another study, somewhat of the nature of Doyle's cited above, was conducted by Valenti (74). He constructed a scaled instrument covering 23 areas of teacher relationships. After using a sample of 515 teachers and administrators in 41 schools from 14 systems, he concluded that attitudes between teachers and administrators in a single school agree more closely than those pervading in the system as a whole. The instrument appeared to be well standardized and the statistical techniques appropriate to the data gathered.

Getzels and Guba report one study (29) dealing with role conflict among public school teachers. They designed an instrument based on interview data to measure feelings of role conflict in three areas: the socio-economic role, the citizen role, and the professional role. The instrument was submitted to 344 elementary and secondary school teachers in 18 schools from six systems. Returns were small, but indicated that the teacher is defined by both common core expectations, and by varying expectations that are a function of local school and community conditions. Further, some expectations attached to the teacher role are

inconsistent with expectations attached to other roles the teacher may occupy. Such role conflict indicates that the teacher role is imperfectly integrated with other roles (29: 40).

Seeman (65), in a study of principals and superintendents in Ohio, also investigated role conflict. By using a check list he found differences between administrators' and teachers' definitions of the administrator's role. Likewise, he found differences among the administrators regarding expectations for the administrator's role.

Bidwell (5, 6) studied teacher role expectations and administrator role perceptions. He hypothesized that teachers' role expectations, as they converged or diverged toward an administrator and their perceptions of his behavior, would be related to their job satisfaction. From his study of 368 teachers, of which only slightly over half returned his questionnaire, he concluded that when teacher expectations and perceptions of the administrator's behavior converged, teachers experienced greater job satisfaction than when expectations and perceptions diverged.

The above studies were concerned primarily with role analysis as applied to teachers and administrators. Several studies at the high school level have been concerned with the role of the high school counselor. Grant (33), in

studying the high school counselor's role, presented typical situations in a high school to a sample of administrators, counselors, teachers, and students. He found disagreement among the groups on the counselor's role in personal-emotional areas, and agreement on the counselor's role in educational and vocational planning. Hitchcock (42), in studying high school counselors in the United States, found that the role expectations they hold for their jobs differ from the administrator's expectations of the roles.

Hedahl (41) studied role expectations of counselors and counseling center directors at the college level. She devised an instrument to check congruence and divergence, or discrepancy between director's expectations and counselor's expectations of the counselor role, director's expectations and counselor's predictions, and director's predictions and counselor's expectations. She found a surprising similarity in the extent to which counselors and directors in the counseling centers she studied indicated the same response on the inventory she used to collect the data. She suggests that this closeness of responses may be due to the smallness of the groups in the three centers and the fact that the directors and counselors alike work in close contact, somewhat apart from the rest of the university. Her sample is very small, but



the study is well planned and executed, and points the way for further research in this area.

Gross (35) studied the role expectations for high school superintendents. By using a depth interview he questioned 102 school executives about their positions. In addition, a total of 517 school board members were interviewed about the same position. Contained in the interviews were questions concerning expectations for (1) the superintendent's performance in his job, (2) his personal attributes, (3) his participation in activities, (4) his friendships, and (5) his use of the school board in helping him perform his job. Respondents were asked to answer in terms of absolutely must, preferably should, may or may not, preferably should not, or absolutely must not. A value of five, for absolutely must, down to a value of one, for absolutely must not, were assigned to these responses. By using such values differences in expectations for a given item could be tested by a "t" test of significance (35: 110-111).

#### Role Theory in Related Areas

Not all research in role theory has been done in the educational area. Reissman (61) studied the role conceptions of civil servants in a midwestern state government. Using data gained from interviews with 263 individuals he defined four types of civil servants.

Mack (52) has done research on role of groups of salesmen, engineers, and bank clerks and officials. Oman and Thomasson (58) have investigated employee perception in store and sales personnel. Gullahorn (37), using the interview to devise a cumulative scale, measured role conflict among labor leaders. Brophy (11) investigated role expectations of nurses as related to their general and vocational satisfaction.

In addition to the above, several investigations of role have been done in the Armed Forces. Gretzels and Guba (26, 27, 28) have investigated role, role conflict and effectiveness on Air Force officer instructors. Burchard (14) studied role concepts of chaplains and ex-chaplains regarding military service. Davis (19) studied role concepts of military officers held by leaders and their followers.

### Role Theory and Research

This study relies heavily on the work that has been done thus far in applying role theory to the expectations of persons in a position, and expectations that others have for a person in a position. Much of the research, as indicated above, has been conducted by using check lists to determine what expectations various groups have for a position. The statistics that have been used in such cases

have been largely non-parametric and results have been reported in terms of percentages or chi-square tests of significance. Gross's study (35) is one of the few in which expectations for a role have been tested by other than non-parametric techniques. This study rests, in part, upon Gross's work, both for the formulation "role" and for the techniques used to study it.

#### Faculty Advisers at Michigan State University

##### Organization

Michigan State University has always had some system of faculty advising. Its early history (3) indicates that it followed the same path as other large universities in the midwest, and in its infancy, maintained even a closer association between faculty and students than some of the other universities of the time. As the University grew and became more complex, the early close relationship gave way to the problems involved with an ever increasing number of students. This was particularly true following World War II, when the University grew from 7,000 in 1939 to 16,000 ten years later. The problem of advising, in this period of great expansion, was first taken over by faculty advisers, in the role of part time faculty -- part time counselors. As the numbers grew, counseling and

advising became separate and in 1946 a Counseling Center was established. The faculty adviser became, shortly afterward, known as an "enrollment officer," and it was his function to enroll his advisees in appropriate courses, while it became the responsibility of counselors in the Center to deal with such things as vocational guidance, change of majors, and problems of a deeper personal nature.

There is now some indication that this trend is changing. A faculty committee is currently investigating ways in which the adviser may be used to better advantage, and is considering changing the name of enrollment officer back to faculty adviser. Suggestions have been made regarding in-service education programs, and the whole problem of counselor-adviser-student relationships is being investigated. The committee's report has not yet been released, but every indication points to some changes in the program in the near future.

### Summary

In this chapter a history of the faculty adviser system has been presented, together with a review of the literature concerning ways in which the adviser's role may be better defined, and ways in which the adviser and the personnel worker may cooperate in providing a more coordinated and

integrated approach to serving the student. In this chapter a review of role theory and a review of role theory as applied to educational and related research have also been presented. Finally, a portion of the chapter has been devoted to faculty advising at Michigan State University. This material provides the background for the current study in role expectations of and for the faculty adviser, and provides the depth for understanding the problem in its context.

## CHAPTER III

### DESIGN OF THE STUDY

The purpose of the design of the study is to test differences in the expectations that counselors, enrollment officers and students hold for the role of the enrollment officer at Michigan State University.

#### The Null Hypothesis

The basic hypothesis for the study was stated in Chapter I. To be tested statistically it must be formulated into an operational or, in this case, a null hypothesis.

There is no significant difference in the expectations that enrollment officers, professional counselors and students hold for the role of the enrollment officer as measured by the instrument developed for the study.

The two sub-hypotheses concerning the expectations of different groups of students and different groups of enrollment officers in the operational form are:

- a. There is no significant difference in the expectations students from different disciplines hold for the role of the enrollment officer as measured by the instrument developed for the study.
- b. There is no significant difference in the expectations enrollment officers from

different disciplines hold for the role of the enrollment officer as measured by the instrument developed for the study.

### The Sample

The null hypotheses were tested on a sample of professional counselors, enrollment officers, and students of junior or senior standing in three areas of the University. It was assumed that counselors would represent a professional personnel point of view. Enrollment officers were selected from the College of Education, from the area of mathematics and physical science, and from the area of the social sciences. These three areas were selected because it was assumed that they would best represent a cross-section of all university departments; students were likewise chosen from the same three areas based on an identical assumption.

#### Enrollment Officers

A list of 38 enrollment officers in the College of Education was secured from the Assistant Dean of that college. A list of 24 mathematics and physical science enrollment officers and 24 social science enrollment officers was secured from the University Registrar's Office. These enrollment officers represented the total population of enrollment officers in these areas.

By using a table of random numbers, 30 education enrollment officers were selected for the study. All enrollment officers in mathematics and physical science and in the social sciences were included. The instrument, which is described in the next chapter, was mailed to each enrollment officer. A minimum of 75 per cent return was established as acceptable.

Twenty-two of 24, or about 91 per cent, of the mathematics and physical science enrollment officers responded. Twenty-four of 30, or about 80 per cent, of the education enrollment officers returned the instrument. Twenty-one of 24, or about 87 per cent, of the social science enrollment officers responded.

### Counselors

All full-time and part-time counselors in the Counseling Center were asked to respond to the instrument. Twenty counselors of 21, or about 95 per cent, responded.

### Students

Students in each of the three areas were selected at random from the student directory. Individuals were selected until there was a sample of thirty in each group. Of these, 26, or about 81 per cent, of the education students responded, 25 or slightly over 80 per cent of the mathematics and



physical science students responded, and 24 or about 80 per cent of the social science students responded.

### Sample Returns

The sample and the per cent returning the instrument are summarized in Table 3.1. As can be seen from the table, a total of 85.6 per cent of the sample returned the instrument.

### Statistical Analysis

To study any differences that the group might have with respect to expectations for the role of the enrollment officer, it was considered necessary to have several measures. One was that of central tendency, or an indication of the average opinion of the group about various aspects of the role. Another was that of variance which would provide some insight into the degree of agreement a group had for a particular expectation. In addition, some measure or technique was needed to compare all seven groups and determine whether significant differences existed in their expectations. Finally, some technique was needed to determine what groups differed significantly.

### Description and Difference Statistics

The mean or arithmetical average was used to determine central tendency. Variance for each group was computed by

TABLE 3.1

THE NATURE OF THE SAMPLE AND THE PER CENT  
OF THE SAMPLE RETURNING THE INSTRUMENT

Sample	Number	Returns	Per Cent
Education Enrollment Officers	30	24	80.0
Math and Science Enrollment Officers	24	22	91.7
Social Science Enrollment Officers	24	21	85.8
Education Students	30	26	86.6
Math and Science Students	30	25	83.3
Social Science Students	30	24	80.0
Professional Counselors	21	20	95.2
Total Sample	189	162	85.6

a standard variance formula.<sup>1</sup> Analysis of variance, as outlined in Guilford (36: 256-257) was used to test for differences among the groups.

Assumptions of analysis of variance. The use of the analysis of variance model requires meeting four basic assumptions (47: 73). They are:

1. Observations within sets or groups must be mutually independent and the "laws of chance" must be allowed to operate in an unrestricted manner. This is primarily a property of random sampling. In this study each group was so selected.
2. Variance within experimentally homogeneous sets must be approximately equal. Research by Norton (47: 78) however has indicated that this assumption need not be met as closely as had once been thought, so long as responses do not occur in a "J" distribution. Visual inspection did not indicate any such distribution in the study, and therefore no tests were made for homogeneity of variance.
3. Variations within experimentally homogeneous sets are from normally distributed populations. Lindquist (47: 81) states that this assumption may and is quite often violated with little effect on the validity of the technique. Again, visual inspection was used to check on distribution.
4. The mean of the criterion measures is the same for each treatment population. This

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<sup>1</sup>The variance formula for using raw scores is:

$$s \text{ (variance)} = \frac{N(\sum X^2) - (\sum X)^2}{N^2}$$

assumption is made when the null hypothesis is stated, so that a test may be made for significant differences. The null hypotheses were stated at the beginning of this chapter.

5. A fifth assumption, inherent in the above four, is the use of a metric or interval scale. In designing the instrument used in the study this assumption was made in assigning values to the responses an individual might make to each item. The scaling problem is more fully discussed in Chapter IV.

Goulden's technique. As mentioned above, the analysis of variance model tests only whether there is a significant difference among the means of the groups studied. It does not indicate which means are significantly different when differences are found. Goulden (31: 197) has developed a technique which involves using the "within mean squares" obtained in the analysis of variance as an error term to rank mean differences.

The computational procedure to obtain the difference between any two means among those found significant follows:

$$D = t \sqrt{\frac{2Wms}{N}}$$

in which D is the distance between the means required for significance, t is the value of the "t" test of significance at the desired level, Wms is the within mean squares, and N is the number of a given group.

Assumptions of Goulden's technique. If this technique is to be used, several assumptions must be made:

1. The data are in metric or interval units.
2. The groups are independent.
3. Variances of groups are approximately equal.
4. Means of groups are equal (null hypothesis).
5. Groups are normally distributed.
6. Size of groups is equal.

The first five assumptions have already been discussed in the section on analysis of variance. Since the groups used in this study are not equal, it was decided that 20, or the "N" of the smallest group would be used to compute the distance between means required for significance.

In designing the study the 5 per cent level of significance was accepted as the standard at which the null hypotheses would be rejected. Since all assumptions underlying Goulden's technique were not perfectly met, there was a possibility of making a Type I error in the 5 per cent level of significance value for a "t" test were substituted into Goulden's formula. This would mean rejecting the null hypothesis when actually no difference existed. To compensate for this, a value somewhat higher than the 5 per cent level was chosen for "t". Instead of the 2.086 which is ordinarily used for 20 cases, 2.2 was used to give a conservative estimate. There was some possibility of accepting the null hypothesis when actually there were some

differences between the means, but in this case a Type II error was accepted in preference to a Type I error.

### Analysis of Sample Returns

As the data were gathered the results were tabulated on work sheets. The sum of the scores and the sum of the scores squared were computed for each item, for each sub-scale on the instrument, and for the total instrument. From these computations further calculations yielded means and variances. Once the  $\sum X$  and the  $\sum X^2$  were computed, an analysis of variance test was conducted for each item. Goulden's technique was applied by substituting the required values into the formula.

Analysis was done first item by item. Thereafter, each sub-scale of the total instrument was analyzed. Finally, analysis was done on the instrument as a whole.

### Summary

The null hypothesis, the sample, the statistical design, and the analysis of sample returns have been discussed. It has been stated that the general opinion of a group is indicated by the arithmetical mean of the group's response to an item or set of items. Agreement within a group is indicated by the variance within the group on an item or set of items. Any significant differences among

the groups are determined by analysis of variance. A technique devised by Goulden is used to determine actual differences between means.

Since the study is primarily pilot in nature and the instrument used in the study is not designed for predictive purposes, the 5 per cent level is established as the point at which the null hypothesis is rejected.

In Chapter IV the development of the instrument used to collect the data is presented.

## CHAPTER IV

### INSTRUMENTATION

As stated in Chapter II, this study is, in part, patterned after Gross's study of school executives (37). It will be recalled that Gross administered an instrument to both school executives and school board members concerning various aspects of the school executive's role. A careful study of his items suggested that his approach might be used in this study.

#### Selection of Items and Construction of the Instrument

To obtain items that might be used in studying expectations for the role of the enrollment officer, faculty members, administrators, counselors and students were interviewed and asked what types of services they expected from the enrollment officer. Out of these interviews it appeared that not only certain services were desired, but also that if these services were to be performed, the enrollment officer needed to have a certain body of information about enrolling, about students, and about the university student personnel services.



### Initial pool

A total of 86 items were obtained from these interviews. These were submitted to five persons in the College of Education involved in teaching or research in the student personnel area for comments and revision. Out of the suggestions made by these individuals, a final list of 60 items was selected. The 60 items, in pilot study form, were submitted to all counselors in the University Counseling Center. It was apparent, as the instruments were returned, that several changes needed to be made. Many items needed to be reworded and the instructions clarified. In addition several good suggestions for new items were made.

### Formulation of the Instrument

The instrument was reformulated out of the above suggestions. It was composed of a total of 60 items, broken down into six sub-scales of ten items each. The sub-scales were as follows:

1. Enrollment officer's need to be familiar with the University student personnel services.
2. Enrollment officer's need to be familiar with information about enrollment.
3. Enrollment officer's need to be familiar with information about his enrollees.
4. Expectations for the enrollment officer to perform student personnel services.
5. Expectations for the enrollment officer to perform enrollment services.

6. Expectations for the enrollment officer to perform personal services for enrollees.

Each sub-scale was limited to the ten items that were judged most appropriate to the scale. Once the items had been assigned the instrument was again submitted to the same five persons in the College of Education for evaluation. After their final criticisms the instrument was<sup>1</sup> developed into its final form.

### Scaling

In developing the instrument some means of scaling the responses to the items needed to be devised.

On the first three sub-scales dealing with expectations for the enrollment officer's need for familiarity with certain information, it was decided that respondents would be asked to answer in terms of (a) absolutely needs to be, (b) preferably needs to be, (c) may or may not need to be, (d) preferably need not be, and (e) absolutely need not be familiar with the information indicated in the statement of the item. On the next three sub-scales concerning the enrollment officer's providing services, it was decided to ask the respondents to answer in terms of (a) absolutely must, (b) preferably should, (c) may or may not, (d) prefer-

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<sup>1</sup>

The instrument may be found in Appendix A.

ably should not, and (e) absolutely must not do or perform the service indicated.

For each item the respondent could select one of five responses indicating the degree of need an enrollment officer had to be familiar with certain information, or the importance of an enrollment officer's performing some service. All items were scaled in such a way that the "absolutely needs" or "absolutely must" category indicated the respondent's belief that the enrollment officer needed to be familiar with more information or was expected to provide more service.

Arbitrary values were assigned to each of the responses. A weight of five was assigned to the absolutely needs or absolutely must response, four to the preferably needs or must category, three to the may or may not position, two to the preferably need or preferably shouldnot position, and one to the absolutely need or absolutely must not position. The middle position assumed a neutral position, the five a mandatory must position, and the one a mandatory must not position. The items were carefully worded so that it would be possible for a respondent to use any of the five responses.

#### Administration of the Instrument

The instrument was administered in the eighth week of the fall term, 1958. All replies were received by the

eleventh week of the same term. Scoring of the instrument began immediately thereafter.

### Scoring the Instrument

Scoring has also been discussed in the preceding chapter. The values assigned to each of the response categories were entered on work sheets and then calculated in terms of the sum of the scores and the sum of the scores squared. From these sums it was possible to compute means, variance and to use the techniques to test the null hypotheses. It is recognized that the values assigned to the response categories were made arbitrarily, and that it cannot be assumed in actuality that equal intervals exist in the one to five scale that was used. Even with this limitation, the method of assigning values or scores to the responses appeared to be the best method of evaluating the expectations different groups had for the enrollment officer's role. This decision was based upon a like assignment of values by Gross, whose work has already been cited (37).

### Validity

Content validity, which is the usual type of validity cited in survey studies, can be claimed for the instrument.

Experts in the area of student personnel work were consulted in the design of the instrument, and the items were drawn from their experience in the field. Students and enrollment officers were likewise consulted and contributed suggestions for items. In addition to content validity, face validity can be claimed for the instrument as the items deal directly with duties and responsibilities of enrollment officers.

### Reliability

Reliability for the instrument was computed by Hoyt's technique (43: 756-58). This technique is a two way analysis of variance. Variance is computed among items and among individuals. Theoretically, this procedure should account for all variance in the instrument. In actuality, however, once the variances are computed, there is still variance that is unaccounted for. Hoyt assumes that the unaccounted for, or residual variance, is due to inconsistency on the part of the respondents. Thus reliability, or consistency, can be computed by the formula:

$$r_{tt} = \frac{A' - C'}{A'}$$

in which  $r_{tt}$  is the reliability coefficient,  $A'$  is the variance among individuals estimated by the mean squares, and  $C'$  is the residual variance. Reliability, using this

technique, indicates to what extent the respondents view the items consistently.

Reliability for the total instrument as well as for the sub-scales was computed by the above technique. The coefficients are summarized in Table 4.1.

As indicated in the table, reliability coefficients for the sub-scales range from a low of .44 to a high of .96. Ordinarily .80 is cited as an acceptable reliability coefficient. It will be noted that three of the sub-scales do not meet this standard. Sub-scale 4 with a reliability coefficient of .444 and Sub-scale 5 with a reliability coefficient of .567 are considerably below .80. Sub-scale 6 with a reliability coefficient of .723 approaches the standard. Certainly scales four and five must be interpreted with care if any decisions are to be based on them. Since the study is not primarily predictive in nature, Sub-scale 6 can be used to a greater degree. In all other sub-scales and the total instrument reliability is high enough that reasonable analyses may be made.

TABLE 4.1

RELIABILITY COEFFICIENTS FOR SUB-SCALES  
AND THE TOTAL INSTRUMENT

Part of the Instrument	Reliability Coefficient
Total instrument	.897
Sub-scale 1	.958
Sub-scale 2	.954
Sub-scale 3	.847
Sub-scale 4	.444
Sub-scale 5	.567
Sub-scale 6	.723

### Summary

The development of the instrument, including the selection of items, administration, scoring, validity and reliability have been discussed in this chapter. The instrument was developed from a pool of items suggested by professional counselors, students, and enrollment officers. Five experts in the area of student personnel work in the Michigan State University College of Education judged the items and assisted in assigning them to the six sub-scales of a 60 item instrument. The experts also assisted in wording the items so that arbitrary values of one to five could be used for scoring purposes.

Validity for the instrument is based upon its content. Reliability was estimated by Hoyt's technique. Except for two sub-scales reliability was found to be high enough for reasonable analysis.

In the following chapter the data obtained from the instrument are analyzed and reported.



## CHAPTER V

### ANALYSIS OF THE DATA

An analysis of the data collected in the study is presented in this chapter.

#### Analysis Format

For the purposes of testing the hypotheses in the study, analysis was conducted in three steps:

1. Analysis of the individual items in the sub-scales of the instrument
2. Analysis of the sub-scales of the instrument
3. Analysis of the total instrument.

#### Brief Review of the Nature of the Data

As indicated in the preceding chapters, seven groups are included in the study. They are:

1. Professional counselors in the University Counseling Center
2. Education enrollment officers from the College of Education
3. Mathematics and physical science enrollment officers
4. Social science enrollment officers
5. Education students of junior or senior standing

6. Mathematics and physical science students of junior or senior standing
7. Social science students of junior or senior standing

#### Brief Review of the Instrument

The seven groups were asked to respond to a series of items concerning their expectations for the role of the enrollment officer at Michigan State University. The total instrument of 60 items contained six sub-scales of ten items each. Each sub-scale reflected some aspect of the enrollment officer's role.

Sub-scale 1. Enrollment officer's need to be familiar with the University student personnel services.

Sub-scale 2. Enrollment officer's need to be familiar with information about enrollment.

Sub-scale 3. Enrollment officer's need to be familiar with information about his enrollees.

Sub-scale 4. Expectations for the enrollment officer to perform student personnel services.

Sub-scale 5. Expectations for the enrollment officer to perform enrollment services.

Sub-scale 6. Expectations for the enrollment officer to perform personal services for enrollees.

#### Brief Review of the Scaled Values

On the first three sub-scales respondents were asked to answer on a five point scale concerning the enrollment officer's need for familiarity with certain information.

On the next three sub-scales respondents answered on a like five point scale concerning the enrollment officer's responsibility to perform certain services. The scale follows:

Scale value 5 -- absolutely needs or absolutely must

Scale value 4 -- preferably needs to or preferably must

Scale value 3 -- may or may not need to or may or may not perform

Scale value 2 -- preferably need not or preferably must not

Scale value 1 -- absolutely need not or absolutely must not

Analysis of Enrollment Officer's Need to be Familiar  
with Student Personnel Services: Sub-Scale 1

Individual Items: Sub-Scale 1

The items included in Sub-scale 1<sup>1</sup> are presented in Table 5.1. As noted in the table, analysis of variance indicated significance at the 1 per cent level in eight of the ten items, and significance at the 5 per cent level in one of the ten items. No significant differences were found in one item.

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<sup>1</sup>In the tables included in this chapter the means are not ranked, but are arranged so that mean scores obtained by a given group can be compared over the individual items. The mean scores for each group, for each item, are ranked in Table B.1 in Appendix B. From this table it is possible to determine the relative position of each group on a given item more easily and to determine which groups differ significantly as indicated by Goulden's technique.

TABLE 5.1

## ANALYSIS OF ITEMS IN SUB-SCALE 1

Need for Enrollment Officers To Be Familiar With  
University Student Personnel Services

Legend: C equals counselors, EE education enrollment officers, SSE social science enrollment officers, MSE math and science enrollment officers, ES education students, MSS math and science students, SSS social science students, and T total for all groups. In the first column m equals mean and s equals variance. Column 10 is the "f" obtained in analysis of variance. Five per cent significance is indicated by one asterisk and 1 per cent by two asterisks. Column 11 is the distance between means required for significance.

Enrollment officer's need for familiarity with	1	2	3	4	5	6	7	8	9	10	11
	C	EE	MSE	SSE	ES	MSS	SSS	T	f	d	
1. Services of Univ. Counseling Center	m s	4.40 .25	4.40 .52	3.80 .47	3.77 .39	4.15 .38	3.88 .19	4.47 .29	4.12 .42	5.99 **	.411
2. Social rules and regulations	m s	3.30 .22	3.29 .39	2.91 .56	2.76 .99	3.15 .99	2.76 .77	3.25 .98	3.06 .51	2.89 *	.477
3. Improvement Services	m s	4.95 .26	4.54 .43	4.05 .71	4.24 .49	4.08 .66	4.20 .17	4.46 .78	4.29 .52	1.96	
4. Services of Placement Bureau	m s	4.00 .42	4.33 .41	3.73 .30	3.38 .45	4.35 .40	4.16 .39	4.04 .97	4.02 .59	5.81 **	.495
5. Services of Health Center	m s	4.05 .47	3.87 .03	3.50 .45	3.05 .85	3.12 .83	2.48 1.43	3.08 1.64	3.28 1.05	8.09 **	.621

TABLE 5.1 (continued)

Enrollment officer's need for familiarity with	1	2	3	4	5	6	7	8	9	10	11
	C	EE	MSE	SSE	ES	MSS	SSS	T	f	d	
6. Services of Alumni Office	m s	2.95 .89	2.42 .86	2.59 .63	1.76 .69	3.31 .94	2.68 1.10	3.29 .99	2.73 1.10	7.50 **	.651
7. Services of Housing Office	m s	2.95 .46	3.29 .65	3.05 .71	1.95 1.15	2.92 .71	2.40 1.08	2.62 1.55	2.75 1.05	5.03 **	.662
8. Services of Student Loan Office	m s	3.65 .34	3.75 .07	3.64 .15	2.76 1.09	3.58 .81	3.32 .48	3.33 .32	3.44 .41	7.40 **	.403
9. Services of Scholar- ship Office	m s	3.80 .32	3.83 .43	2.86 .59	3.52 .65	4.12 .60	4.40 .47	4.17 .90	3.98 .69	4.98 **	.433
10. Student activity program	m s	3.00 .32	3.08 .43	2.73 .59	2.05 .65	2.96 .60	2.72 .47	2.87 .90	2.78 .69	4.25 **	.543
-----											
All items on <u>Sub- Scale 1</u>	m s	3.67 .67	3.69 .82	3.38 .67	2.90 1.26	3.57 .94	3.06 1.45	3.55 1.26	3.45 1.01	16.80 **	.798

In the items dealing with the enrollment officer's need for familiarity with the services of the Counseling Center, the Health Center, and information about social rules and regulations the professional counselors obtained the highest mean scores. In all of these items a significant difference was found between professional counselors and social science enrollment officers.

In eight of the ten items social science students obtained higher mean scores and differed significantly from the social science enrollment officers. Math and science enrollment officers obtained higher mean scores and indicated a greater need for familiarity with the services of the Health Center than did math and science students. Math and science students expressed a significantly greater need for the enrollment officer's need to be familiar with the services of the Scholarship Office than did their enrollment officers.

Education enrollment officers and education students differed significantly on one item. Education students expressed more need for the enrollment officer to be familiar with the services of the Alumni Office than did their enrollment officers.

Generally, all groups obtained higher mean scores on items dealing with need for familiarity with the services of the Counseling Center, the Placement Bureau, the Improve-

ment Services, the Health Center, the Student Loan Office and the Scholarship Office. The items on information about social rules and regulations and the student activity program received the lowest mean scores.

Variance, which indicated the amount of agreement within a group was generally greater for students than for enrollment officers and counselors, indicating less agreement among the students. In one case the social science enrollment officer was the exception, and varied more than any other group.

Total: Sub-Scale 1

All items on Sub-scale 1 are summarized in Table 5.1. Analysis of variance indicated differences among the groups at the 1 per cent level of significance. Education enrollment officers and counselors obtained significantly higher mean scores than did social science enrollment officers in their expectations for the enrollment officer's need to be familiar with the University student personnel services.

Students had higher variance scores on the sub-scale than did either enrollment officers or counselors.

On Sub-scale 1, the major hypothesis that there are no significant differences among groups can be rejected at the 1 per cent level. The two minor hypotheses concerning

differences among students and among enrollment officers in the same disciplines can be rejected for individual items in the sub-scale, but must be accepted for the sub-scale as a whole.

Analysis of Enrollment Officer's Need to be Familiar  
with Enrollment: Sub-Scale 2

Individual Items: Sub-Scale 2

The individual items in Sub-scale 2 are presented in Table 5.2. In five of the ten items differences were found at the 1 per cent level of significance, and in one of the items a difference at the 5 per cent level of significance was found. No significant differences were found in four of the ten items.

All groups obtained relatively high mean scores on all items, indicating general opinion that the enrollment officer needs to be familiar with information about enrollment and enrollment procedure. On four of the items social science students indicated a significantly greater need for the enrollment officer to be familiar with the policy on academic probation, with the policy on transferring from one University college to another, the policy on changing majors and the policy on readmission to the University than did the social science enrollment officers. Math and science students expressed a significantly greater need for enrollment officer familiarity with information about graduate



TABLE 5.2

## ANALYSIS OF ITEMS IN SUB-SCALE 2

Need for Enrollment Officers To Be Familiar with  
Enrollment Information and Procedures

Legend: C equals counselors, EE education enrollment officers, SSE social science enrollment officers, MSE math and science enrollment officers, ES education students, MSS math and science students, SSS social science students, and T total for all groups. In the first column m equals mean and s equals variance. Column 10 is the "f" obtained in analysis of variance. Five per cent significance is indicated by one asterisk and 1 per cent by two asterisks. Column 11 is the distance between means required for significance.

Enrollment officer's need for familiarity with	1	2	3	4	5	6	7	8	9	10	11
	C	EE	MSE	SSE	ES	MSS	SSS	T	f	d	
11. Graduation requirements	m s	4.90 .09	4.95 .04	4.95 .45	5.00 .00	4.96 .04	5.00 .00	5.00 .00	4.97 .06	.05	
12. Graduate programs in his area	m s	4.55 .58	4.75 .28	4.59 .31	4.61 .24	4.92 .31	4.92 .08	4.87 .11	4.75 .23	3.56 **	.317
13. Policy governing aca- demic probation	m s	4.75 .20	4.62 .51	4.41 .54	3.40 .80	4.46 1.22	4.60 .33	4.54 .04	4.49 .56	2.33 *	.503
14. University grade point system	m s	4.85 .13	4.95 .04	4.82 .25	5.00 .00	4.65 .32	4.76 .27	4.87 .11	4.84 .17	1.99	
15. Transfer within University	m s	4.40 .36	4.25 .63	4.64 .34	3.81 .46	4.69 .30	4.76 .19	4.62 .33	4.60 .39	8.23 **	.383

TABLE 5.2 (continued)

Enrollment officer's need for familiarity with	1	2	3	4	5	6	7	8	9	10	11
		C	EE	MSE	SSE	ES	MSS	SSS	T	F	D
16. Policy on changing majors	m s	4.70 .22	4.46 .17	4.64 .34	4.38 .65	4.85 .14	4.80 .17	4.71 .30	4.65 .23	3.27 **	.316
17. Policy on adding dropping courses	m s	4.80 .17	5.00 .00	4.82 .25	4.71 .51	4.85 .13	4.72 .29	4.83 .14	4.82 .21	1.03	
18. Policy on repeating courses	m s	4.80 .38	4.87 .11	4.78 .18	4.71 .41	4.73 .20	4.72 .29	4.83 .14	4.78 .11	.80	
19. Policy on readmission to Univ.	m s	3.85 .45	4.21 .69	3.95 .77	3.00 .15	4.58 .17	4.40 .42	4.21 .61	4.06 .49	21.66 **	.363
20. All-university graduation req'ts.	m s	4.35 .76	4.75 .46	4.91 .09	4.81 .16	4.89 .19	4.96 .40	4.75 .37	4.78 .31	3.07 **	.369
-----											
All items on <u>Sub-Scale 2</u>	m s	4.59 .28	4.68 .32	4.64 .48	4.41 .40	4.75 .18	4.76 .23	4.73 .25	4.67 .32	11.46 **	.348

study in their area and the policy on readmission to the University than did their enrollment officers. Education students expressed a significantly greater need for the enrollment officer to be familiar with the policy governing transferring colleges within the University and the policy on changing majors than did their enrollment officers.

Students had higher mean scores and differed significantly from the professional counselors on the enrollment officer's need for familiarity with information about graduate programs in their respective areas. Counselors had lower mean scores and differed significantly from all other groups on the need for the enrollment officer to be familiar with All-University graduation requirements.

Variance was evenly distributed among all groups on the items.

Total: Sub-scale 2

As noted in Table 5.2, the mean scores on the sub-scale were extremely high. A difference at the 1 per cent level of significance was found among the items. Actual differences, by Goulden's technique, were found between math and science and education students and social science enrollment officers. In all cases the students indicated a greater need for the enrollment officer to be familiar with enrollment information and procedures than did counselors and enrollment officers.

The major null hypothesis stating that there are no differences among groups can be rejected on the sub-scale. The two minor hypotheses can be rejected on individual items within the sub-scale, but must be accepted for the sub-scale as a whole.

Analysis of Enrollment Officer's Need To Be Familiar  
with Information about Enrollees: Sub-Scale 3

Individual Items: Sub-Scale 3

No significant differences, as indicated in Table 5.3, were found on four of the ten items in the sub-scale. Differences at the 1 per cent level of significance were found in five items and a difference at the 5 per cent level was found in one item.

Education enrollment officers expressed a significantly greater need for the enrollment officer to be familiar with the enrollee's home background, his health problems, his emotional problems, and his social problems than did education students. Math and science enrollment officers indicated a significantly greater need for familiarity with the enrollee's health problems, emotional problems and social problems than did math and science students.

There were no significant differences among counselors and enrollment officers except in the cases where education enrollment officers expressed a significantly greater need

TABLE 5.3

## ANALYSIS OF ITEMS IN SUB-SCALE 3

Need for Enrollment Officers To Be Familiar with  
Information About Enrollees

Legend: C equals counselors, EE education enrollment officers, SSE social science enrollment officers, MSE math and science enrollment officers, ES education students, MSS math and science students, SSS social science students, and T total for all groups. In the first column m equals mean and s equals variance. Column 10 is the "fn" obtained in analysis of variance. Five per cent significance is indicated by one asterisk and 1 per cent by two asterisks. Column 11 is the distance between means required for significance.

Enrollment officer's need for familiarity with		1	2	3	4	5	6	7	8	9	10	11
		C		EE	MSE	SSE	ES	MSS	SSS	T	f	d
21.	Enrollee's orienta- tion test scores	m	3.60	4.42	3.78	3.67	4.12	3.76	3.87	3.90	1.90	
		s	.36	.25	.66	.93	.90	1.73	.98	1.04		
22.	Enrollee's extra- curricular activities	m	3.10	3.54	3.18	2.95	3.23	3.12	2.79	3.14	.70	
		s	.31	.35	.73	1.05	.34	.94	1.13	.71		
23.	Enrollee's home background	m	3.05	3.42	2.95	2.71	2.69	2.72	2.46	2.85	3.86	.422
		s	.37	.34	.71	.51	.62	.67	.95	.67	**	
24.	Enrollee's vocation- al objectives	m	4.15	4.71	4.50	4.10	4.42	4.64	4.42	4.43	2.07	
		s	.45	.22	.26	.69	.09	1.95	.69	.51		
25.	Enrollee's health problems	m	3.35	4.04	3.68	3.67	3.35	3.08	3.29	3.49	3.95	.550
		s	.24	.39	.42	.83	.64	.74	1.09	.70	**	

TABLE 5.3 (continued)

Enrollment Officer's need for familiarity with	1	2	3	4	5	6	7	8	9	10	11
	C	EE	MSE	SSE	ES	MSS	SSS	T	F	d	
26. Enrollee's high school background	m s	3.25 .83	3.54 .52	3.41 .63	3.81 .76	3.50 .50	3.44 .51	3.37 1.20	3.48 .69	1.02	
27. Enrollee's aca- demic program	m s	4.40 .67	4.80 .17	4.73 .21	4.95 .05	4.58 .33	4.60 .25	4.42 .51	4.64 .21	4.84 **	.307
28. Enrollee's grade point average	m s	4.35 .56	4.71 .30	4.64 .42	4.71 .36	4.58 .33	4.44 .34	4.50 .52	4.56 .16	2.88 *	.264
29. Enrollee's emotional problems	m s	3.25 .41	4.13 .38	3.68 .51	3.43 1.06	3.03 .92	2.76 1.19	3.18 1.04	3.33 .95	6.31 **	.398
30. Enrollee's social problems	m s	3.00 .63	3.88 .46	3.50 .74	2.95 1.35	2.69 .94	2.44 1.17	2.46 .39	2.98 1.04	8.51 **	.625
-----											
All items on <u>Sub-</u> <u>Scale 3</u>	m s	3.55 .73	4.12 .57	3.80 .72	3.69 1.08	3.59 1.18	3.50 1.22	3.41 1.39	3.67 1.04	12.29 **	.693

for the enrollment officer to be familiar with the enrollee's home background, emotional problems and social problems than did the social science enrollment officer.

Variances were approximately equal in all items, indicating approximately the same agreement within all groups.

Total: Sub-Scale 3

Analysis of variance, as noted in Table 5.3, indicated a difference at the 1 per cent level of significance among the items. An actual significant difference was found between education enrollment officers and social science students. Education enrollment officers expressed a significantly greater need for the enrollment officer to be familiar with information about the enrollee than did social science students.

The major null hypothesis can be rejected for the sub-scale. The minor hypotheses can be rejected for individual items, but must be accepted for the sub-scale as a whole.

Analysis of Expectations for Enrollment Officer to  
Provide Student Personnel Services: Sub-Scale 4

Individual Items: Sub-Scale 4

Analysis of variance, as presented in Table 5.4, indicated that there were differences at the 1 per cent level of significance in three items, and differences at the 5 per cent level in two items. No significant differences were found in five of the ten items.

TABLE 5.4

## ANALYSIS OF ITEMS IN SUB-SCALE 4

Expectations for the Enrollment Officer to Provide  
Student Personnel Services

Legend: C equals counselors, EE education enrollment officers, SSE social science enrollment officers, MSE math and science enrollment officers, ES education students, MSS math and science students, SSS social science students, and T total for all groups. In the first column m equals mean and s equals variance. Column 10 is the "f" obtained in analysis of variance. Five per cent significance is indicated by one asterisk and 1 per cent by two asterisks. Column 11 is the distance between means required for significance.

Expectations for enrollment officer to		1	2	C	3	4	5	6	7	8	9	10	11.
		m	s		EE	MSE	SSE	ES	MSS	SSS	T	f	d
31.	Help enrollee with family problems	m	s	1.90 .20	2.54 .35	2.32 .61	2.00 .60	2.19 .56	1.88 .93	1.67 .54	2.07 .58	4.01 **	.502
32.	Help enrollee improve study habits	m	s	3.05 .47	3.37 .59	3.09 .09	3.14 1.00	3.31 .38	3.08 .32	2.80 1.39	3.12 .47	1.76	
33.	Help enrollee secure employment after graduation	m	s	2.75 .51	2.92 .43	3.05 .43	2.86 .23	3.23 .66	3.28 .71	2.58 .86	2.96 .59	2.76 *	.519
34.	Help enrollee secure scholarships	m	s	3.50 .37	3.67 .23	3.36 .72	3.38 .75	3.96 .52	3.84 .64	3.75 .46	3.65 .71	1.81	
35.	Help enrollee solve financial problems	m	s	2.25 .30	3.00 .43	2.55 .74	2.52 .36	2.62 .49	2.68 .89	2.67 .54	2.62 .57	2.05	



TABLE 5.4 (continued)

Expectations for enrollment officers to	1	2	3	4	5	6	7	8	9	10	11
	C	EE	MSE	SSE	ES	MSS	SSS	T	f	d	
36. Interpret enrollee's test scores	m s	2.55 .89	3.42 1.04	2.77 .95	2.95 1.25	3.54 1.54	3.84 .89	3.67 1.62	3.28 1.34	4.58 **	.752
37. Keep in touch with enrollee after grad.	m s	2.90 .20	3.12 .46	2.73 .30	3.19 .16	2.77 .42	2.88 .32	2.62 .77	2.89 .35	3.06 **	.494
38. Provide enrollee with info. about social regulations	m s	2.50 .58	2.54 .37	2.18 .44	2.19 .46	2.50 .74	2.12 .69	2.62 1.29	2.38 .68	1.51	
39. Help enrollee solve vocational problems	m s	2.80 .38	3.46 .69	3.09 .28	3.14 .53	3.73 .52	3.28 1.46	3.42 1.21	3.30 .79	2.75 *	.594
40. Help enrollee find suitable housing	m s	2.15 .45	2.46 .52	2.32 .32	2.00 .30	2.38 .49	2.04 .79	2.25 .80	2.23 .54	1.31	
-----											
All items on Sub-Scale 4	m s	2.64 .61	3.05 .63	2.75 .61	2.74 .77	3.02 .95	2.89 1.06	2.80 1.44	2.85 .90	6.18 **	.651

Math and science students obtained higher scores and differed significantly from their enrollment officers in their expectations for an enrollment officer to interpret an enrollee's orientation test scores. Social science enrollment officers obtained higher scores and differed significantly from social science students in their expectations for an enrollment officer to keep in touch with an enrollee after graduation.

No differences were found among enrollment officers. Education enrollment officers did obtain higher scores and differed from counselors concerning expectations for the enrollment officer to help an enrollee solve family problems, interpret orientation test scores, and help solve vocational problems.

Students generally tended to obtain similar scores; however, math and science students scored higher and differed significantly from social science students in their expectations for the enrollment officer to help enrollees secure jobs after graduation.

Variance tended to be relatively uniform throughout all items for all groups with the exception of social science students. They tended to agree less than the other groups on the items dealing with study habits, orientation test scores, and vocational problems.

Total: Sub-Scale 4

As indicated in Table 5.4, all groups tended to obtain low mean scores on the scale, indicating that most of the groups favored a neutral position or a position of not expecting a great deal of the enrollment officer in this area. Analysis of variance indicated a difference among the groups at the 1 per cent level of significance. Goulden's technique did not yield a significant difference between any two groups, but was close enough that it appeared educational enrollment officers and education students differed significantly from counselors on the scale. Education students and enrollment officers obtained the highest scores, indicating greater expectations for the enrollment officer to provide student personnel services than did counselors.

The major null hypothesis can be rejected for the sub-scale. The minor null hypotheses must be accepted for the scale as a whole, however, differences between enrollment officers were found on individual items.

Analysis of Expectations for the Enrollment Officer  
to Provide Enrollment Services: Sub-Scale 5

Individual Items: Sub-Scale 5

Analysis of variance, as indicated in Table 5.5, produced significant differences at the 1 per cent level in four of

TABLE 5.5

## ANALYSIS OF ITEMS IN SUB-SCALE 5

Expectations for the Enrollment Officer to Provide  
Enrollment Services

Legend: C equals counselors, EE education enrollment officers, SSE social science enrollment officers, MSE math and science enrollment officers, ES education students, MSS math and science students, SSS social science students, and T total for all group. In the first column m equals mean and s equals variance. Column 10 is the "f" obtained in analysis of variance. Five per cent significance is indicated by one asterisk and 1 per cent by two asterisks. Column 11 is the distance between means required for a significance

Expectations for enrollment officer to		1	2	3	4	5	6	7	8	9	10	11
		C	EE	MSE	SSE	ES	MSS	SSS	T	f	d	
41.	See each enrollee for each enrollment	m s	4.45 .37	4.21 .52	4.27 .68	4.43 .26	4.58 .43	4.84 .14	4.67 .41	4.50 .35	3.70 **	.492
42.	Choose electives an enrollee may take	m s	2.00 .53	2.29 .48	2.59 .44	2.57 .56	2.57 1.57	2.36 .99	2.33 1.14	2.40 .84	1.64	
43.	See enrollee when he adds or drops a course	m s	3.85 .56	4.04 1.08	3.91 .56	3.57 .96	3.88 .51	4.08 .24	4.04 .48	3.92 .50	1.38	
44.	Limit credits for en- rollees with low grades	m s	3.40 .88	4.16 .32	4.05 1.49	4.19 .16	4.15 .54	3.96 .62	4.00 .61	4.00 .41	4.28 **	.420
45.	Help enrollee choose an appropriate major	m s	3.10 .73	3.79 .61	3.64 .62	3.62 .25	3.62 1.45	3.64 1.41	3.25 1.67	3.53 1.01	1.37	

TABLE 5.5 (continued)

Expectations for enrollment officer to		1	2	3	4	5	6	7	8	9	10	11
		C	EE	MSE	SSE	ES	MSS	SSS	T	f	d	
46.	Help enrollee plan to meet grad. req'ts.	m s	4.50 .26	4.75 .28	4.05 .99	4.71 .21	4.61 .41	4.88 .27	4.79 .17	4.62 .17	15.67 **	.233
47.	Help enrollee schedule course sections	m s	2.80 1.01	3.38 1.20	2.95 .19	3.14 .83	2.81 .72	3.08 .83	2.75 1.67	2.99 .94	1.30	
48.	Supply enrollee info. about withdrawal procedures	m s	3.70 .33	3.75 .72	3.32 .32	3.47 .26	3.65 .56	3.68 2.02	3.62 1.38	3.60 .82	.62	
49.	Discuss strengths & weaknesses of other teachers with enrol- lee	m s	2.20 1.01	1.92 .51	2.23 .56	2.43 .66	2.27 .76	2.72 .25	2.75 .46	2.36 .65	3.63 **	.532
50.	Suggest enrollee with low grades change major	m s	2.85 .77	2.42 .69	3.09 1.04	2.95 .15	2.54 1.26	2.68 .64	2.46 .87	2.70 .81	1.95	
-----												
All items on Sub- Scale 5		m s	3.29 1.28	3.47 1.39	3.41 1.07	3.51 .75	3.47 1.46	3.59 1.21	3.47 1.66	3.46 1.26	1.52	

the ten items. No significant differences were found in six of the items on the scale.

Math and science students obtained higher scores and differed significantly from their enrollment officers in expectations for the enrollment officer to see each enrollee personally for each enrollment, and to help an enrollee plan courses to meet graduation requirements. No significant differences were found between education enrollment officers and education students and social science enrollment officers and social science students.

Education enrollment officers and social science enrollment officers obtained higher scores and differed significantly from math and science enrollment officers on expectations for the enrollment officer to help an enrollee plan courses to meet graduation requirements. Counselors obtained lower scores and differed significantly from all groups in expectations regarding limiting the credits an enrollee with low grades may take

Variance tended to be high on the items in Sub-scale 5. This was particularly true of student responses.

Total: Sub-Scale 5

As indicated in Table 5.5, no significant differences were found on the total sub-scale. All groups tended to score relatively high on the scale, indicating a need for

the enrollment officer to provide services in the area of enrollment.

The major null hypothesis, and minor null hypotheses must be accepted for the sub-scale, as no significant differences were found.

Analysis of Expectation for the Enrollment  
Officer to Perform Personal Services for  
Enrollees: Sub-Scale 6

Individual Items: Sub-Scale 6

Four items on the sub-scale were found to contain significant differences among groups at the 1 per cent level and three items significant differences among the groups at the 5 per cent level. As indicated in Table 5.6, no significant differences were found in three items.

Education students obtained a higher mean score and differed significantly from their enrollment officers in expectations for the enrollment officer to accept pay for tutoring an enrollee. Education enrollment officers obtained a higher mean score and differed significantly from education students on expectations for inviting enrollees to their homes.

All student groups obtained higher mean scores and differed significantly from all groups of enrollment officers in their expectations for the enrollment officer to tutor enrollees.

TABLE 5.6

## ANALYSIS OF ITEMS IN SUB-SCALE 6

Expectations for the Enrollment Officer to  
Perform Personal Services for Enrollees

Legend: C equals counselors, EE education enrollment officers, SSE social science enrollment officers, MSE math and science enrollment officers, ES education students, MSS math and science students, SSS social science students, and T total for all groups. In the first column m equals mean and s equals variance. Column 10 is the "f" obtained in analysis of variance. Five per cent significance is indicated by one asterisk and 1 per cent by two asterisks. Column 11 is the distance between means required for significance.

		1	2	3	4	5	6	7	8	9	10	11
Expectations for the enrollment officer to			C	EE	MSE	SSE	ES	MSS	SSS	T	f	d
51.	Tutor an enrollee	m s	2.40 .46	1.79 .43	1.73 .49	1.62 .55	2.46 .98	2.36 .57	2.42 .51	2.12 .68	5.60 **	.528
52.	Invite enrollees to his home	m s	3.10 .20	2.71 .43	2.64 .34	2.95 .10	2.38 .41	2.44 .34	2.62 .51	2.67 .26	7.08 **	.319
53.	Go on coffee breaks with enrollees	m s	3.15 .13	2.71 .39	2.55 .45	2.95 .05	2.46 .42	2.68 .56	3.12 .46	2.79 .42	4.80 **	.418
54.	Accept gifts from enrollees	m s	1.85 .34	1.50 .35	1.77 .66	1.95 .55	1.92 .63	1.68 .73	1.87 .51	1.79 .55	1.11	
55.	Accept pay for tutoring enrollees	m s	2.25 1.25	1.38 .68	1.77 1.04	2.05 1.15	2.34 .88	2.28 1.04	2.21 1.65	2.04 1.16	2.71 *	.722



TABLE 5.6 (continued)

Expectations for the enrollment officer to	1	2	3	4	5	6	7	8	9	10	11
	C	EE	MSE	SSE	ES	MSS	SSS	T	f	d	
56. Encourage enrollees to meet him on occa- sions other than enrollment	m	3.55	3.71	3.13	3.52	3.58	3.44	3.29	3.46	1.30	
	s	.37	.52	.22	.36	.81	.76	1.43	.66		
57. Write letters of recommendation	m	3.65	3.67	3.59	3.86	3.23	3.56	3.58	3.58	1.18	
	s	.34	.75	.63	.53	1.26	.51	.86	.72		
58. Establish friendly relationship	m	4.30	4.25	3.68	4.19	4.00	4.08	4.29	4.11	2.74	.365
	s	.43	.28	.80	.11	.40	.49	.74	.42	*	
59. Check claims of unfair treatment by faculty	m	2.90	2.92	2.59	3.33	2.77	3.04	3.46	3.00	2.42	.642
	s	.83	1.04	.59	.43	.90	1.04	1.30	.94	*	
60. Check claims of unfair treatment by Dean of Students Office	m	2.85	3.17	2.64	3.47	2.62	3.08	3.58	3.06	3.35	.727
	s	.56	.84	1.09	.96	.73	1.33	1.47	1.11	**	
-----											
All items on Sub-	m	3.00	2.78	2.61	2.99	2.78	2.86	3.05	2.86	4.73	.682
Scale 6	s	1.01	1.37	1.07	.99	1.08	1.17	1.41	1.18	**	

Counselors obtained higher scores and differed significantly from all but social science enrollment officers in their expectations for the enrollment officer to invite advisees to his home. Counselors and social science students obtained higher scores and differed significantly from all other groups in their expectations for enrollment officers to go on coffee breaks with enrollees.

Math and science enrollment officers obtained lower scores and differed significantly from all but education students in their expectations for the enrollment officer to establish a friendly relationship with his enrollees.

Social science enrollment officers and social science students obtained higher scores and differed significantly from math and science enrollment officers in their expectations for the enrollment officer to check on enrollees' claims of unfair treatment by both another faculty member or the Dean of Students Office. On the latter item social science students differed significantly from counselors, math and science enrollment officers and education students.

Variance among the groups was relatively uniform. High variance, indicating less agreement, was found in the items on unfair treatment by faculty or the Dean of Students Office and on accepting pay for tutoring an advisee.

Total: Sub-Scale 6

Although analysis of variance as presented in Table 5.6 indicated significant differences among the groups at the 1 per cent level of significance, Goulden's technique yielded no actual differences. Assuming that differences actually do exist, it would appear that social science students obtained the highest mean scores and differed significantly from math and science enrollment officers on the scale.

On the basis of the analysis of variance test the major null hypothesis can be rejected for the sub-scale. Although differences among students and enrollment officers were found in individual items, the minor hypothesis must be accepted for the sub-scale.

Analysis of the total instrument

An analysis of the sub-scales and the total instrument appears in Table 5.7. It may be noted that differences were found among the groups on the total instrument at the 1 per cent level of significance. The major null hypothesis that there are no differences among groups in their expectations for the role of the enrollment officer, as measured by the instrument, can be rejected at the 1 per cent level of significance.

TABLE 5.7

## ANALYSIS OF THE TOTAL INSTRUMENT

Expectations for the Role of the Enrollment Officer at  
Michigan State University

Legend: C equals counselors, EE education enrollment officers, SSE social science enrollment officers, MSE math and science enrollment officers, ES education students, MSS math and science students, SSS social science students, and T total for all groups. In the first column m equals mean and s equals variance. Column 10 is the "f" obtained in analysis of variance. Five per cent significance is indicated by one asterisk and 1 per cent by two asterisks. Column 11 is the distance between means required for significance.

	C	EE	MSE	SSE	ES	MSS	SSS	T	f	d
<u>Sub-Scale 1</u>	m	3.67	3.69	3.38	2.90	3.57	3.06	3.45	16.80	.698
	s	.67	.82	.67	1.26	.94	1.45	1.01	**	
<u>Sub-Scale 2</u>	m	4.59	4.68	4.64	4.41	4.75	4.76	4.67	11.46	.348
	s	.28	.32	.48	.40	.18	.23	.32	**	
<u>Sub-Scale 3</u>	m	3.55	4.12	3.80	3.69	3.59	3.50	3.67	12.29	.693
	s	.73	.57	.72	1.08	1.18	1.22	1.04	**	
<u>Sub-Scale 4</u>	m	2.64	3.05	2.75	2.74	3.02	2.89	2.85	6.18	.592
	s	.61	.63	.61	.77	.95	1.06	.90	**	
<u>Sub-Scale 5</u>	m	3.29	3.47	3.41	3.51	3.47	3.59	3.46	1.52	
	s	1.28	1.39	1.07	.75	1.46	1.21	1.26		
<u>Sub-Scale 6</u>	m	3.00	2.78	2.61	2.99	2.78	2.86	2.86	4.73	.682
	s	1.01	1.37	1.07	.99	1.08	1.17	1.18	**	
Total	m	3.45	3.56	3.43	3.38	3.53	3.45	3.48	7.21	.708
Instrument	s	1.14	1.73	.88	1.18	1.34	1.70	1.38	**	

Goulden's technique does not yield a significant difference between any two groups. Using the results found in analysis of variance, then the only conclusion that may be drawn is that the groups at either extreme differed significantly. Education enrollment officers obtained the highest mean scores and social science enrollment officers the lowest. If these groups are assumed to be significantly different, the minor null hypothesis concerning differences among enrollment officers of different disciplines may be rejected. Since no differences were found among students of different disciplines, the minor null hypothesis concerning this aspect of the study must be accepted.

In Table 5.8 the mean scores are ranked for each group on both the sub-scales and the total instrument. On the total instrument education enrollment officers, education students and social science students ranked in the upper half of the ranked means. Counselors ranked in the middle position, and math and science students, math and science enrollment officers, and social science enrollment officers in the lower half. All scores on the total instrument were considerably above 3, or the neutral middle position, on the scale of responses. All groups responded to the instrument as a whole positively, indicating a general expectation for the enrollment officer to be familiar with

TABLE 5.8

RANKED MEAN SCORES OF SUB-SCALES AND  
TOTAL INSTRUMENT

Legend: C equals counselors, EE education enrollment officers, MSE math and science enrollment officers, SSE social science enrollment officers, ES education students, MSS math and science students, SSS social science students, and T total for all groups. Significance at the 1 per cent level is indicated by two asterisks and at the 5 per cent level by one asterisk.

<u>Sub-scale 1.</u> Need for familiarity with personnel services							
EE	C	ES	SSS	MSE	MSS	SSE	T
3.69	3.67	3.57	3.55	3.38	3.06	2.92	3.45
<u>Sub-scale 2.</u> Need for familiarity with enrollment information							
MSS	ES	SSS	EE	MSE	C	SSE	T
4.76	4.75	4.73	4.68	4.64	4.59	4.41	4.78
<u>Sub-scale 3.</u> Need for familiarity with information about enrollees							
EE	MSE	SSE	ES	C	MSS	SSS	T
4.12	3.80	3.69	3.59	3.55	3.50	3.41	3.67
<u>Sub-scale 4.</u> Expectations for enrollment officer to provide personnel services							
EE	ES	MSS	SSS	SSE	MSE	C	T
3.05	3.02	2.89	2.80	2.75	2.74	2.64	2.85
<u>Sub-scale 5.</u> Expectations for enrollment officer to provide enrollment services							
MSS	SSE	EE	ES	SSS	MSE	C	T
3.59	3.50	3.47	3.47	3.47	3.41	3.29	3.46
<u>Sub-scale 6.</u> Expectations for enrollment officer to perform personal services							
SSS	C	SSE	MSS	EE	ES	MSE	T
3.05	3.00	2.99	2.86	2.78	2.78	2.61	2.86
<u>Total instrument.</u>							
EE	ES	SSS	C	MSS	MSE	SSE	T
2.56	3.53	3.51	3.46	3.45	3.43	3.38	3.48

the information and to provide the services outlined in the instrument.

Sub-scale 2 had the highest mean score (4.67), indicating that all groups expected the enrollment officer to be quite familiar with information about enrollment and enrollment procedures. Sub-scale 3, with a mean score of 3.67, ranked second, indicating a need for the enrollment officer to be familiar with information about his enrollees. Sub-scale 5 ranked third with a mean score of 3.46 indicating expectations for enrollment officers to provide enrollment services. Sub-scale 1, with a mean score of 3.45, ranked fourth. The score was still sufficiently high to indicate a need for enrollment officers to be familiar with University student personnel services.

Two sub-scales had mean scores below 3, or the middle position response. Sub-scale 6, concerning expectations for the enrollment officer to perform personal services for the enrollee, had a mean score of 2.86, and Sub-scale 4, concerning expectations for the enrollment officer to perform student personnel services had a mean score of 2.85. These scores indicate the respondents, as a whole, tended to believe that the enrollment officer should not provide student personnel services and should not perform personal services for his enrollees.

### Summary

The major null hypothesis that there were no differences among the groups in their expectations for the role of the enrollment officer as measured by the instrument may be rejected at the 1 per cent level of significance. The minor null hypothesis that there were no differences in expectations of enrollment officers of different disciplines, as measured by the instrument may, by the analysis of variance test, be rejected at the 1 per cent level of significance. The minor null hypothesis concerning differences among students of different disciplines must be accepted.

On Sub-scale 1 education enrollment officers and professional counselors obtained higher scores and differed significantly from social science enrollment officers in their expectations for the enrollment officers to be familiar with student personnel services.

Math and science and education students obtained higher scores and differed significantly from social science enrollment officers on Sub-scale 2, dealing with expectations for the enrollment officer to be familiar with enrollment information and procedures.

On Sub-scale 3 education enrollment officers obtained higher scores and differed significantly from social science



students in their expectations for the enrollment officer to be familiar with information about enrollees.

Education students and education enrollment officers obtained higher scores and differed significantly from counselors on Sub-scale 4, concerning expectations for the enrollment officer to provide student personnel services.

No significant differences were found on Sub-scale 5 concerning expectations for the enrollment officer to provide enrollment services.

On Sub-scale 6 social science students obtained higher scores and differed significantly from math and science enrollment officers in their expectations for the enrollment officer to perform personal services for enrollees.

The major null hypothesis can be accepted on all but the fifth sub-scale. The two minor hypotheses must be accepted on all but the first sub-scale. On that sub-scale education enrollment officers differed significantly from social science enrollment officers regarding expectations for the enrollment officer's need to be familiar with student personnel services.

## CHAPTER VI

### SUMMARY AND RECOMMENDATIONS

#### Summary

##### The Problem

The primary purpose of the study was to determine whether seven different campus groups held different expectations for the role of the enrollment officer at Michigan State University. The groups, representing a cross-section of the University, were (1) education, (2) social science, and (3) math and science enrollment officers; (4) education, (5) social science and (6) math and science students; and (7) professional counselors.

The study was conducted the Fall Term, 1958. The instrument used to measure role expectations was mailed to a randomly selected sample of each group. Eighty-five per cent of the instruments were returned and the results obtained constitute the data of the study.

##### The Design and Procedure of the Study

A sixty item instrument, consisting of six sub-scales of ten items each was designed to measure expectations for

the enrollment officer's role. The first three sub-scales concerned the enrollment officer's need to be familiar with student personnel services, enrollment information, and information about his enrollees. The next three sub-scales concerned expectations for the enrollment officer to provide student personnel services, enrollment services, and to perform personal services for his enrollees.

Reliability of the instrument was tested by Hoyt's analysis of variance technique. By this method the internal consistency reliability of the total instrument was estimated at .897. Sub-scale reliability ranged from .444 to .958. All but two sub-scales were judged to have high enough reliability coefficients for reasonable analysis.

Arbitrary values from one to five were assigned to the responses that could be made on each item. The items were worded so that the higher the responses, the greater the expectations for need to be familiar with information or the greater the expectation to provide services. The expectations for the role of the enrollment officer for the different groups were indicated by the mean scores the groups obtained on the items, the sub-scales and the total instrument. The analysis of variance model was used to test for significant differences among groups on the individual items, the sub-scales and the total instrument. Actual

significant differences between groups was estimated by Goulden's technique.

Agreement within a group was indicated by the variance for a given group on an item, a sub-scale, or the total instrument.

### The Analysis and Conclusions

The major null hypothesis tested in the study was as follows:

There is no significant difference in the expectations that enrollment officers, professional counselors and students hold for the role of the enrollment officer as measured by the instrument developed for the study.

Sub-hypothesis A was:

There is no significant difference in the expectations students from different disciplines hold for the enrollment officer as measured by the instrument developed for the study.

Sub-hypothesis B was:

There is no significant difference in the expectations enrollment officers from different disciplines hold for the role of the enrollment officer as measured by the instrument developed for the study.

In testing the hypotheses, the confidence limit was set at the 5 per cent level of significance. The null hypotheses were rejected at that point.

Analysis of variance indicated differences at the 1 per cent level of five of the six sub-scales and on the total instrument. No significant differences were found on

one sub-scale. Thus, the null hypothesis could be rejected for five sub-scales and for the total instrument.

The sub-scales upon which the major null hypothesis could be rejected were:

Sub-scale 1 Need for the enrollment officer to be familiar with student personnel services.

Sub-scale 2 Need for enrollment officer to be familiar with enrollment information and procedure.

Sub-scale 3 Need for enrollment officer to be familiar with information about enrollees.

Sub-scale 4 Expectations for the enrollment officer to provide student personnel services. Reliability on this scale was so low (.444) that care must be taken in interpreting it.

Sub-scale 6 Expectations for the enrollment officer to perform services of a personal nature for enrollees.

As indicated above, no significant differences were found on Sub-scale 5 concerning expectations for the enrollment officer to provide enrollment services. Reliability (.567) was also low for this sub-scale.

On Sub-scale 1 and on the total instrument sub-hypothesis B, concerning expectations of the enrollment officers, could be rejected. In both the sub-scale and the total instrument education enrollment officers differed significantly from social science enrollment officers.

Sub-hypothesis A, concerning differences among students, could not be rejected on any of the sub-scales or on the total instrument, as no significant differences were found.

The conclusions that may be reached from the above are that the different groups, with the exception of students, do differ significantly on their expectations for the enrollment officer's role. This would tend to indicate that role, as measured by five sub-scales and the total instrument, is defined differently by the different groups and that no one set of expectations exists for the role of the enrollment officer. This supports the original rationale of the study, in that it was suspected that one of the difficulties with the enrollment system lay in the fact the role of the enrollment officer is not clearly defined, and that because of the hazy definition conflict situations develop. This conclusion also points to the need for a better definition of the enrollment officer's role.

In analyzing the mean scores of the sub-scales it may also be concluded that, as a whole, all respondents had:

a. relatively high expectations for the enrollment officer's need to be familiar with enrollment information and procedure as indicated by a mean score of 4.67. This conclusion needs little interpretation, as it certainly falls within what is commonly believed to be the role of the "enrollment officer."

b. relatively high expectations for the enrollment officer's need to be familiar with information about

enrollees as indicated by a mean score of 3.67. This likewise is a conclusion that could be readily anticipated.

c. relatively high expectations for the enrollment officer's performance of enrollment services as indicated by a mean score of 3.46. This conclusion follows that of a, above, although it would appear that the respondents had considerably higher expectations for the need for information about enrollment than for the actual performance of enrollment services. This may be an indication that, by and large, enrollment officers are not as familiar with information about enrollment as they should be.

d. relatively high expectations for the enrollment officer's need to be familiar with student personnel services as indicated by a mean score of 3.45. While this conclusion may be made on the basis of the data, it is relatively hard to interpret. It may indicate a need for familiarity with the services so that adequate referrals may be made. It may also indicate that enrollment officers are not as familiar with this area as they ought to be; thus, there is a great need for familiarity.

By analyzing the means still further it may be concluded that enrollment officers as a group tend to have higher expectations for the enrollment officer's need to be familiar with information about enrollees than do enrollees themselves.

Conversely, it may be concluded that enrollees as a whole tend to have higher expectations for the enrollment officer's need to be familiar with enrollment information and procedure than do enrollment officers themselves. This may reflect a belief on the part of the students that enrollment officers are not actually as familiar with the information as they ought to be. Likewise it may express a belief on the part of enrollment officers that enrollees are not as willing to provide the necessary information about themselves as they ought to be and thus make "good" enrollment more difficult. In any event, it would appear that students expect the enrollment officer to be familiar with enrollment information, but believe that information about themselves is not so important.

In analyzing the instrument as a whole, it may be concluded that education students and education enrollment officers express a greater need for familiarity with information bearing on enrollment and a greater expectation for the enrollment officer's performance of services than do other groups. This would tend to support the idea, commonly expressed, that educators tend to be more protective, and more willing to work with students than are other groups.

#### Recommendations

Several recommendations may be made on the basis of



the above conclusions. They are:

a. Since there does seem to be a lack of definition of the enrollment officer's role, a University committee should study the problem thoroughly and define the role of the enrollment officer. The committee should include members of all colleges, and once the role is better defined, should distribute the information to all enrollment officers. Perhaps a "job analysis" might be made for the enrollment officer.

b. Since students express a greater need for enrollment officer familiarity with information about enrollment and about student personnel services than do enrollment officers, there would appear to be a need for providing enrollment officers with information about enrollment procedure and student personnel services. An in-service education program might provide a solution to this problem.

c. Students seem to be somewhat reluctant to have enrollment officers become familiar with information about them. Perhaps this is an indication of poor rapport between student and enrollment officer. Students might be informed of the necessity of providing enrollment officers with information about themselves during the orientation program. An in-service education program for enrollment officers might stress the need for good rapport.

d. Since enrollment officers of different discipline tend to disagree in many instances, more interaction of enrollment officers of different disciplines is recommended. This might also be a function of an in-service program, in which the role might be better defined.

#### Implications for Further Research

The study points out the need for further research in how well enrollees are actually satisfied with the services enrollment officers provide. The expectations for the role, as seen by the enrollment officer, might well be compared with how well satisfied the enrollee is with the role.

The role of the counselor, or other student personnel workers might be investigated in a study similar to the one cited here. Students and faculty might be asked to respond to an instrument regarding expectations for the role of the student personnel worker or counselor.

Further research might be done on counselor and enrollment officer expectations for the student role. This would be an investigation of the students' responsibility to be familiar with certain information and services.

If an in-service training program is established, another study might be conducted to determine whether it was successful in bringing enrollment officer expectations

closer than indicated in this study. Likewise a study might be made of student satisfaction before and after an in-service program.

Since this study was conducted on expectations for the role of the enrollment officer at the junior and senior levels only, another similar study might be made of the role of the enrollment officer in the Basic College. Expectations of and for the two groups could then be compared.

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## APPENDIX A

Letter and  
Instrument Used  
in the Study

Dear

I am currently conducting a study of expectations that various groups have for the role of the enrollment officer at Michigan State University. Enclosed is a questionnaire concerning several aspects of the role. I would appreciate it very much if you would complete the questionnaire at your earliest convenience and return it to me in the enclosed envelope.

Sincerely yours,

Eldon R. Nonnamaker  
Head Adviser, East Shaw Hall  
Michigan State University

ENROLLMENT OFFICER  
INVENTORY

103

There are two main parts to this inventory. On the first part you are asked to express your expectations regarding facts and information that an enrollment officer need or need not be familiar with. On the second part you are asked to express your expectations regarding services that an enrollment officer may or may not provide. In both cases, please respond in terms of expectations for an enrollment officer in the Upper Division of Michigan State University.

Part I

In responding to these items please choose one of the following:

ANT absolutely needs to  
PNT preferably needs to  
MMN may or may not need  
PNN preferably need not  
ANN absolutely need not

Begin each item with, "The enrollment officer." Then, choose the response you think best expresses the need an enrollment officer has for the information contained in the item. Respond in terms of your actual expectations, not in terms of your ideal expectations for the need. Circle the response you select.

The enrollment officer:

1. ANT PNT MMN PNN ANN be familiar with the services provided by the Counseling Center and Mental Hygiene Clinic.
2. ANT PNT MMN PNN ANN be familiar with the social rules and regulations of the University.
3. ANT PNT MMN PNN ANN be familiar with the services provided by the Improvement Services.
4. ANT PNT MMN PNN ANN be familiar with the services provided by the Placement Bureau.
5. ANT PNT MMN PNN ANN be familiar with the services provided by the Health Center.
6. ANT PNT MMN PNN ANN be familiar with the services provided by the Alumni Office.
7. ANT PNT MMN PNN ANN be familiar with the services provided by the Housing Office.

Responses: ANT absolutely needs to MMN may or may not need  
 PNT preferably needs to PNN preferably need not  
 ANN absolutely need not

The enrollment officer:

8. ANT PNT MMN PNN ANN be familiar with the services provided by the student loan program.
9. ANT PNT MMN PNN ANN be familiar with the services provided by the Scholarship Office.
10. ANT PNT MMN PNN ANN be familiar with the student activity program.
11. ANT PNT MMN PNN ANN be familiar with the graduation requirements in his area.
12. ANT PNT MMN PNN ANN be familiar with the graduate programs in his area at Michigan State Univ.
13. ANT PNT MMN PNN ANN be familiar with the policy governing academic probation.
14. ANT PNT MMN PNN ANN be familiar with the University grade point system.
15. ANT PNT MMN PNN ANN be familiar with the policy governing transfer from one MSU college to another.
16. ANT PNT MMN PNN ANN be familiar with the policy governing change of major.
17. ANT PNT MMN PNN ANN be familiar with the policy concerning adding and dropping courses.
18. ANT PNT MMN PNN ANN be familiar with policy governing the repeating of courses.
19. ANT PNT MMN PNN ANN be familiar with the policy governing re-admission to the University.
20. ANT PNT MMN PNN ANN be familiar with all-university graduation requirements.
21. ANT PNT MMN PNN ANN be familiar with an enrollee's orientation test scores.
22. ANT PNT MMN PNN ANN be familiar with an enrollee's extra-curricular activities.
23. ANT PNT MMN PNN ANN be familiar with an enrollee's home background.

Responses: ANT absolutely needs to MMN may or may not need  
 PNT preferably needs to PNN preferably need not  
 ANN absolutely need not

The enrollment officer:

24. ANT PNT MMN PNN ANN be familiar with an enrollee's vocational objectives.
25. ANT PNT MMN PNN ANN be familiar with any health problems an enrollee may have.
26. ANT PNT MMN PNN ANN be familiar with an enrollee's high school background.
27. ANT PNT MMN PNN ANN be familiar with each enrollee's academic program to date.
28. ANT PNT MMN PNN ANN be familiar with an enrollee's grade point average.
29. ANT PNT MMN PNN ANN be familiar with any emotional problems an enrollee may have.
30. ANT PNT MMN PNN ANN be familiar with any social problems the enrollee may have.

## Part II

In responding to the items in Part II, please choose one of the following:

AM absolutely must  
 PS preferably should  
 MMN may or may not  
 PSN preferably should not  
 AMN absolutely must not

Begin each item with the subject, "The enrollment officer." Then, choose one of the above responses that best expresses to what extent you expect the enrollment officer to perform the services mentioned in the item. Respond in terms of actual, not ideal expectations. Circle the response you select.

The enrollment officer:

31. AM PS MMN PSN AMN work directly with enrollees in solving family problems.
32. AM PS MMN PSN AMN work directly with enrollees in academic difficulty in improving study habits.

Responses: AM absolutely must      MMN may or may not  
                  PS preferably should      PSN preferably should not  
    AMN absolutely must not

The enrollment officer:

33. AM PS MMN PSN AMN work directly with enrollees in securing jobs upon enrollees' graduation.
34. AM PS MMN PSN AMN work directly with scholastically qualified enrollees in securing scholarships.
35. AM PS MMN PSN AMN work directly with enrollees in solving financial problems.
36. AM PS MMN PSN AMN interpret orientation test scores to enrollees.
37. AM PS MMN PSN AMN keep in touch with enrollees after their graduation.
38. AM PS MMN PSN AMN provide enrollees with information about social rules and regulations.
39. AM PS MMN PSN AMN work directly with enrollees in helping them solve vocational problems.
40. AM PS MMN PSN AMN work directly with enrollees in helping them find suitable housing.
41. AM PS MMN PSN AMN see each enrollee personally for each enrollment.
42. AM PS MMN PSN AMN choose elective courses an enrollee may take.
43. AM PS MMN PSN AMN see each enrollee personally when an enrollee wants to add or drop a course.
44. AM PS MMN PSN AMN limit the credits an enrollee in academic difficulty may take.
45. AM PS MMN PSN AMN help uncertain enrollees choose appropriate majors.
46. AM PS MMN PSN AMN help an enrollee plan courses to meet graduation requirements.
47. AM PS MMN PSN AMN help an enrollee in scheduling course sections.
48. AM PS MMN PSN AMN provide an enrollee with information about withdrawal procedure.



Responses: AM absolutely must      MMN may or may not  
                  PS preferably should      PSN preferably should not  
    AMN absolutely must not

The enrollment officer:

49. AM PS MMN PSN AMN discuss strengths and weaknesses of teachers teaching courses an enrollee plans to take.
50. AM PS MMN PSN AMN encourage an enrollee with low grades to change to an easier major.
51. AM PS MMN PSN AMN tutor an enrollee if enrollee asks.
52. AM PS MMN PSN AMN invite enrollees to his home.
53. AM PS MMN PSN AMN go on coffee breaks with enrollees.
54. AM PS MMN PSN AMN accept gifts and presents from enrollees.
55. AM PS MMN PSN AMN accept pay for tutoring an enrollee.
56. AM PS MMN PSN AMN encourage enrollees to meet with him on occasions other than enrollment.
57. AM PS MMN PSN AMN write letters of recommendation for an enrollee.
58. AM PS MMN PSN AMN establish a friendly relationship with enrollees.
59. AM PS MMN PSN AMN investigate if an enrollee claims to have been treated unfairly by another faculty member.
60. AM PS MMN PSN AMN investigate if an enrollee claims to have been treated unfairly by the Dean of Students' Office.
61. In what way or ways do you feel that the enrollment system might be best improved at Michigan State University?

## APPENDIX B

### Table of Ranked Mean Scores for Individual Items on the Instrument

Table B.1

Ranked Mean Scores for  
Individual Items on the Instrument

Legend: Mean scores for each item on the instrument used in the study are ranked in this table. Following the ranking significant differences among the various groups, as measured by Goulden's technique, are listed. In the table C equals counselors, EE education enrollment officers, MSE math and science enrollment officers, SSE social science enrollment officers, ES education students, MSS math and science students, SSS social science students, and T total. In the last column d is the distance between any two means required for significance. The symbol > means significantly greater than.

---

Enrollment officer's  
need for familiarity  
with:

---

1. Services of University Counseling Center

SSS	C	EE	ES	MSS	MSE	SSE	T	d
4.47	4.40	4.40	4.15	3.88	3.80	3.77	4.12	.411

C		MSS
EE	>	MSE
SSS		SSE

2. Social rules and regulations

C	EE	SSS	ES	MSE	SSE	MSS	T	d
3.30	3.29	3.25	3.15	2.91	2.76	2.76	3.06	.477

C		SSE
EE	>	MSS
SSS		

3. Improvement Services of the University

C	EE	SSS	SSE	MSS	ES	MSE	T
4.95	4.54	4.46	4.24	4.20	4.08	4.05	4.29

No significant differences

---

Table B.1 (Continued)  
 Ranked Mean Scores for  
 Individual Items on the Instrument

---

Enrollment officer's  
 need for familiarity  
 with:

---

4. Services of Placement Bureau

ES	EE	MSS	SSS	C	MSE	SSE	T	d
4.35	4.33	4.16	4.04	4.00	3.73	3.33	4.02	.495

$\begin{matrix} ES & SSS \\ EE & C \end{matrix} > SSE; \quad \begin{matrix} ES \\ EE \end{matrix} > \begin{matrix} MSE \\ SSE \end{matrix}$   
 MSS

5. Services of Health Center

C	EE	MSE	ES	SSS	SSE	MSS	T	d
4.05	3.87	3.50	3.12	3.08	3.05	2.48	3.23	.621

$\begin{matrix} C & MSE \\ EE & ES \end{matrix} > MSS; \quad \begin{matrix} C & SSS \\ EE & SSE \end{matrix}; \quad C > \begin{matrix} ES \\ SSS \\ SSE \end{matrix} \quad MSS$

6. Services of Alumni Office

ES	SSS	C	MSS	MSE	EE	SSE	T	d
3.31	3.29	2.95	2.68	2.59	2.42	1.76	2.73	.651

$\begin{matrix} ES & MSS \\ SSS & MSE \\ C & EE \end{matrix} > SSE; \quad \begin{matrix} ES & EE \\ SSS & SSE \\ & MSE \end{matrix}; \quad ES > \begin{matrix} NSS \\ NSE \\ EE \end{matrix} \quad SSE$

7. Services of the Housing Office

EE	MSE	C	ES	SSS	MSS	SSE	T	d
3.27	3.05	2.95	2.92	2.62	2.40	1.95	2.75	.662

$\begin{matrix} EE & ES \\ MSE & SSS \\ C & MSS \end{matrix} > SSE; \quad EE > \begin{matrix} MSS \\ SSE \\ SSS \end{matrix}$

---

Table B.1 (Continued)  
 Ranked Mean Scores for  
 Individual Items on the Instrument

---

Enrollment officer's  
 need for familiarity  
 with:

---

8. Services of the Student Loan Office

EE	C	MSE	ES	SSS	MSS	SSE	T	d
3.75	3.65	3.64	3.58	3.33	3.32	2.76	3.44	.403

$\begin{matrix} EE & SSS \\ C & MSS \\ MSE \end{matrix} > SSE; \quad EE > \begin{matrix} MSS \\ SSE \end{matrix}$

9. Services of Scholarship Office

MSS	SSS	ES	EE	C	SSE	MSE	T	d
4.40	4.17	4.12	3.83	3.80	3.52	2.86	3.98	.433

$\begin{matrix} MSS & EE \\ SSS & C \\ ES & SSE \end{matrix} > MSE; \quad \begin{matrix} MSS & SSE \\ SSS & MSE \\ ES & \end{matrix} > \begin{matrix} C \\ SSE \\ MSE \end{matrix} EE$

10. Student activity program

EE	C	ES	SSS	MSE	MSS	SSE	T	d
3.08	3.00	2.96	2.87	2.73	2.72	2.05	2.78	.543

$\begin{matrix} EE & ES & MSE \\ C & SSS & MSS \end{matrix} > SSE$

11. Graduation requirements

MSS	SSS	SSE	ES	EE	MSE	C	T
5.00	5.00	5.00	4.96	4.95	4.95	4.90	4.97

No significant differences

---

Table B.1 (Continued)  
 Ranked Mean Scores for  
 Individual Items on the Instrument

---

Enrollment officer's  
 need for familiarity  
 with:

---

12. Graduate programs in his area

ES	MSS	SSS	EE	SSE	MSE	C	T	d
4.92	4.92	4.87	4.75	4.61	4.59	4.55	4.75	.317

$\begin{matrix} \text{ES} \\ \text{MSS} \end{matrix} \text{SSS} > \text{C} ; \quad \begin{matrix} \text{ES} \\ \text{MSS} \end{matrix} > \begin{matrix} \text{MSE} \\ \text{C} \end{matrix}$

13. Policy governing academic probation

C	EE	MSS	SSS	ES	MSE	SSE	T	d
4.75	4.62	4.60	4.54	4.46	4.41	3.40	4.49	.503

$\begin{matrix} \text{C} \\ \text{EE} \end{matrix} \begin{matrix} \text{MSS} \\ \text{SSS} \end{matrix} \begin{matrix} \text{ES} \\ \text{MSE} \end{matrix} > \text{SSE}$

14. University grade point system

SSE	EE	SSS	C	MSE	MSS	ES	T
5.00	4.95	4.87	4.85	4.82	4.76	4.65	4.84

No significant differences

15. Policy governing transfer of colleges within the University

MSS	ES	MSE	SSS	C	EE	SSE	T	d
4.76	4.69	4.64	4.62	4.40	4.25	3.81	4.60	.383

$\begin{matrix} \text{MSS} \\ \text{ES} \\ \text{MSE} \end{matrix} \begin{matrix} \text{SSS} \\ \text{C} \\ \text{EE} \end{matrix} > \text{SSE} ; \quad \begin{matrix} \text{MSS} \\ \text{ES} \\ \text{MSE} \end{matrix} > \begin{matrix} \text{EE} \\ \text{SSE} \end{matrix}$

---

Table B.1 (Continued)  
 Ranked Mean Scores for  
 Individual Items on the Instrument

---

Enrollment officer's  
 need for familiarity  
 with:

---

16. Policy on changing majors

ES	MSS	SSS	C	MSE	EE	SSE	T	d
4.85	4.80	4.71	4.70	4.64	4.46	4.38	4.65	.316

$\begin{matrix} \text{ES} \\ \text{MSS} \end{matrix} \text{SSS} > \text{SSE}, \quad \begin{matrix} \text{ES} \\ \text{MSS} \end{matrix} > \begin{matrix} \text{EE} \\ \text{SSE} \end{matrix}$

17. Policy on adding and dropping courses

EE	SSS	C	MSE	ES	MSS	SSE	T
5.00	4.85	4.83	4.82	4.80	4.72	4.71	4.82

No significant differences

18. Policy on repeating courses

EE	SSS	C	MSE	ES	MSS	SSE	T
4.87	4.83	4.80	4.78	4.73	4.72	4.71	4.78

No significant differences

19. Policy on readmission to the University

ES	MSS	SSS	EE	MSE	C	SSE	T	d
4.58	4.40	4.21	4.21	3.95	3.85	3.00	4.06	.363

$\begin{matrix} \text{ES} \\ \text{MSS} \\ \text{SSS} \end{matrix} \begin{matrix} \text{EE} \\ \text{MSE} \\ \text{C} \end{matrix} > \text{SSE}, \quad \begin{matrix} \text{ES} \\ \text{MSS} \end{matrix} \begin{matrix} \text{SSS} \\ \text{EE} \end{matrix} > \text{C} \text{SSE}, \quad \begin{matrix} \text{ES} \\ \text{MSS} \end{matrix} > \begin{matrix} \text{MSE} \\ \text{C} \\ \text{SSE} \end{matrix}; \quad \text{ES} > \begin{matrix} \text{SSS} \\ \text{EE} \\ \text{MSE} \end{matrix} \text{C}$

20. All-University graduation requirements

MSS	SSE	MSE	ES	EE	SSS	C	T	d
4.96	4.95	4.91	4.89	4.75	4.75	4.35	4.78	.369

$\begin{matrix} \text{MSS} \\ \text{SSE} \end{matrix} \begin{matrix} \text{MSE} \\ \text{ES} \end{matrix} \begin{matrix} \text{EE} \\ \text{SSS} \end{matrix} > \text{C}$

---

Table B.1 (Continued)

Ranked Mean Scores for  
Individual Items on the Instrument

---

Enrollment officer's  
need for familiarity  
with:

---

21. Enrollees' orientation test scores

EE	ES	MSE	MSS	SSE	SSS	C	T
4.42	4.12	3.87	3.78	3.76	3.67	3.60	3.90

No significant differences

22. Enrollees' extra-curricular activities

EE	ES	MSE	MSS	C	SSE	SSS	T
3.54	3.23	3.18	3.12	3.10	2.95	2.79	3.14

No significant differences

23. Enrollees' home backgrounds

EE	C	MSE	MSS	SSE	ES	SSS	T	d
3.42	3.05	2.95	2.72	2.71	2.69	2.46	2.85	.422

EE > SSS;      EE > ES  
C                      SSS    SSE

24. Enrollees' vocational objectives

EE	MSS	MSE	ES	SSS	C	SSE	T
4.71	4.64	4.50	4.42	4.42	4.15	4.10	4.43

No significant differences

25. Enrollees' health problems

EE	MSE	SSE	ES	C	SSS	MSS	T	d
4.04	3.68	3.67	3.35	3.35	3.29	3.08	3.49	.550

EE                      SSE > MSS;      EE > SSS  
MSE                      MSS    C  
   ES

---



Table B.1 (Continued)

Ranked Mean Scores for  
Individual Items on the Instrument

---

Enrollment officer's  
need for familiarity  
with:

---

26. Enrollees' high school backgrounds

SSE	EE	ES	MSS	MSE	SSS	C	T
3.81	3.54	3.50	3.44	3.41	3.37	3.25	3.48

No significant differences

27. Enrollees' academic programs

SSE	EE	MSE	MSS	ES	SSS	C	T	d
4.95	4.80	4.73	4.60	4.58	4.42	4.40	4.64	.307

$\frac{SSE}{EE} MSE > \frac{SSS}{C}$  ;  $SSE > \frac{ES}{SSS} C$  MSS

28. Enrollees' grade point averages

EE	SSE	MSE	ES	SSS	MSS	C	T	d
4.71	4.71	4.64	4.58	4.50	4.44	4.35	4.56	.264

$\frac{EE}{SSE} MSE > C$  ;  $\frac{EE}{SSE} > \frac{MSS}{C}$

29. Enrollees' emotional problems

EE	MSE	SSE	C	SSS	ES	MSS	T	d
4.13	3.68	3.43	3.25	3.14	3.03	2.76	3.33	.398

$\frac{EE}{MSE} SSE > MSS$  ;  $\frac{EE}{MSE} > \frac{ES}{MSS}$  ;  $EE > \frac{SSS}{ES} \frac{MSS}{C} SSE$

30. Enrollees' social problems

EE	MSE	C	SSE	ES	SSS	MSS	T	d
3.88	3.50	3.00	2.95	2.69	2.46	2.44	2.98	.625

$\frac{EE}{MSE} > \frac{SSS}{MSS} ES$  ;  $EE > \frac{C}{SSE} \frac{ES}{SSS} MSS$

---

Table B.1 (Continued)

Ranked Mean Scores for  
Individual Items on the Instrument

---

Expectations for the  
Enrollment Officer to:

---

31. Help enrollee with family problems

EE	MSE	ES	SSE	C	MSS	SSS	T	d
2.54	2.32	2.19	2.00	1.90	1.88	1.67	2.07	.502
		EE	> SSS			EE	> C	SSS
		MSE				MSS		

32. Help enrollee improve study habits

EE	ES	SSE	MSE	MSS	C	SSS	T
3.37	3.31	3.14	3.09	3.08	3.05	2.80	3.12

No significant differences

33. Help enrollee secure employment after graduation

MSS	ES	MSE	EE	SSE	C	SSS	T	d
3.28	3.23	3.05	2.92	2.86	2.75	2.58	2.96	.519
		MSS	> SSS					
		ES						

34. Help enrollee secure scholarships

ES	MSS	SSS	EE	C	SSE	MSE	T
3.96	3.84	3.75	3.67	3.50	3.38	3.36	3.65

No significant differences

35. Help enrollee solve financial problems

EE	MSS	SSS	ES	MSE	SSE	C	T
3.00	2.68	2.67	2.62	2.55	2.52	2.25	2.62

No significant differences

---

### Ranked Mean Scores for Individual Items on the Instrument

Expectations for the  
Enrollment Officer to:

MSS	SSS	ES	EE	SSE	MSE	C	T	d
3.84	3.67	3.54	3.42	2.95	2.77	2.55	3.28	.752
	MSS	ES		MSS	MSE			
	SSS	EE	> C	SSS	C	MSS	> SSE	C
							MSE	

SSE	EE	C	MSS	ES	MSE	SSS	T	d
3.19	3.12	2.90	2.88	2.77	2.73	2.62	2.89	.494
$\frac{SSE}{EE} > SSS$								

SSS	EE	C	ES	SSE	MSE	MSS	T
2.62	2.54	2.50	2.50	2.19	2.18	2.12	2.38
No significant differences							

ES	EE	SSS	MSS	SSE	MSE	C	T	d
3.73	3.46	3.42	3.28	3.14	3.09	2.80	3.30	.594
			ES	SSS	> c			
			EE					

EE	ES	MSE	SSS	C	MSS	SSE	T
2.46	2.38	2.32	2.25	2.15	2.04	2.00	2.23
No significant differences							

Table B.1 (Continued)

Ranked Mean Scores for  
Individual Items on the Instrument

---

Expectations for the  
Enrollment Officer to:

---

41. See each enrollee for each enrollment

MSS	SSS	ES	C	SSE	MSE	EE	T	d
4.84	4.67	4.58	4.45	4.43	4.27	4.21	4.50	.492
		MSS	> MSE			MSS	> SSE	
		SSS	EE			MSE	EE	

42. Choose electives an enrollee may take

MSE	SSE	ES	MSS	SSS	EE	C	T
2.59	2.57	2.57	2.36	2.33	2.29	2.00	2.40

No significant differences

43. See enrollee personally when he adds or drops a course

MSS	ES	SSS	MSE	ES	C	SSE	T
4.08	4.04	4.04	3.91	3.88	3.85	3.57	3.92

No significant differences

44. Limit credits an enrollee with low grades may take

SSE	EE	ES	MSE	SSS	MSS	C	T	d
4.19	4.16	4.15	4.05	4.00	3.96	3.40	4.00	.420
		SSE	ES	SSS	> C			
		EE	MSE	MSS				

45. Help an enrollee choose an appropriate major

EE	MSE	MSS	SSE	ES	SSS	C	T
3.79	3.64	3.64	3.62	3.62	3.25	3.10	3.53

No significant differences

---

Table B.1 (Continued)

Ranked Mean Scores for  
Individual Items on the Instrument

Expectations for the  
Enrollment Officer to:

46. Help an enrollee plan to meet graduation requirements

MSS	SSS	EE	SSE	ES	C	MSE	T	d
4.88	4.79	4.75	4.71	4.61	4.50	4.05	4.62	.233

MSS EE ES > MSE ; MSS EE > C MSE ; MSS > ES MSE  
SSS SSE C

47. Help an enrollee schedule course sections

EE	SSE	MSS	MSE	ES	C	SSS	T
3.38	3.14	3.08	2.95	2.81	2.80	2.75	2.99

No significant differences

48. Supply enrollee with information about withdrawal

EE	C	MSS	ES	SSS	SSE	MSE	T
3.75	3.70	3.68	3.65	3.62	3.47	3.32	3.60

No significant differences

49. Discuss other teachers with enrollees

SSS	MSS	SSE	ES	MSE	C	EE	T	d
2.75	2.72	2.43	2.27	2.23	2.20	1.92	2.36	.532

SSS > EE                      SSS > C  
MSS                                      EE

50. Suggest enrollee with low grades change major

MSE	SSE	C	MSS	ES	SSS	EE	T
3.09	2.95	2.85	2.68	2.54	2.46	2.42	2.70.

No significant differences

Table B.1 (Continued)

Ranked Mean Scores for  
Individual Items on the Instrument

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Expectations for the  
Enrollment Officer to:

---

51. Tutor an enrollee

ES	SSS	C	MSS	EE	MSE	SSE	T	d
2.46	2.42	2.40	2.36	1.79	1.73	1.62	2.12	.528

ES C  
SSS MSS > EE  
MSE SSE

52. Invite an enrollee to his home

C	SSE	EE	MSE	SSS	MSS	ES	T	d
3.10	2.95	2.71	2.64	2.62	2.44	2.38	2.67	.349

C SSE EE > ES ; C SSE > MSS SSS ; C > MSE MSS EE  
SSE ES

53. Go on coffee breaks with enrollees

C	SSS	SSE	EE	MSS	MSE	ES	T	d
3.15	3.12	2.95	2.69	2.68	2.55	2.46	2.79	.418

SSE C > ES ; C > EE ES  
SSS MSS

54. Accept gifts from enrollees

SSE	ES	SSS	C	MSE	MSS	EE	T
1.95	1.92	1.87	1.85	1.77	1.68	1.50	1.79

No significant differences

55. Accept pay for tutoring an enrollee

ES	MSS	C	SSS	SSE	MSE	EE	T	d
2.34	2.28	2.25	2.21	2.05	1.77	1.38	2.04	.722

ES C  
MSS SSS > EE

---

Table B.1 (Concluded)

Ranked Mean Scores for  
Individual Items on the Instrument

---

Expectations for the  
Enrollment Officer to:

---

56. Encourage enrollee to meet him other than at enrollment

EE	ES	C	SSE	MSS	SSS	MSE	T
3.71	3.58	3.55	3.52	3.44	3.29	3.13	3.40

No significant differences

57. Write letters of recommendation for an enrollee

SSE	EE	C	MSE	SSS	MSS	ES	T
3.86	3.67	3.65	3.59	3.58	3.56	3.23	3.58

No significant differences

58. Establish a friendly relationship with enrollees

C	SSS	EE	SSE	MSS	ES	MSE	T	d
4.30	4.29	4.25	4.19	4.08	4.00	3.68	4.11	.365

C SSS SSE > MSE  
EE MSS

59. Check claims of unfair treatment by other teachers

SSS	SSE	MSS	EE	C	ES	MSE	T	d
3.46	3.33	3.04	2.92	2.90	2.77	2.59	3.00	.642

SSS > MSE ; SSS > ES  
SSE MSE

60. Check claims of unfair treatment by Dean of Students Offc.

SSS	SSE	EE	MSS	C	MSE	ES	T	d
3.58	3.47	3.17	3.08	2.85	2.64	2.62	3.06	.727

SSS > MSE SSS > C ES  
SSE ES MSE

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ROOM USE ONLY

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~~MAR 13 1961~~

~~AUG 1 1962~~

~~NOV 20 1962~~

~~DEC 14 1962~~

~~JAN 7 1963~~

~~JAN 18 1963~~

~~JAN 30 1963~~

~~FEB 11 1963~~

~~NOV 23 1963~~

~~DEC 1 1964~~

~~JAN 6 1965~~

~~AUG 1 1965~~

~~AUG 25 65~~

~~SEP 8 65~~

~~SEP 22 65~~

~~OCT 14 65~~

~~NOV 2 65~~

~~NOV 17 1965~~

~~JAN 6 65~~

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